

VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI													
B.E. in Information Science and Engineering													
Scheme of Teaching and Examinations 2022													
Outcome Based Education (OBE) and Choice Based Credit System (CBCS)													
(Effective from the academic year 2023-24)													
III SEMESTER													
Sl. No	Course	Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
					Theory Lecture	Tutorial	Practical / Drawing	SDA	Duration in hours	CIE Marks	SEE Marks	Total Marks	
					L	T	P	S					
1	PCC/BS C	BCS301	Mathematics for Computer Science	TD: Maths PSB: Maths	3	2	0		03	50	50	100	4
2	IPCC	BCS302	Digital Design & Computer Organization	TD: IS PSB: CS	3	0	2		03	50	50	100	4
3	IPCC	BCS303	Operating Systems	TD: IS PSB: CS	3	0	2		03	50	50	100	4
4	PCC	BCS304	Data Structures and Applications	TD: IS PSB: CS	3	0	0		03	50	50	100	3
5	PCCL	BCSL305	Data Structures Lab	TD: IS PSB: CS	0	0	2		03	50	50	100	1
6	ESC	BCS306x	ESC/ETC/PLC	TD: IS PSB: CS	2	0	2		03	50	50	100	3
7	UHV	BSCK307	<b>Social Connect and Responsibility</b>	Any Department	0	0	2		01	100	---	100	1
8	AEC/ SEC	BCS358x	Ability Enhancement Course/Skill Enhancement Course – III	TD : Concerned department PSB: CS	If the course is a Theory				01	50	50	100	1
					1	0	0						
					If a course is a laboratory				02				
					0	0	2						
9	MC	BNSK359	National Service Scheme (NSS)	NSS coordinator	0	0	2			100	---	100	0
		BPEK359	Physical Education (PE) (Sports and Athletics)	Physical Education Director									
		BYOK359	Yoga	Yoga Teacher									
									<b>Total</b>	<b>550</b>	<b>350</b>	<b>900</b>	<b>21</b>

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

**Engineering Science Course (ESC/ETC/PLC) (Note- Student should opt for the course which should not be similar to the course opted in 1<sup>st</sup> Year)**

BCS306A	Object Oriented Programming with Java	BCS306C	
BCS306B	Object Oriented Programming with C++	BCS306D	

**Ability Enhancement Course – III**

BCS358A	Data analytics with Excel	BCS358C	Project Management with Git
BCS358B	R programming	BCS358D	Data Visualization with Phyton

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

**National Service Scheme /Physical Education/Yoga:** All students have to register for any one of the courses namely National Service Scheme (NSS), Physical Education (PE)(Sports and Athletics), and Yoga(YOG) with the concerned coordinator of the course during the first week of III semesters. Activities shall be carried out between III semester to the VI semester (for 4 semesters). Successful completion of the registered course and requisite CIE score is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the calendar prepared for the NSS, PE, and Yoga activities. These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the course is mandatory for the award of degree.

VARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI													
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(Effective from the academic year 2023-24)													
IV SEMESTER													
Sl. No	Course and Course Code		Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
					Theory Lecture	Tutorials	Practical / Drawing	Self - Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
					L	T	P	S					
1	PCC/BS C	BCS401	Analysis & Design of Algorithms	TD: IS PSB: CS	3	0	0		03	50	50	100	3
2	IPCC	BIS402	Advanced Java	TD: IS PSB: CS	3	0	2		03	50	50	100	4
3	IPCC	BCS403	Database Management Systems	TD: IS PSB: CS	3	0	2		03	50	50	100	4
4	PCCL	BCSL404	Analysis & Design of Algorithms Lab	TD: IS PSB: CS	0	0	2		03	50	50	100	1
5	ESC	BCS405x	ESC/ETC/PLC	TD: IS/Maths PSB : IS/Maths	2	2	0		03	50	50	100	3
6	AEC/ SEC	BCS456x	Ability Enhancement Course/Skill Enhancement Course- IV	TD: Concerned department PSB: CS	If the course is Theory				01	50	50	100	1
					1	0	0						
					If the course is a lab				02				
4	BSC	BBOK407	Biology For Engineers (Information Technology in Biology)	TD / PSB: BT, CHE,	2	0	0		03	50	50	100	3
7	UHV	BUHK408	Universal human values course	Any Department	1	0	0		01	50	50	100	1
9	MC	BNSK459	National Service Scheme (NSS)	NSS coordinator	0	0	2			100	---	100	0
		BPEK459	Physical Education (PE) (Sports and Athletics)	Physical Education Director									

	BYOK459	Yoga	Yoga Teacher										
<b>Total</b>										<b>500</b>	<b>400</b>	<b>900</b>	<b>19</b>
<p><b>PCC:</b> Professional Core Course, <b>PCCL:</b> Professional Core Course laboratory, <b>UHV:</b> Universal Human Value Course, <b>MC:</b> Mandatory Course (Non-credit), <b>AEC:</b> Ability Enhancement Course, <b>SEC:</b> Skill Enhancement Course, <b>L:</b> Lecture, <b>T:</b> Tutorial, <b>P:</b> Practical <b>S= SDA:</b> Skill Development Activity, <b>CIE:</b> Continuous Internal Evaluation, <b>SEE:</b> Semester End Evaluation. <b>K :</b>This letter in the course code indicates common to all the stream of engineering.</p>													
<b>Ability Enhancement Course / Skill Enhancement Course - IV</b>													
BCS456A	Green IT and Sustainability			BCS456C	UI/UX								
BCS456B	Capacity Planning			BCS456D	Technical writing using LATEX								
<b>Engineering Science Course (ESC/ETC/PLC)</b>													
BCS405A	Discrete Mathematical Structures			BCS405C	Optimization Techniques								
BCS405B	Graph Theory			BCS405D	Linear Algebra								
<p><b>Professional Core Course (IPCC):</b> Refers to Professional Core Course Theory Integrated with practical of the same course. Credit for IPCC can be 04 and its Teaching– Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from the practical part of IPCC shall be included in the SEE question paper. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (B.E./B.Tech.) 2022-23</p> <p><b>National Service Scheme /Physical Education/Yoga:</b> All students have to register for any one of the courses namely National Service Scheme (NSS), Physical Education (PE)(Sports and Athletics), and Yoga(YOG) with the concerned coordinator of the course during the first week of III semesters. Activities shall be carried out between III semester to the VI semester (for 4 semesters). Successful completion of the registered course and requisite CIE score is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the calendar prepared for the NSS, PE, and Yoga activities. These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses is mandatory for the award of degree.</p>													

**VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI**  
**B.E. in Information Science and Engineering**  
**Scheme of Teaching and Examinations 2022**  
**Outcome Based Education (OBE) and Choice Based Credit System (CBCS)**  
**(Effective from the academic year 2023-24)**

V SEMESTER													
Sl. No	Course and Course Code		Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
					Theory Lecture	Tutorials	Practical / Drawing	SDA	Duration in hours	CIE Marks	SEE Marks	Total Marks	
1	HSMS	BIS501	Software Engineering & Project Management <i>(This course must be pertaining to economics and management of the concerned degree program. The course syllabus should have both economics and management topics and the course title should bear the word Management.)</i>	TD: IS PSB: IS	3	0	0		03	50	50	100	3
2	IPCC	BIS502	Computer Networks	TD: IS PSB: IS	3	0	2		03	50	50	100	4
3	PCC	BIS503	Theory of Computations	TD: IS PSB: IS	3	2	0		03	50	50	100	4
4	PCCL	BISL504	Data Visualization Lab	TD: IS PSB: IS	0	0	2		03	50	50	100	1
5	PEC	BIS515x	Professional Elective Course	TD: IS PSB: IS	3	0	0		03	50	50	100	3
6	PROJ	BIS586	Mini Project	TD: IS PSB: IS	0	0	4		03	100		100	2
7	AEC	BRMK557	Research Methodology and IPR	TD: HSM PSB : HSM	2	2	0		02	50	50	100	3
8	MC	BESK508	Environmental Studies	TD: HSM PSB : HSM	2	0	0		02	50	50	100	2
9	MC	BNSK559	National Service Scheme (NSS)	NSS coordinator	0	0	2			100		100	0
		BPEK559	Physical Education (PE) (Sports and Athletics)	Physical Education Director									
		BYOK559	Yoga	Yoga Teacher									

				Total	500	300	800	22
<b>Professional Elective Course</b>								
BIS515A	Computer Vision	BIS515C	Distributed Systems					
BIS515B	Artificial Intelligence	BIS515D	Unix System Programming					
<p><b>PCC:</b> Professional Core Course, <b>PCCL:</b> Professional Core Course laboratory, <b>UHV:</b> Universal Human Value Course, <b>MC:</b> Mandatory Course (Non-credit), <b>AEC:</b> Ability Enhancement Course, <b>SEC:</b> Skill Enhancement Course, <b>L:</b> Lecture, <b>T:</b> Tutorial, <b>P:</b> Practical <b>S= SDA:</b> Skill Development Activity, <b>CIE:</b> Continuous Internal Evaluation, <b>SIS:</b> Semester End Evaluation. <b>K :</b> The letter in the course code indicates common to all the stream of engineering. <b>PROJ:</b> Project /Mini Project. <b>PEC:</b> Professional Elective Course</p>								
<p><b>Professional Core Course (IPCC):</b> Refers to Professional Core Course Theory Integrated with practicals of the same course. Credit for IPCC can be 04 and its Teaching– Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from the practical part of IPCC shall be included in the SEE question paper. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (B.E./B.Tech.) 2022-23</p>								
<p><b>National Service Scheme /Physical Education/Yoga:</b> All students have to register for any one of the courses namely National Service Scheme (NSS), Physical Education (PE)(Sports and Athletics), and Yoga(YOG) with the concerned coordinator of the course during the first week of III semesters. Activities shall be carried out between III semester to the VI semester (for 4 semesters). Successful completion of the registered course and requisite CIE score is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the calendar prepared for the NSS, PE, and Yoga activities. These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the course is mandatory for the award of degree.</p>								
<p><b>Mini-project work:</b> Mini Project is a laboratory-oriented/hands on course that will provide a platform to students to enhance their practical knowledge and skills by the development of small systems/applications etc. Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary Mini- project can be assigned to an individual student or to a group having not more than 4 students.</p>								
<p><b>CIE procedure for Mini-project:</b></p> <p>(i) <b>Single discipline:</b> The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two faculty members of the Department, one of them being the Guide. The CIE marks awarded for the Mini-project work shall be based on the evaluation of the project report, project presentation skill, and question and answer session in the ratio of 50:25:25. The marks awarded for the project report shall be the same for all the batches mates.</p> <p>(ii) <b>Interdisciplinary:</b> Continuous Internal Evaluation shall be group-wise at the college level with the participation of all the guides of the project. The CIE marks awarded for the Mini-project, shall be based on the evaluation of the project report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.</p>								
<p><b>No SEE component for Mini-Project.</b></p>								
<p><b>Professional Elective Courses (PEC):</b> A professional elective (PEC) course is intended to enhance the depth and breadth of educational experience in the Engineering</p>								

and Technology curriculum. Multidisciplinary courses that are added supplement the latest trend and advanced technology in the selected stream of engineering. Each group will provide an option to select one course. The minimum number of students' strengths for offering a professional elective is 10. However, this conditional shall not be applicable to cases where the admission to the program is less than 10.

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 (Effective from the academic year 2023-24)

VI SEMESTER													
Sl. No	Course and Course Code		Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
					Theory Lecture	T u r o r i a l	Prac t i c a l / Dra w i n g	SDA	Dur at i o n i n h o u r s	CIE Mar ks	SEE Mar ks	Total Mar ks	
1	IPCC	BIS601	Full Stack Development	TD: IS PSB: IS	3	0	2		03	50	50	100	4
2	PCC	BIS602	Machine Learning	TD: IS PSB: IS	4	0	0		03	50	50	100	4
3	PEC	BIS613x	Professional Elective Course	TD: IS PSB: IS	3	0	0		03	50	50	100	3
4	OEC	BIS654x	Open Elective Course	TD: IS PSB: IS	3	0	0		03	50	50	100	3
5	PROJ	BIS685	Project Phase I	TD: IS PSB: IS	0	0	4		03	100	--	100	2
6	PCCL	BISL606	Machine Learning lab	TD: IS PSB: IS	0	0	2		03	50	50	100	1
7	AEC/SD C	BIS657x	Ability Enhancement Course/Skill Development Course V	TD and PSB: Concerned department	If the course is offered as a Theory				01	50	50	100	1
					1	0	0						
					If course is offered as a practical								
					0	0	2						
8	MC	BNSK658	National Service Scheme (NSS)	NSS coordinator	0	0	2			100	---	100	0
		BPEK658	Physical Education (PE) (Sports and Athletics)	Physical Education Director									
		BYOK658	Yoga	Yoga Teacher									
<b>Total</b>									<b>500</b>	<b>300</b>	<b>800</b>	<b>18</b>	
<b>Professional Elective Course</b>													
BIS613A		Blockchain Technology			BIS613C		Compiler Design						
BIS613B		Internet of Things			BIS613D		Cloud Computing						
<b>Open Elective Course</b>													



BIS654A	Introduction to Data Structures	BIS654C	Mobile Application Development
BIS654B	Fundamentals of Operating Systems	BIS654D	Introduction to AI
<b>Ability Enhancement Course / Skill Enhancement Course-V</b>			
BIS657A	Progressive App Development	BIS657C	Cyber Laws
BIS657B	Tosca – Automated Software Testing	BIS657D	Devops
<p><b>PCC:</b> Professional Core Course, <b>PCCL:</b> Professional Core Course laboratory, <b>UHV:</b> Universal Human Value Course, <b>MC:</b> Mandatory Course (Non-credit), <b>AEC:</b> Ability Enhancement Course, <b>SEC:</b> Skill Enhancement Course, <b>L:</b> Lecture, <b>T:</b> Tutorial, <b>P:</b> Practical <b>S= SDA:</b> Skill Development Activity, <b>CIE:</b> Continuous Internal Evaluation, <b>SEE:</b> Semester End Evaluation. <b>K :</b> The letter in the course code indicates common to all the stream of engineering. <b>PROJ:</b> Project /Mini Project. <b>PEC:</b> Professional Elective Course. <b>PROJ:</b> Project Phase -I, <b>OEC:</b> Open Elective Course</p>			
<p><b>Professional Core Course (IPCC):</b> Refers to Professional Core Course Theory Integrated with practicals of the same course. Credit for IPCC can be 04 and its Teaching– Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by only CIE (no SEE). However, questions from the practical part of IPCC shall be included in the SEE question paper. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (B.E./B.Tech.) 2022-23</p>			
<p><b>National Service Scheme /Physical Education/Yoga:</b> All students have to register for any one of the courses namely National Service Scheme (NSS), Physical Education (PE)(Sports and Athletics), and Yoga(YOG) with the concerned coordinator of the course during the first week of III semesters. Activities shall be carried out between III semester to the VI semester (for 4 semesters). Successful completion of the registered course and requisite CIE score is mandatory for the award of the degree. The events shall be appropriately scheduled by the colleges and the same shall be reflected in the calendar prepared for the NSS, PE, and Yoga activities. These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the course is mandatory for the award of degree.</p>			
<p><b>Professional Elective Courses (PEC):</b> A professional elective (PEC) course is intended to enhance the depth and breadth of educational experience in the Engineering and Technology curriculum. Multidisciplinary courses that are added supplement the latest trend and advanced technology in the selected stream of engineering. Each group will provide an option to select one course. The minimum number of students' strengths for offering professional electives is 10. However, this conditional shall not be applicable to cases where the admission to the program is less than 10.</p>			
<p><b>Open Elective Courses:</b> Students belonging to a particular stream of Engineering and Technology are not entitled to the open electives offered by their parent Department. However, they can opt for an elective offered by other Departments, provided they satisfy the prerequisite condition if any. Registration to open electives shall be documented under the guidance of the Program Coordinator/ Advisor/Mentor. The minimum numbers of students' strength for offering Open Elective Course is 10. However, this condition shall not be applicable to class where the admission to the program is less than 10.</p>			
<p><b>Project Phase-I :</b> Students have to discuss with the mentor /guide and with their helphe/she has to complete the literature survey and prepare the report and finally</p>			

define the problem statement for the project work.

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**VI SEMESTER (Swappable VII and VIII SEMESTER)**

Sl. No	Course and Course Code		Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
					Theory Lecture	Tutorial	Practical / Drawing	SDA	Duration in hours	CIE Marks	SEE Marks	Total Marks	
1	IPCC	BIS701	Big Data Analytics	TD: IS PSB: IS	3	0	2		03	50	50	100	4
2	IPCC	BIS702	Parallel Computing	TD: IS PSB: IS	3	0	2		03	50	50	100	4
3	PCC	BIS703	Information & Network Security	TD: IS PSB: IS	4	0	0		03	50	50	100	4
4	PEC	BIS714x	<b>Professional Elective Course</b>	TD: IS PSB: IS	3	0	0		03	50	50	100	3
5	OEC	BIS755x	<b>Open Elective Course</b>	TD: IS PSB: IS	3	0	0		01	50	50	100	3
6	PROJ	BIS786	<b>Major Project Phase-II</b>	TD: IS PSB: IS	0	0	12		03	100	100	200	6
										<b>400</b>	<b>300</b>	<b>700</b>	<b>24</b>

**Professional Elective Course**

BIS714A	Deep Learning	BIS714C	Embedded Systems
BIS714B	Software Quality Assurance	BIS714D	Distributed File Systems

**Open Elective Course**

BIS755A	Introduction to DBMS	BIS755C	Software Engineering
BIS755B	Introduction to Algorithms	BIS755D	

**PCC:** Professional Core Course, **PCCL:** Professional Core Course laboratory, **PEC:** Professional Elective Course, **OEC:** Open Elective Course **PR:** Project Work, **L:** Lecture, **T:** Tutorial, **P:** Practical **S= SDA:** Skill Development Activity, **CIE:** Continuous Internal Evaluation, **SEE:** Semester End Evaluation. **TD-** Teaching Department, **PSB:** Paper Setting department, **OEC:** Open Elective Course, **PEC:** Professional Elective Course. **PROJ:** Project work

**Note: VII and VIII semesters of IV years of the program**

**(1)** Institutions can swap the VII and VIII Semester Schemes of Teaching and Examinations to accommodate research internships/ industry internships after the VI

semester.

**(2)** Credits earned for the courses of VII and VIII Semester Scheme of Teaching and Examinations shall be counted against the corresponding semesters whether the VII or VIII semesters is completed during the beginning of the IV year or the later part of IV years of the program.

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

**Open Elective Courses:**

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

**PROJECT WORK (21ISP75):** The objective of the Project work is

- (i)** To encourage independent learning and the innovative attitude of the students.
- (ii)** To develop interactive attitude, communication skills, organization, time management, and presentation skills.
- (iii)** To impart flexibility and adaptability.
- (iv)** To inspire team working.
- (v)** To expand intellectual capacity, credibility, judgment and intuition.
- (vi)** To adhere to punctuality, setting and meeting deadlines.
- (vii)** To install responsibilities to oneself and others.
- (viii)** To train students to present the topic of project work in a seminar without any fear, face the audience confidently, enhance communication skills, involve in group discussion to present and exchange ideas.

**CIE procedure for Project Work:**

**(1) Single discipline:** The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two senior faculty members of the Department, one of whom shall be the Guide.

The CIE marks awarded for the project work, shall be based on the evaluation of the project work Report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.

**(2) Interdisciplinary:** Continuous Internal Evaluation shall be group-wise at the college level with the participation of all guides of the college. Participation of external guide/s, if any, is desirable. The CIE marks awarded for the project work, shall be based on the evaluation of project work Report, project presentation skill, and

question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.

**SEE procedure for Project Work:** SEE for project work will be conducted by the two examiners appointed by the University. The SEE marks awarded for the project work shall be based on the evaluation of project work Report, project presentation skill, and question and answer session in the ratio 50:25:25.

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**VIII SEMESTER (Swappable VII and VIII SEMESTER)**

Sl. No	Course and Course Code		Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
					Theory Lecture	Tutorial	Practical / Drawing	SDA	Duration in hours	CIE Marks	SEE Marks	Total Marks	
1	PEC	BIS801x	Professional Elective (Online Courses) Only through NPTEL	PSB: IS	3	0	0		03	50	50	100	3
2	OEC	BIS802x	Open Elective (Online Courses) Only through NPTEL	PSB: IS	3	0	0		01	50	50	100	3
3	INT	BIS803	Internship (Industry/Research) (14 - 20 weeks)		0	0	12		03	100	100	200	10
										<b>200</b>	<b>200</b>	<b>400</b>	<b>16</b>

**Professional Elective Course (Online courses)**

BIS801A	BOS will publish courses based on the availability	BIS801C	
BIS801B		BIS801D	

**Open Elective Courses (Online Courses)**

BIS802A	BOS will publish courses based on the availability	BIS802C	
BIS802B		BIS802D	

**L:** Lecture, **T:** Tutorial, **P:** Practical **S= SDA:** Skill Development Activity, **CIE:** Continuous Internal Evaluation, **SEE:** Semester End Evaluation. **TD-** Teaching Department, **PSB:** Paper Setting department, **OEC:** Open Elective Course, **PEC:** Professional Elective Course. **PROJ:** Project work, **INT:** Industry Internship / Research Internship / Rural Internship

**Note: VII and VIII semesters of IV years of the program**

**Swapping Facility**

- Institutions can swap VII and VIII Semester Scheme of Teaching and Examinations to accommodate **research internships/ industry internships/Rural Internship**

after the VI semester.

- Credits earned for the courses of VII and VIII Semester Scheme of Teaching and Examinations shall be counted against the corresponding semesters whether VII or VIII semester is completed during the beginning of IV year or later part of IV year of the program.
- **Note: For BCE801x and BCE802x courses BOS will announce list of courses in 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Sem . Students can register in any of the semester to earn the credits in 8<sup>th</sup> Sem.**
- 

**Elucidation:**

At the beginning of IV years of the program i.e., after VI semester, VII semester classwork and VIII semester **Research Internship /Industrial Internship / Rural Internship** shall be permitted to be operated simultaneously by the University so that students have ample opportunity for an internship. In other words, a good percentage of the class shall attend VII semester classwork and a similar percentage of others shall attend to Research Internship or Industrial Internship or Rural Internship.

Research/Industrial /Rural Internship shall be carried out at an Industry, NGO, MSME, Innovation center, Incubation center, Start-up, center of Excellence (CoE), Study Centre established in the parent institute and /or at reputed research organizations/institutes.

The mandatory Research internship /Industry internship / Rural Internship is for 14 to 20 weeks. The internship shall be considered as a head of passing and shall be considered for the award of a degree. Those, who do not take up/complete the internship shall be declared to fail and shall have to complete it during the subsequent University examination after satisfying the internship requirements.

**Research internship:** A research internship is intended to offer the flavor of current research going on in the research field. It helps students get familiarized with the field and imparts the skill required for carrying out research.

**Industry internship:** Is an extended period of work experience undertaken by students to supplement their degree for professional development. It also helps them learn to overcome unexpected obstacles and successfully navigate organizations, perspectives, and cultures. Dealing with contingencies helps students recognize, appreciate, and adapt to organizational realities by tempering their knowledge with practical constraints.

**Rural Internship:** Rural development internship is an initiative of Unnat Bharat Abhiyan Cell, RGIT in association with AICTE to involve students of all departments studying in different academic years for exploring various opportunities in techno-social fields, to connect and work with Rural India for their upliftment.

The faculty coordinator or mentor has to monitor the student's internship progress and interact with them to guide for the successful completion of the internship.

The students are permitted to carry out the internship anywhere in India or abroad. University shall not bear any expenses incurred in respect of the internship.

With the consent of the internal guide and Principal of the Institution, students shall be allowed to carry out the internship at their hometown (**within or outside the state or abroad**), provided favorable facilities are available for the internship and the student remains regularly in contact with the internal guide. **University shall not**

**bear any cost involved in carrying out the internship by students.** However, students can receive any financial assistance extended by the organization.

**Professional Elective /Open Elective Course:**These are ONLINE courses suggested by the respective Board of Studies. Details of these courses shall be made available for students on the VTU web portal.

**Please note:** If any clarifications / suggestions please email to [sbhvtuso@yahoo.com](mailto:sbhvtuso@yahoo.com)

<b>Mathematics for Computer Science</b>		Semester	3
Course Code	<b>BCS301</b>	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 20 Hours Tutorial	Total Marks	100
Credits	04	Exam Hours	3
Examination type (SEE)	<b>Theory</b>		
<p><b>Course objectives:</b> This course will enable the students to:</p> <ol style="list-style-type: none"> <li>1. To introduce the concept of random variables, probability distributions, specific discrete and continuous distributions with practical application in Computer Science Engineering and social life situations.</li> <li>2. To Provide the principles of statistical inferences and the basics of hypothesis testing with emphasis on some commonly encountered hypotheses.</li> <li>3. To Determine whether an input has a statistically significant effect on the system's response through ANOVA testing.</li> </ol>			
<p><b>Teaching-Learning Process</b>  <b>Pedagogy (General Instructions):</b>            Teachers can use the following strategies to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.</li> <li>2. State the need for Mathematics with Engineering Studies and Provide real-life examples.</li> <li>3. Support and guide the students for self-study.</li> <li>4. You will assign homework, grading assignments and quizzes, and documenting students' progress.</li> <li>5. Encourage the students to group learning to improve their creative and analytical skills.</li> <li>6. Show short related video lectures in the following ways:               <ul style="list-style-type: none"> <li>• As an introduction to new topics (pre-lecture activity).</li> <li>• As a revision of topics (post-lecture activity).</li> <li>• As additional examples (post-lecture activity).</li> <li>• As an additional material of challenging topics (pre-and post-lecture activity).</li> <li>• As a model solution of some exercises (post-lecture activity).</li> </ul> </li> </ol>			
<b>Module-1: Probability Distributions</b>			
<p><b>Probability Distributions:</b> Review of basic probability theory. Random variables (discrete and continuous), probability mass and density functions. Mathematical expectation, mean and variance. Binomial, Poisson and normal distributions- problems (derivations for mean and standard deviation for Binomial and Poisson distributions only)-Illustrative examples. Exponential distribution. <b>(12 Hours)</b>  <b>(RBT Levels: L1, L2 and L3)</b></p>			
<b>Pedagogy</b>	Chalk and Board, Problem-based learning		
<b>Module-2: Joint probability distribution &amp; Markov Chain</b>			



	<p><b>Joint probability distribution:</b> Joint Probability distribution for two discrete random variables, expectation, covariance and correlation.</p> <p><b>Markov Chain:</b> Introduction to Stochastic Process, Probability Vectors, Stochastic matrices, Regular stochastic matrices, Markov chains, Higher transition probabilities, Stationary distribution of Regular Markov chains and absorbing states. <b>(12 Hours)</b> <b>(RBT Levels: L1, L2 and L3)</b></p>
<b>Pedagogy</b>	Chalk and Board, Problem-based learning
<b>Module-3: Statistical Inference 1</b>	
	<p>Introduction, sampling distribution, standard error, testing of hypothesis, levels of significance, test of significances, confidence limits, simple sampling of attributes, test of significance for large samples, comparison of large samples. <b>(12 Hours)</b> <b>(RBT Levels: L1, L2 and L3)</b></p>
<b>Pedagogy</b>	Chalk and Board, Problem-based learning
<b>Module-4: Statistical Inference 2</b>	
	<p>Sampling variables, central limit theorem and confidences limit for unknown mean. Test of Significance for means of two small samples, students 't' distribution, Chi-square distribution as a test of goodness of fit. F-Distribution. <b>(12 Hours)</b> <b>(RBT Levels: L1, L2 and L3)</b></p>
<b>Pedagogy</b>	Chalk and Board, Problem-based learning
<b>Module-5: Design of Experiments &amp; ANOVA</b>	
	<p>Principles of experimentation in design, Analysis of completely randomized design, randomized block design. The ANOVA Technique, Basic Principle of ANOVA, One-way ANOVA, Two-way ANOVA, Latin-square Design, and Analysis of Co-Variance. <b>(12 Hours)</b> <b>(RBT Levels: L1, L2 and L3)</b></p>
<b>Pedagogy</b>	Chalk and Board, Problem-based learning
<p><b>Course outcome (Course Skill Set)</b> At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the basic concepts of probability, random variables, probability distribution</li> <li>2. Apply suitable probability distribution models for the given scenario.</li> <li>3. Apply the notion of a discrete-time Markov chain and n-step transition probabilities to solve the given problem</li> <li>4. Use statistical methodology and tools in the engineering problem-solving process.</li> <li>5. Compute the confidence intervals for the mean of the population.</li> <li>6. Apply the ANOVA test related to engineering problems.</li> </ol>	
<p><b>Assessment Details (both CIE and SEE)</b> The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.</p> <p><b>Continuous Internal Evaluation:</b></p> <ul style="list-style-type: none"> <li>• For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment</li> </ul>	

Test component, there are 25 marks.

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

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

**Semester-End Examination:**

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

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

Marks scored shall be proportionally reduced to 50 marks

**Suggested Learning Resources:**

**Textbooks:**

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

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

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

Ed., 1968.

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

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

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

<http://nptel.ac.in/courses.php?disciplineID=111>

[http://www.class-central.com/subject/math\(MOOCs\)](http://www.class-central.com/subject/math(MOOCs))

<http://academicearth.org/>

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

[VTU EDUSAT PROGRAMME – 20](#)

VTU e-Shikshana Program

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

- Programming Assignment
- Seminars

<b>Digital Design and Computer Organization</b>		Semester	3
Course Code	BCS302	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 20 Hours of Practicals	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	Theory		
<p><b>Course objectives:</b></p> <ul style="list-style-type: none"> <li>● To demonstrate the functionalities of binary logic system</li> <li>● To explain the working of combinational and sequential logic system</li> <li>● To realize the basic structure of computer system</li> <li>● To illustrate the working of I/O operations and processing unit</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b>            These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Chalk and Talk</li> <li>2. Live Demo with experiments</li> <li>3. Power point presentation</li> </ol>			
<b>MODULE-1</b>		<b>8 Hr</b>	
<p><b>Introduction to Digital Design:</b> Binary Logic, Basic Theorems And Properties Of Boolean Algebra, Boolean Functions, Digital Logic Gates, Introduction, The Map Method, Four-Variable Map, Don't-Care Conditions, NAND and NOR Implementation, Other Hardware Description Language – Verilog Model of a simple circuit.</p> <p><b>Text book 1: 1.9, 2.4, 2.5, 2.8, 3.1, 3.2, 3.3, 3.5, 3.6, 3.9</b></p>			
<b>MODULE-2</b>		<b>8 Hr</b>	
<p><b>Combinational Logic:</b> Introduction, Combinational Circuits, Design Procedure, Binary Adder- Subtractor, Decoders, Encoders, Multiplexers. HDL Models of Combinational Circuits – Adder, Multiplexer, Encoder.  <b>Sequential Logic:</b> Introduction, Sequential Circuits, Storage Elements: Latches, Flip-Flops.</p> <p><b>Text book 1: 4.1, 4.2, 4.4, 4.5, 4.9, 4.10, 4.11, 4.12, 5.1, 5.2, 5.3, 5.4.</b></p>			
<b>MODULE-3</b>		<b>8 Hr</b>	
<p><b>Basic Structure of Computers:</b> Functional Units, Basic Operational Concepts, Bus structure, Performance – Processor Clock, Basic Performance Equation, Clock Rate, Performance Measurement.  <b>Machine Instructions and Programs:</b> Memory Location and Addresses, Memory Operations, Instruction and Instruction sequencing, Addressing Modes.</p> <p><b>Text book 2: 1.2, 1.3, 1.4, 1.6, 2.2, 2.3, 2.4, 2.5</b></p>			
<b>MODULE-4</b>		<b>8 Hr</b>	
<p><b>Input/output Organization:</b> Accessing I/O Devices, Interrupts – Interrupt Hardware, Enabling and Disabling Interrupts, Handling Multiple Devices, Direct Memory Access: Bus Arbitration, Speed, size and Cost of memory systems. Cache Memories – Mapping Functions.</p> <p><b>Text book 2: 4.1, 4.2.1, 4.2.2, 4.2.3, 4.4, 5.4, 5.5.1</b></p>			
<b>MODULE-5</b>		<b>8 Hr</b>	

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

**Text book 2: 7.1, 7.2, 8.1**

### PRACTICAL COMPONENT OF IPCC

Sl.N O	Experiments Simulation packages preferred: Multisim, Modelsim, PSpice or any other relevant
1	Given a 4-variable logic expression, simplify it using appropriate technique and simulate the same using basic gates.
2	Design a 4 bit full adder and subtractor and simulate the same using basic gates.
3	Design Verilog HDL to implement simple circuits using structural, Data flow and Behavioural model.
4	Design Verilog HDL to implement Binary Adder-Subtractor – Half and Full Adder, Half and Full Subtractor.
5	Design Verilog HDL to implement Decimal adder.
6	Design Verilog program to implement Different types of multiplexer like 2:1, 4:1 and 8:1.
7	Design Verilog program to implement types of De-Multiplexer.
8	Design Verilog program for implementing various types of Flip-Flops such as SR, JK and D.

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **CIE for the practical component of the IPCC**

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

#### **SEE for IPCC**

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

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

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

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

##### **Books**

1. M. Morris Mano & Michael D. Ciletti, Digital Design With an Introduction to Verilog Design, 5e, Pearson Education.
2. Carl Hamacher, Zvonko Vranesic, Safwat Zaky, Computer Organization, 5<sup>th</sup> Edition, Tata McGraw Hill.

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

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

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

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

**Assessment Methods**

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

<b>OPERATING SYSTEMS</b>		Semester	3
Course Code	BCS303	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 20 hours practicals	Total Marks	100
Credits	04	Exam Hours	3
Examination nature (SEE)	<b>Theory</b>		
<b>Course objectives:</b>			
<ul style="list-style-type: none"> <li>● To Demonstrate the need for OS and different types of OS</li> <li>● To discuss suitable techniques for management of different resources</li> <li>● To demonstrate different APIs/Commands related to processor, memory, storage and file system management.</li> </ul>			
<b>Teaching-Learning Process (General Instructions)</b>			
Teachers can use the following strategies to accelerate the attainment of the various course outcomes.			
<ol style="list-style-type: none"> <li>1. Lecturer methods (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>5. Role play for process scheduling.</li> <li>6. Demonstrate the installation of any one Linux OS on VMware/Virtual Box</li> </ol>			
<b>MODULE-1</b>		<b>8 Hours</b>	
<b>Introduction to operating systems, System structures:</b> What operating systems do; Computer System organization; Computer System architecture; Operating System structure; Operating System operations; Process management; Memory management; Storage management; Protection and Security; Distributed system; Special-purpose systems; Computing environments.			
<b>Operating System Services:</b> User - Operating System interface; System calls; Types of system calls; System programs; Operating system design and implementation; Operating System structure; Virtual machines; Operating System debugging, Operating System generation; System boot.			
<b>Textbook 1: Chapter – 1 (1.1-1.12), 2 (2.2-2.11)</b>			
<b>MODULE-2</b>		<b>8 Hours</b>	
<b>Process Management:</b> Process concept; Process scheduling; Operations on processes; Inter process communication			
<b>Multi-threaded Programming:</b> Overview; Multithreading models; Thread Libraries; Threading issues.			
<b>Process Scheduling:</b> Basic concepts; Scheduling Criteria; Scheduling Algorithms; Thread scheduling; Multiple-processor scheduling,			
<b>Textbook 1: Chapter – 3 (3.1-3.4), 4 (4.1-4.4), 5 (5.1 -5.5)</b>			
<b>MODULE-3</b>		<b>8 Hours</b>	



<p><b>Process Synchronization:</b> Synchronization: The critical section problem; Peterson's solution; Synchronization hardware; Semaphores; Classical problems of synchronization;</p> <p><b>Deadlocks:</b> System model; Deadlock characterization; Methods for handling deadlocks; Deadlock prevention; Deadlock avoidance; Deadlock detection and recovery from deadlock.</p> <p><b>Textbook 1: Chapter – 6 (6.1-6.6), 7 (7.1 -7.7)</b></p>	
<b>MODULE-4</b>	<b>8 Hours</b>
<p><b>Memory Management:</b> Memory management strategies: Background; Swapping; Contiguous memory allocation; Paging; Structure of page table; Segmentation.</p> <p><b>Virtual Memory Management:</b> Background; Demand paging; Copy-on-write; Page replacement; Allocation of frames; Thrashing.</p> <p><b>Textbook 1: Chapter -8 (8.1-8.6), 9 (9.1-9.6)</b></p>	
<b>MODULE-5</b>	<b>8 Hours</b>
<p><b>File System, Implementation of File System:</b> File system: File concept; Access methods; Directory and Disk structure; File system mounting; File sharing; <b>Implementing File system:</b> File system structure; File system implementation; Directory implementation; Allocation methods; Free space management.</p> <p><b>Secondary Storage Structure, Protection:</b> Mass storage structures; Disk structure; Disk attachment; Disk scheduling; Disk management; <b>Protection:</b> Goals of protection, Principles of protection, Domain of protection, Access matrix.</p> <p><b>Textbook 1: Chapter – 10 (10.1-10.5) ,11 (11.1-11.5),12 (12.1-12.5), 14 (14.1-14.4)</b></p>	

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

SL.N O	Experiments
1	Develop a c program to implement the Process system calls (fork (), exec(), wait(), create process, terminate process)
2	Simulate the following CPU scheduling algorithms to find turnaround time and waiting time a) FCFS b) SJF c) Round Robin d) Priority.
3	Develop a C program to simulate producer-consumer problem using semaphores.
4	Develop a C program which demonstrates interprocess communication between a reader process and a writer process. Use mkfifo, open, read, write and close APIs in your program.
5	Develop a C program to simulate Bankers Algorithm for DeadLock Avoidance.
6	Develop a C program to simulate the following contiguous memory allocation Techniques: a) Worst fit b) Best fit c) First fit.
7	Develop a C program to simulate page replacement algorithms: a) FIFO b) LRU
8	Simulate following File Organization Techniques a) Single level directory b) Two level directory
9	Develop a C program to simulate the Linked file allocation strategies.
10	Develop a C program to simulate SCAN disk scheduling algorithm.

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

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

CO 1. Explain the structure and functionality of operating system

CO 2. Apply appropriate CPU scheduling algorithms for the given problem.

CO 3. Analyse the various techniques for process synchronization and deadlock handling.

CO 4. Apply the various techniques for memory management

CO 5. Explain file and secondary storage management strategies.

CO 6. Describe the need for information protection mechanisms

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

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

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

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

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

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

#### **CIE for the practical component of the IPCC**

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

#### **SEE for IPCC**

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

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

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

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

##### **Textbooks**

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

##### **Reference Books**

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

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

1. <https://youtu.be/mXw9ruZaxzQ>

2. <https://youtu.be/vBURTi97EkA>
3. [https://www.youtube.com/watch?v=783KAB-tuE4&list=PLIemF3uozcAKTgsCIj82voMK3TMR0YE\\_f](https://www.youtube.com/watch?v=783KAB-tuE4&list=PLIemF3uozcAKTgsCIj82voMK3TMR0YE_f)
4. <https://www.youtube.com/watch?v=3-ITLMMeeXY&list=PL3pGy4HtqwD0n7bQfHjPnsWzkeRn6mkO>

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

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

<b>DATA STRUCTURES AND APPLICATIONS</b>		Semester	3
Course Code	BCS304	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	3
Examination type (SEE)	<b>Theory</b>		
<p><b>Course objectives:</b>  CLO 1. To explain fundamentals of data structures and their applications.  CLO 2. To illustrate representation of Different data structures such as Stack, Queues, Linked Lists, Trees and Graphs.  CLO 3. To Design and Develop Solutions to problems using Linear Data Structures  CLO 4. To discuss applications of Nonlinear Data Structures in problem solving.  CLO 5. To introduce advanced Data structure concepts such as Hashing and Optimal Binary Search Trees</p>			
<p><b>Teaching-Learning Process (General Instructions)</b>  Teachers can use following strategies to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. Chalk and Talk with Black Board</li> <li>2. ICT based Teaching</li> <li>3. Demonstration based Teaching</li> </ol>			
<b>Module-1</b>		<b>8Hours</b>	
<p><b>INTRODUCTION TO DATA STRUCTURES:</b> Data Structures, Classifications (Primitive &amp; Non-Primitive), Data structure Operations  <b>Review of</b> pointers and dynamic Memory Allocation,  <b>ARRAYS and STRUCTURES:</b> Arrays, Dynamic Allocated Arrays, Structures and Unions, Polynomials, Sparse Matrices, representation of Multidimensional Arrays, Strings  <b>STACKS:</b> Stacks, Stacks Using Dynamic Arrays, Evaluation and conversion of Expressions  Text Book: Chapter-1:1.2 Chapter-2: 2.1 to 2.7 Chapter-3: 3.1,3.2,3.6  Reference Book 1: 1.1 to 1.4</p>			
<b>Module-2</b>		<b>8Hours</b>	
<p><b>QUEUES:</b> Queues, Circular Queues, Using Dynamic Arrays, Multiple Stacks and queues.  <b>LINKED LISTS :</b> Singly Linked, Lists and Chains, Representing Chains in C, Linked Stacks and Queues, Polynomials  Text Book: Chapter-3: 3.3, 3.4, 3.7 Chapter-4: 4.1 to 4.4</p>			
<b>Module-3</b>		<b>8Hours</b>	
<p><b>LINKED LISTS :</b> Additional List Operations, Sparse Matrices, Doubly Linked List.  <b>TREES:</b> Introduction, Binary Trees, Binary Tree Traversals, Threaded Binary Trees.  Text Book: Chapter-4: 4.5,4.7,4.8 Chapter-5: 5.1 to 5.3, 5.5</p>			
<b>Module-4</b>		<b>8Hours</b>	
<p><b>TREES(Cont.):</b> Binary Search trees, Selection Trees, Forests, Representation of Disjoint sets, Counting Binary Trees,  <b>GRAPHS:</b> The Graph Abstract Data Types, Elementary Graph Operations  Text Book: Chapter-5: 5.7 to 5.11 Chapter-6: 6.1, 6.2</p>			
<b>Module-5</b>		<b>8Hours</b>	

<p><b>HASHING:</b> Introduction, Static Hashing, Dynamic Hashing  <b>PRIORITY QUEUES:</b> Single and double ended Priority Queues, Leftist Trees  <b>INTRODUCTION TO EFFICIENT BINARY SEARCH TREES:</b> Optimal Binary Search Trees  Text Book: Chapter 8: 8.1 to 8.3 Chapter 9: 9.1, 9.2 Chapter 10: 10.1</p>
<p><b>Course outcome (Course Skill Set)</b>  At the end of the course the student will be able to:  CO 1. Explain different data structures and their applications.  CO 2. Apply Arrays, Stacks and Queue data structures to solve the given problems.  CO 3. Use the concept of linked list in problem solving.  CO 4. Develop solutions using trees and graphs to model the real-world problem.  CO 5. Explain the advanced Data Structures concepts such as Hashing Techniques and Optimal Binary Search Trees.</p>
<p><b>Assessment Details (both CIE and SEE)</b>  The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.</p> <p><b>Continuous Internal Evaluation:</b></p> <ul style="list-style-type: none"> <li>• For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.</li> <li>• The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered</li> <li>• Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.</li> <li>• For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.</li> </ul> <p><b>Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.</b></p> <p><b>Semester-End Examination:</b>  Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (<b>duration 03 hours</b>).</p> <ol style="list-style-type: none"> <li>1. The question paper will have ten questions. Each question is set for 20 marks.</li> <li>2. There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), <b>should have a mix of topics</b> under that module.</li> <li>3. The students have to answer 5 full questions, selecting one full question from each module.</li> <li>4. Marks scored shall be proportionally reduced to 50 marks</li> </ol>
<p><b>Suggested Learning Resources:</b>  <b>Textbook:</b></p> <ol style="list-style-type: none"> <li>1. Ellis Horowitz, Sartaj Sahni and Susan Anderson-Freed, Fundamentals of Data Structures in C, 2<sup>nd</sup> Ed, Universities Press, 2014</li> </ol>

**Reference Books:**

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

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

- <http://elearning.vtu.ac.in/econtent/courses/video/CSE/06CS35.html>
- <https://nptel.ac.in/courses/106/105/106105171/>
- <http://www.nptelvideos.in/2012/11/data-structures-and-algorithms.html>
- [https://www.youtube.com/watch?v=3Xo6P\\_V-qns&t=201s](https://www.youtube.com/watch?v=3Xo6P_V-qns&t=201s)
- <https://ds2-iiith.vlabs.ac.in/exp/selection-sort/index.html>
- <https://nptel.ac.in/courses/106/102/106102064/>
- <https://ds1-iiith.vlabs.ac.in/exp/stacks-queues/index.html>
- <https://ds1-iiith.vlabs.ac.in/exp/linked-list/basics/overview.html>
- <https://ds1-iiith.vlabs.ac.in/List%20of%20experiments.html>
- <https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/index.html>
- <https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/depth-first-traversal/dft-practice.html>
- [https://infyspringboard.onwingspan.com/web/en/app/toc/lex\\_auth\\_01350159542807756812559/overview](https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01350159542807756812559/overview)

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

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

<b>DATA STRUCTURES LABORATORY</b>			
<b>SEMESTER – III</b>			
<b>Course Code</b>	<b>BCSL305</b>	<b>CIE Marks</b>	50
<b>Number of Contact Hours/Week</b>	0:0:2	<b>SEE Marks</b>	50
<b>Total Number of Lab Contact Hours</b>	28	<b>Exam Hours</b>	03
<b>Credits – 1</b>			
<b>Course Learning Objectives:</b>			
<p>This laboratory course enables students to get practical experience in design, develop, implement, analyze and evaluation/testing of</p> <ul style="list-style-type: none"> <li>● Dynamic memory management</li> <li>● Linear data structures and their applications such as stacks, queues and lists</li> <li>● Non-Linear data structures and their applications such as trees and graphs</li> </ul>			
<b>Descriptions (if any):</b>			
<ul style="list-style-type: none"> <li>● Implement all the programs in “C” Programming Language and Linux OS.</li> </ul>			
<b>Programs List:</b>			
1.	Develop a Program in C for the following: <ol style="list-style-type: none"> <li>a) Declare a calendar as an array of 7 elements (A dynamically Created array) to represent 7 days of a week. Each Element of the array is a structure having three fields. The first field is the name of the Day (A dynamically allocated String), The second field is the date of the Day (A integer), the third field is the description of the activity for a particular day (A dynamically allocated String).</li> <li>b) Write functions create(), read() and display(); to create the calendar, to read the data from the keyboard and to print weeks activity details report on screen.</li> </ol>		
2.	Develop a Program in C for the following operations on Strings. <ol style="list-style-type: none"> <li>a. Read a main String (STR), a Pattern String (PAT) and a Replace String (REP)</li> <li>b. Perform Pattern Matching Operation: Find and Replace all occurrences of PAT in STR with REP if PAT exists in STR. Report suitable messages in case PAT does not exist in STR</li> </ol> Support the program with functions for each of the above operations. Don't use Built-in functions.		
3.	Develop a menu driven Program in C for the following operations on STACK of Integers (Array Implementation of Stack with maximum size MAX) <ol style="list-style-type: none"> <li>a. Push an Element on to Stack</li> <li>b. Pop an Element from Stack</li> <li>c. Demonstrate how Stack can be used to check Palindrome</li> <li>d. Demonstrate Overflow and Underflow situations on Stack</li> <li>e. Display the status of Stack</li> <li>f. Exit</li> </ol> Support the program with appropriate functions for each of the above operations		



4.	Develop a Program in C for converting an Infix Expression to Postfix Expression. Program should support for both parenthesized and free parenthesized expressions with the operators: +, -, *, /, % (Remainder), ^ (Power) and alphanumeric operands.
5.	Develop a Program in C for the following Stack Applications <ol style="list-style-type: none"> <li>Evaluation of Suffix expression with single digit operands and operators: +, -, *, /, %, ^</li> <li>Solving Tower of Hanoi problem with n disks</li> </ol>
6.	Develop a menu driven Program in C for the following operations on Circular QUEUE of Characters (Array Implementation of Queue with maximum size MAX) <ol style="list-style-type: none"> <li>Insert an Element on to Circular QUEUE</li> <li>Delete an Element from Circular QUEUE</li> <li>Demonstrate Overflow and Underflow situations on Circular QUEUE</li> <li>Display the status of Circular QUEUE</li> <li>Exit</li> </ol> Support the program with appropriate functions for each of the above operations
7.	Develop a menu driven Program in C for the following operations on Singly Linked List (SLL) of Student Data with the fields: <i>USN, Name, Programme, Sem, PhNo</i> <ol style="list-style-type: none"> <li>Create a SLL of N Students Data by using <i>front insertion</i>.</li> <li>Display the status of SLL and count the number of nodes in it</li> <li>Perform Insertion / Deletion at End of SLL</li> <li>Perform Insertion / Deletion at Front of SLL(Demonstration of stack)</li> <li>Exit</li> </ol>
8.	Develop a menu driven Program in C for the following operations on Doubly Linked List (DLL) of Employee Data with the fields: <i>SSN, Name, Dept, Designation, Sal, PhNo</i> <ol style="list-style-type: none"> <li>Create a DLL of N Employees Data by using <i>end insertion</i>.</li> <li>Display the status of DLL and count the number of nodes in it</li> <li>Perform Insertion and Deletion at End of DLL</li> <li>Perform Insertion and Deletion at Front of DLL</li> <li>Demonstrate how this DLL can be used as Double Ended Queue.</li> <li>Exit</li> </ol>
9.	Develop a Program in C for the following operations on Singly Circular Linked List (SCLL) with header nodes <ol style="list-style-type: none"> <li>Represent and Evaluate a Polynomial <math>P(x,y,z) = 6x^2y^2z - 4yz^5 + 3x^3yz + 2xy^5z - 2xyz^3</math></li> <li>Find the sum of two polynomials <math>POLY1(x,y,z)</math> and <math>POLY2(x,y,z)</math> and store the result in <math>POLYSUM(x,y,z)</math></li> </ol> Support the program with appropriate functions for each of the above operations
10.	Develop a menu driven Program in C for the following operations on Binary Search Tree (BST) of Integers . <ol style="list-style-type: none"> <li>Create a BST of N Integers: 6, 9, 5, 2, 8, 15, 24, 14, 7, 8, 5, 2</li> <li>Traverse the BST in Inorder, Preorder and Post Order</li> <li>Search the BST for a given element (KEY) and report the appropriate message</li> <li>Exit</li> </ol>
11.	Develop a Program in C for the following operations on Graph(G) of Cities <ol style="list-style-type: none"> <li>Create a Graph of N cities using Adjacency Matrix.</li> <li>Print all the nodes reachable from a given starting node in a digraph using DFS/BFS method</li> </ol>

12.	<p>Given a File of N employee records with a set K of Keys (4-digit) which uniquely determine the records in file F. Assume that file F is maintained in memory by a Hash Table (HT) of m memory locations with L as the set of memory addresses (2-digit) of locations in HT. Let the keys in K and addresses in L are Integers. Develop a Program in C that uses Hash function <math>H: K \rightarrow L</math> as <math>H(K)=K \bmod m</math> (remainder method), and implement hashing technique to map a given key K to the address space L. Resolve the collision (if any) using linear probing.</p>
<p><b>Laboratory Outcomes:</b> The student should be able to:</p>	

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

**Conduct of Practical Examination:**

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

<b>Object Oriented Programming with JAVA</b>		Semester	3
Course Code	BCS306A	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	2:0:2	SEE Marks	50
Total Hours of Pedagogy	28 Hours of Theory + 20 Hours of Practical	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		
<b>Note - Students who have undergone “ Basics of Java Programming- BPLCK105C/205C” in first year are not eligible to opt this course</b>			
<b>Course objectives:</b>			
<ul style="list-style-type: none"> <li>● To learn primitive constructs JAVA programming language.</li> <li>● To understand Object Oriented Programming Features of JAVA.</li> <li>● To gain knowledge on: packages, multithreaded programing and exceptions.</li> </ul>			
<b>Teaching-Learning Process (General Instructions)</b>			
These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective			
<ol style="list-style-type: none"> <li>1. Use Online Java Compiler IDE: <a href="https://www.jdoodle.com/online-java-compiler/">https://www.jdoodle.com/online-java-compiler/</a> or any other.</li> <li>2. Demonstration of programing examples.</li> <li>3. Chalk and board, power point presentations</li> <li>4. Online material (Tutorials) and video lectures.</li> </ol>			
<b>Module-1</b>			
<b>An Overview of Java:</b> Object-Oriented Programming (Two Paradigms, Abstraction, The Three OOP Principles), Using Blocks of Code, Lexical Issues (Whitespace, Identifiers, Literals, Comments, Separators, The Java Keywords).			
<b>Data Types, Variables, and Arrays:</b> The Primitive Types (Integers, Floating-Point Types, Characters, Booleans), Variables, Type Conversion and Casting, Automatic Type Promotion in Expressions, Arrays, Introducing Type Inference with Local Variables.			
<b>Operators:</b> Arithmetic Operators, Relational Operators, Boolean Logical Operators, The Assignment Operator, The ? Operator, Operator Precedence, Using Parentheses.			
<b>Control Statements:</b> Java’s Selection Statements (if, The Traditional switch), Iteration Statements (while, do-while, for, The For-Each Version of the for Loop, Local Variable Type Inference in a for Loop, Nested Loops), Jump Statements (Using break, Using continue, return).			
<b>Chapter 2, 3, 4, 5</b>			
<b>Module-2</b>			
<b>Introducing Classes:</b> Class Fundamentals, Declaring Objects, Assigning Object Reference Variables, Introducing Methods, Constructors, The this Keyword, Garbage Collection.			
<b>Methods and Classes:</b> Overloading Methods, Objects as Parameters, Argument Passing, Returning Objects, Recursion, Access Control, Understanding static, Introducing final, Introducing Nested and Inner Classes.			
<b>Chapter 6, 7</b>			
<b>Module-3</b>			
<b>Inheritance:</b> Inheritance Basics, Using super, Creating a Multilevel Hierarchy, When Constructors Are Executed, Method Overriding, Dynamic Method Dispatch, Using Abstract Classes, Using final with Inheritance, Local Variable Type Inference and Inheritance, The Object Class.			
<b>Interfaces:</b> Interfaces, Default Interface Methods, Use static Methods in an Interface, Private Interface Methods.			
<b>Chapter 8, 9</b>			

<b>Module-4</b>
<p><b>Packages:</b> Packages, Packages and Member Access, Importing Packages.</p> <p><b>Exceptions:</b> Exception-Handling Fundamentals, Exception Types, Uncaught Exceptions, Using try and catch, Multiple catch Clauses, Nested try Statements, throw, throws, finally, Java's Built-in Exceptions, Creating Your Own Exception Subclasses, Chained Exceptions.</p> <p><b>Chapter 9, 10</b></p>
<b>Module-5</b>
<p><b>Multithreaded Programming:</b> The Java Thread Model, The Main Thread, Creating a Thread, Creating Multiple Threads, Using <code>isAlive()</code> and <code>join()</code>, Thread Priorities, Synchronization, Interthread Communication, Suspending, Resuming, and Stopping Threads, Obtaining a Thread's State.</p> <p><b>Enumerations, Type Wrappers and Autoboxing:</b> Enumerations (Enumeration Fundamentals, The <code>values()</code> and <code>valueOf()</code> Methods), Type Wrappers (Character, Boolean, The Numeric Type Wrappers), Autoboxing (Autoboxing and Methods, Autoboxing/Unboxing Occurs in Expressions, Autoboxing/Unboxing Boolean and Character Values).</p> <p><b>Chapter 11, 12</b></p>
<p><b>Course outcome (Course Skill Set)</b></p> <p>At the end of the course, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate proficiency in writing simple programs involving branching and looping structures.</li> <li>2. Design a class involving data members and methods for the given scenario.</li> <li>3. Apply the concepts of inheritance and interfaces in solving real world problems.</li> <li>4. Use the concept of packages and exception handling in solving complex problem</li> <li>5. Apply concepts of multithreading, autoboxing and enumerations in program development</li> </ol>
<p><b>Programming Experiments (Suggested and are not limited to)</b></p> <ol style="list-style-type: none"> <li>1. Develop a JAVA program to add TWO matrices of suitable order N (The value of N should be read from command line arguments).</li> <li>2. Develop a stack class to hold a maximum of 10 integers with suitable methods. Develop a JAVA main method to illustrate Stack operations.</li> <li>3. A class called Employee, which models an employee with an ID, name and salary, is designed as shown in the following class diagram. The method <code>raiseSalary</code> (percent) increases the salary by the given percentage. Develop the Employee class and suitable main method for demonstration.</li> <li>4. A class called MyPoint, which models a 2D point with x and y coordinates, is designed as follows: <ul style="list-style-type: none"> <li>• Two instance variables x (int) and y (int).</li> <li>• A default (or "no-arg") constructor that construct a point at the default location of (0, 0).</li> <li>• A overloaded constructor that constructs a point with the given x and y coordinates.</li> <li>• A method <code>setXY()</code> to set both x and y.</li> <li>• A method <code>getXY()</code> which returns the x and y in a 2-element int array.</li> <li>• A <code>toString()</code> method that returns a string description of the instance in the format "(x, y)".</li> <li>• A method called <code>distance(int x, int y)</code> that returns the distance from this point to another point at the given (x, y) coordinates</li> <li>• An overloaded <code>distance(MyPoint another)</code> that returns the distance from this point to the given MyPoint instance (called another)</li> <li>• Another overloaded <code>distance()</code> method that returns the distance from this point to the origin (0,0)</li> </ul>           Develop the code for the class MyPoint. Also develop a JAVA program (called TestMyPoint) to test all the methods defined in the class. </li> <li>5. Develop a JAVA program to create a class named shape. Create three sub classes namely: circle, triangle and square, each class has two member functions named <code>draw ()</code> and <code>erase ()</code>. Demonstrate</li> </ol>

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

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

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

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

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

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

**CIE for the practical component of the IPCC**

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

**SEE for IPCC**

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

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

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

**Suggested Learning Resources:**

**Textbook**

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

**Reference Books**

1. Programming with Java, 6th Edition, by E Balagurusamy, Mar-2019, McGraw Hill Education, ISBN: 9789353162337.
2. Thinking in Java, Fourth Edition, by Bruce Eckel, Prentice Hall, 2006 ([https://sd.blackball.lv/library/thinking\\_in\\_java\\_4th\\_edition.pdf](https://sd.blackball.lv/library/thinking_in_java_4th_edition.pdf))

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

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

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

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

**Assessment Method**

- Programming Assignment / Course Project

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



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

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

### Practical Component

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

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

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

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

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

**CIE for the practical component of the IPCC**

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

**SEE for IPCC**

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

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

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

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

**Course objectives: The course will enable the students to:**

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

**General Instructions - Pedagogy :**

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

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

**Contents :**

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

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

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

**Social Connect & Responsibility - Contents****Part I:****Plantation and adoption of a tree:**

Plantation of a tree that will be adopted for four years by a group of BE / B.Tech students. (ONE STUDENT ONE TREE)  
They will also make an excerpt either as a documentary or a photo blog describing the plant's origin, its usage in daily life, its appearance in folklore and literature - - Objectives, Visit, case study, report, outcomes.

**Part II :****Heritage walk and crafts corner:**

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

**Part III :****Organic farming and waste management:**

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

Objectives, Visit, case study, report, outcomes.

#### **Part IV:**

##### **Water conservation:**

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

#### **Part V :**

##### **Food walk:**

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

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

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

CO1: Communicate and connect to the surrounding.

CO2: Create a responsible connection with the society.

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

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

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

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

#### **Activities:**

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

#### **PEDAGOGY:**

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

#### **COURSE TOPICS:**

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

#### **Duration :**

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

#### **Guideline for Assessment Process:**

##### **Continuous Internal Evaluation (CIE):**

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

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

**Excellent : 80 to 100**

**Good : 60 to 79**

**Satisfactory : 40 to 59**

**Unsatisfactory and fail : <39**

### Special Note :

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

## Pedagogy – Guidelines :

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

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

## Plan of Action (Execution of Activities )

Sl.NO	Practice Session Description	
1	Lecture session in field to start activities	
2	Students Presentation on Ideas	
3	Commencement of activity and its progress	
4	Execution of Activity	
5	Execution of Activity	
6	Execution of Activity	
7	Execution of Activity	
8	Case study based Assessment, Individual performance	
9	Sector/ Team wise study and its consolidation	
10	Video based seminar for 10 minutes by each student At the end of semester with Report.	
<ul style="list-style-type: none"> <li>Each student should do activities according to the scheme and syllabus.</li> <li>At the end of semester student performance has to be evaluated by the faculty for the assigned activity progress and its completion.</li> <li>At last consolidated report of all activities from 1<sup>st</sup> to 5<sup>th</sup>, compiled report should be submitted as per the instructions and scheme.</li> </ul> <p>-----</p>		
<b>Assessment Details for CIE (both CIE and SEE)</b>		
<b>Weightage</b>	<b>CIE – 100%</b>	<ul style="list-style-type: none"> <li>Implementation strategies of the project (NSS work).</li> <li>The last report should be signed by NSS Officer, the HOD and principal.</li> <li>At last report should be evaluated by the NSS officer of the institute.</li> <li>Finally the consolidated marks sheet should be sent to the university and also to be made available at LIC visit.</li> </ul>
Field Visit, Plan, Discussion	10 Marks	
Commencement of activities and its progress	20 Marks	
Case study based Assessment Individual performance with report	20 Marks	
Sector wise study & its consolidation 5*5 = 25	25 Marks	
Video based seminar for 10 minutes by each student At the end of semester with Report. <b>Activities 1 to 5, 5*5 = 25</b>	25 Marks	
<b>Total marks for the course in each semester</b>	<b>100 Marks</b>	
<p><b>For each activity, 20 marks CIE will be evaluated for IA marks at the end of semester, Report and assessment copy should be made available in the department.</b></p> <p>Students should present the progress of the activities as per the schedule in the prescribed practical session in the field. There should be positive progress in the vertical order for the benefit of society in general through activities.</p>		

<b>Data Analytics with Excel</b>		Semester	<b>3</b>
Course Code	<b>BCS358A</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		
<p>Course objectives:</p> <ul style="list-style-type: none"> <li>● To Apply analysis techniques to datasets in Excel</li> <li>● Learn how to use Pivot Tables and Pivot Charts to streamline your workflow in Excel</li> <li>● Understand and Identify the principles of data analysis</li> <li>● Become adept at using Excel functions and techniques for analysis</li> <li>● Build presentation ready dashboards in Excel</li> </ul>			
Sl.NO	Experiments		
1	<b>Getting Started with Excel:</b> Creation of spread sheets, Insertion of rows and columns, Drag & Fill, use of Aggregate functions.		
2	<b>Working with Data :</b> Importing data, Data Entry & Manipulation, Sorting & Filtering.		
3	<b>Working with Data:</b> Data Validation, Pivot Tables & Pivot Charts.		
4	<b>Data Analysis Process:</b> Conditional Formatting, What-If Analysis, Data Tables, Charts & Graphs.		
5	<b>Cleaning Data with Text Functions:</b> use of UPPER and LOWER, TRIM function, Concatenate.		
6	<b>Cleaning Data Containing Date and Time Values:</b> use of DATEVALUE function, DATEADD and DATEDIF, TIMEVALUE functions.		
7	<b>Conditional Formatting:</b> formatting, parsing, and highlighting data in spreadsheets during data analysis.		
8	<b>Working with Multiple Sheets:</b> work with multiple sheets within a workbook is crucial for organizing and managing data, perform complex calculations and create comprehensive reports.		
9	Create worksheet with following fields: Empno, Ename, Basic Pay(BP), Travelling Allowance(TA), Dearness Allowance(DA), House Rent Allowance(HRA), Income Tax(IT), Provident Fund(PF), Net Pay(NP). Use appropriate formulas to calculate the above scenario. Analyse the data using appropriate chart and report the data.		
10	Create worksheet on Inventory Management: Sheet should contain Product code, Product name, Product type, MRP, Cost after % of discount, Date of purchase. Use appropriate formulas to calculate the above scenario. Analyse the data using appropriate chart and report the data.		



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

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

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

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

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

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

**Continuous Internal Evaluation (CIE):**

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

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

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

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

**Semester End Evaluation (SEE):**

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

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

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

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

The minimum duration of SEE is 02 hours

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

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

R Programming		Semester	3
Course Code	BCS358B	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02
Examination type (SEE)	Practical		
<b>Course objectives:</b>			
<ul style="list-style-type: none"> <li>● To explore and understand how R and R Studio interactive environment.</li> <li>● To understand the different data Structures, data types in R.</li> <li>● To learn and practice programming techniques using R programming.</li> <li>● To import data into R from various data sources and generate visualizations.</li> <li>● To draw insights from datasets using data analytics techniques.</li> </ul>			
Sl.NO	Experiments		
1	Demonstrate the steps for installation of R and R Studio. Perform the following: <ol style="list-style-type: none"> <li>a) Assign different type of values to variables and display the type of variable. Assign different types such as Double, Integer, Logical, Complex and Character and understand the difference between each data type.</li> <li>b) Demonstrate Arithmetic and Logical Operations with simple examples.</li> <li>c) Demonstrate generation of sequences and creation of vectors.</li> <li>d) Demonstrate Creation of Matrices</li> <li>e) Demonstrate the Creation of Matrices from Vectors using Binding Function.</li> <li>f) Demonstrate element extraction from vectors, matrices and arrays</li> </ol> <b>Suggested Reading</b> – Text Book 1 – Chapter 1 (What is R, Installing R, Choosing an IDE – RStudio, How to Get Help in R, Installing Extra Related Software), Chapter 2 (Mathematical Operations and Vectors, Assigning Variables, Special Numbers, Logical Vectors), Chapter 3 (Classes, Different Types of Numbers, Other Common Classes, Checking and Changing Classes, Examining Variables )		
2	Assess the Financial Statement of an Organization being supplied with 2 vectors of data: Monthly Revenue and Monthly Expenses for the Financial Year. You can create your own sample data vector for this experiment) Calculate the following financial metrics: <ol style="list-style-type: none"> <li>a. Profit for each month.</li> <li>b. Profit after tax for each month (Tax Rate is 30%).</li> <li>c. Profit margin for each month equals to profit after tax divided by revenue.</li> <li>d. Good Months – where the profit after tax was greater than the mean for the year.</li> <li>e. Bad Months – where the profit after tax was less than the mean for the year.</li> <li>f. The best month – where the profit after tax was max for the year.</li> <li>g. The worst month – where the profit after tax was min for the year.</li> </ol> <b>Note:</b> <ol style="list-style-type: none"> <li>a. All Results need to be presented as vectors</li> <li>b. Results for Dollar values need to be calculated with \$0.01 precision, but need to be presented in Units of \$1000 (i.e 1k) with no decimal points</li> <li>c. Results for the profit margin ratio need to be presented in units of % with no decimal point.</li> <li>d. It is okay for tax to be negative for any given month (deferred tax asset)</li> <li>e. Generate CSV file for the data.</li> </ol> <b>Suggested Reading</b> – Text Book 1 – Chapter 4 (Vectors, Combining Matrices)		
3	Develop a program to create two 3 X 3 matrices A and B and perform the following operations a) Transpose of the matrix b) addition c) subtraction d) multiplication <b>Suggested Reading</b> – Text Book 1 – Chapter 4 (Matrices and Arrays – Array Arithmetic)		
4	Develop a program to find the factorial of given number using recursive function calls. <b>Suggested Reading</b> – Reference Book 1 – Chapter 5 (5.5 – Recursive Programming) Text Book 1 – Chapter 8 (Flow Control and Loops – If and Else, Vectorized If, while loops, for loops), Chapter 6 (Creating and Calling Functions, Passing Functions to and from other functions)		

5	<p>Develop an R Program using functions to find all the prime numbers up to a specified number by the method of Sieve of Eratosthenes.</p> <p><b>Suggested Reading</b> – Reference Book                      1 - Chapter 5 (5.5 – Recursive Programming)                      Text Book 1 – Chapter 8 (Flow Control and Loops – If and Else, Vectorized If, while loops, for loops), Chapter 6 (Creating and Calling Functions, Passing Functions to and from other functions)</p>																		
6	<p>The built-in data set mammals contain data on body weight versus brain weight. Develop R commands to:</p> <p>a) Find the Pearson and Spearman correlation coefficients. Are they similar?                      b) Plot the data using the plot command.                      c) Plot the logarithm (log) of each variable and see if that makes a difference.</p> <p><b>Suggested Reading</b> – Text Book 1 –Chapter 12 – (Built-in Datasets) Chapter 14 – (Scatterplots)                      Reference Book 2 – 13.2.5 (Covariance and Correlation)</p>																		
7	<p>Develop R program to create a Data Frame with following details and do the following operations.</p> <table border="1" data-bbox="272 636 1482 972"> <thead> <tr> <th>itemCode</th> <th>itemCategory</th> <th>itemPrice</th> </tr> </thead> <tbody> <tr> <td>1001</td> <td>Electronics</td> <td>700</td> </tr> <tr> <td>1002</td> <td>Desktop Supplies</td> <td>300</td> </tr> <tr> <td>1003</td> <td>Office Supplies</td> <td>350</td> </tr> <tr> <td>1004</td> <td>USB</td> <td>400</td> </tr> <tr> <td>1005</td> <td>CD Drive</td> <td>800</td> </tr> </tbody> </table> <p>a) Subset the Data frame and display the details of only those items whose price is greater than or equal to 350.                      b) Subset the Data frame and display only the items where the category is either “Office Supplies” or “Desktop Supplies”                      c) Create another Data Frame called “item-details” with three different fields itemCode, ItemQtyonHand and ItemReorderLvl and merge the two frames</p> <p><b>Suggested Reading</b> –Textbook 1: Chapter 5 (Lists and Data Frames)</p>	itemCode	itemCategory	itemPrice	1001	Electronics	700	1002	Desktop Supplies	300	1003	Office Supplies	350	1004	USB	400	1005	CD Drive	800
itemCode	itemCategory	itemPrice																	
1001	Electronics	700																	
1002	Desktop Supplies	300																	
1003	Office Supplies	350																	
1004	USB	400																	
1005	CD Drive	800																	
8	<p>Let us use the built-in dataset air quality which has Daily air quality measurements in New York, May to September 1973. Develop R program to generate histogram by using appropriate arguments for the following statements.</p> <p>a) Assigning names, using the air quality data set.                      b) Change colors of the Histogram                      c) Remove Axis and Add labels to Histogram                      d) Change Axis limits of a Histogram                      e) Add Density curve to the histogram</p> <p><b>Suggested Reading</b> –Reference Book 2 – Chapter 7 (7.4 – The ggplot2 Package), Chapter 24 (Smoothing and Shading )</p>																		
9	<p>Design a data frame in R for storing about 20 employee details. Create a CSV file named “input.csv” that defines all the required information about the employee such as id, name, salary, start_date, dept. Import into R and do the following analysis.</p> <p>a) Find the total number rows &amp; columns                      b) Find the maximum salary                      c) Retrieve the details of the employee with maximum salary                      d) Retrieve all the employees working in the IT Department.                      e) Retrieve the employees in the IT Department whose salary is greater than 20000 and write these</p>																		

	<p>details into another file “output.csv”</p> <p><b>Suggested Reading</b> – Text Book 1 – Chapter 12(CSV and Tab Delimited Files)</p>
10	<p>Using the built in dataset mtcars which is a popular dataset consisting of the design and fuel consumption patterns of 32 different automobiles. The data was extracted from the 1974 Motor Trend US magazine, and comprises fuel consumption and 10 aspects of automobile design and performance for 32 automobiles (1973-74 models). Format A data frame with 32 observations on 11 variables : [1] mpg Miles/(US) gallon, [2] cyl Number of cylinders [3] disp Displacement (cu.in.), [4] hp Gross horsepower [5] drat Rear axle ratio,[6] wt Weight (lb/1000) [7] qsec 1/4 mile time, [8] vs V/S, [9] am Transmission (0 = automatic, 1 = manual), [10] gear Number of forward gears, [11] carb Number of carburetors</p> <p>Develop R program, to solve the following:</p> <ol style="list-style-type: none"> <li>What is the total number of observations and variables in the dataset?</li> <li>Find the car with the largest hp and the least hp using suitable functions</li> <li>Plot histogram / density for each variable and determine whether continuous variables are normally distributed or not. If not, what is their skewness?</li> <li>What is the average difference of gross horse power(hp) between automobiles with 3 and 4 number of cylinders(cyl)? Also determine the difference in their standard deviations.</li> <li>Which pair of variables has the highest Pearson correlation?</li> </ol> <p><b>References (Web links):</b></p> <ol style="list-style-type: none"> <li><a href="https://cran.r-project.org/web/packages/explore/vignettes/explore_mtcars.html">https://cran.r-project.org/web/packages/explore/vignettes/explore_mtcars.html</a></li> <li><a href="https://www.w3schools.com/r/r_stat_data_set.asp">https://www.w3schools.com/r/r_stat_data_set.asp</a></li> <li><a href="https://rpubs.com/BillB/217355">https://rpubs.com/BillB/217355</a></li> </ol>
11	<p>Demonstrate the progression of salary with years of experience using a suitable data set (You can create your own dataset). Plot the graph visualizing the best fit line on the plot of the given data points. Plot a curve of Actual Values vs. Predicted values to show their correlation and performance of the model. Interpret the meaning of the slope and y-intercept of the line with respect to the given data. Implement using lm function. Save the graphs and coefficients in files. Attach the predicted values of salaries as a new column to the original data set and save the data as a new CSV file.</p> <p><b>Suggested Reading</b> – Reference Book 2 – Chapter 20 (General Concepts, Statistical Inference, Prediction)</p>
<p><b>Course outcomes (Course Skill Set):</b></p> <p>At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>Explain the fundamental syntax of R data types, expressions and the usage of the R-Studio IDE</li> <li>Develop a program in R with programming constructs: conditionals, looping and functions.</li> <li>Apply the list and data frame structure of the R programming language.</li> <li>Use visualization packages and file handlers for data analysis..</li> </ul>	

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

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

**Continuous Internal Evaluation (CIE):**

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

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

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

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

**Semester End Evaluation (SEE):**

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

rubrics shall be decided jointly by examiners.

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

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

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

The minimum duration of SEE is 02 hours

**Suggested Learning Resources:**

**Book:**

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

**References:**

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



<b>Project Management with Git</b>		Semester	<b>3</b>
Course Code	<b>BCS358C</b>	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0: 0 : 2: 0	SEE Marks	50
Credits	01	Exam Marks	100
Examination type (SEE)	Practical		
<b>Course objectives:</b>			
<ul style="list-style-type: none"> <li>• .To familiar with basic command of Git</li> <li>• To create and manage branches</li> <li>• To understand how to collaborate and work with Remote Repositories</li> <li>• To familiar with virion controlling commands</li> </ul>			
<b>Sl.NO</b>	<b>Experiments</b>		
1	<b>Setting Up and Basic Commands</b> Initialize a new Git repository in a directory. Create a new file and add it to the staging area and commit the changes with an appropriate commit message.		
2	<b>Creating and Managing Branches</b> Create a new branch named "feature-branch." Switch to the "master" branch. Merge the "feature-branch" into "master."		
3	<b>Creating and Managing Branches</b> Write the commands to stash your changes, switch branches, and then apply the stashed changes.		
4	<b>Collaboration and Remote Repositories</b> Clone a remote Git repository to your local machine.		
5	<b>Collaboration and Remote Repositories</b> Fetch the latest changes from a remote repository and rebase your local branch onto the updated remote branch.		
6	<b>Collaboration and Remote Repositories</b> Write the command to merge "feature-branch" into "master" while providing a custom commit message for the merge.		
7	<b>Git Tags and Releases</b> Write the command to create a lightweight Git tag named "v1.0" for a commit in your local repository.		
8	<b>Advanced Git Operations</b>		

	Write the command to cherry-pick a range of commits from "source-branch" to the current branch.
9	<b>Analysing and Changing Git History</b>  Given a commit ID, how would you use Git to view the details of that specific commit, including the author, date, and commit message?
10	<b>Analysing and Changing Git History</b>  Write the command to list all commits made by the author "JohnDoe" between "2023-01-01" and "2023-12-31."
11	<b>Analysing and Changing Git History</b>  Write the command to display the last five commits in the repository's history.
12	<b>Analysing and Changing Git History</b>  Write the command to undo the changes introduced by the commit with the ID "abc123".
<b>Course outcomes (Course Skill Set):</b> At the end of the course the student will be able to: <ul style="list-style-type: none"><li>• Use the basics commands related to git repository</li><li>• Create and manage the branches</li><li>• Apply commands related to Collaboration and Remote Repositories</li><li>• Use the commands related to Git Tags, Releases and advanced git operations</li><li>• Analyse and change the git history</li></ul>	

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

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

**Continuous Internal Evaluation (CIE):**

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

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

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

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

**Semester End Evaluation (SEE):**

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

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

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

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

The minimum duration of SEE is 02 hours

**Suggested Learning Resources:**

- Version Control with Git, 3rd Edition, by Prem Kumar Ponuthorai, Jon Loeliger Released October 2022, Publisher(s): O'Reilly Media, Inc.
- Pro Git book, written by Scott Chacon and Ben Straub and published by Apress, <https://git-scm.com/book/en/v2>
- [https://infyspringboard.onwingspan.com/web/en/app/toc/lex\\_auth\\_0130944433473699842782\\_shared/overview](https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_0130944433473699842782_shared/overview)
- [https://infyspringboard.onwingspan.com/web/en/app/toc/lex\\_auth\\_01330134712177459211926\\_shared/overview](https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01330134712177459211926_shared/overview)

Data Visualization with Python		Semester	III
Course Code	BCS358D	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0: 0: 2: 0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		
<b>Course objectives:</b>			
<ul style="list-style-type: none"> <li>• CLO 1. Demonstrate the use of IDLE or PyCharm IDE to create Python Applications</li> <li>• CLO 2. Using Python programming language to develop programs for solving real-world problems</li> <li>• CLO 3. Implementation of Matplotlib for drawing different Plots</li> <li>• CLO 4. Demonstrate working with Seaborn, Bokeh.</li> <li>• CLO 5. Working with Plotly for 3D, Time Series and Maps.</li> </ul>			
<b>Experiments</b>			
<b>Sl. No.</b>	<b>PART A – List of problems for which student should develop program and execute in the Laboratory</b>		
1	<p>a) Write a python program to find the best of two test average marks out of three test's marks accepted from the user.</p> <p>b) Develop a Python program to check whether a given number is palindrome or not and also count the number of occurrences of each digit in the input number.</p> <p>Datatypes: <a href="https://www.youtube.com/watch?v=gCCVsvgR2KU">https://www.youtube.com/watch?v=gCCVsvgR2KU</a> Operators: <a href="https://www.youtube.com/watch?v=v5MR5JnKcZI">https://www.youtube.com/watch?v=v5MR5JnKcZI</a> Flow Control: <a href="https://www.youtube.com/watch?v=PqFKRqpHrjw">https://www.youtube.com/watch?v=PqFKRqpHrjw</a> For loop: <a href="https://www.youtube.com/watch?v=0ZvaDa8eT5s">https://www.youtube.com/watch?v=0ZvaDa8eT5s</a> While loop: <a href="https://www.youtube.com/watch?v=HZARImviDxg">https://www.youtube.com/watch?v=HZARImviDxg</a> Exceptions: <a href="https://www.youtube.com/watch?v=6SPDvPK38tw">https://www.youtube.com/watch?v=6SPDvPK38tw</a></p>		
2	<p>a) Defined as a function F as <math>F_n = F_{n-1} + F_{n-2}</math>. Write a Python program which accepts a value for N (where <math>N &gt; 0</math>) as input and pass this value to the function. Display suitable error message if the condition for input value is not followed.</p> <p>b) Develop a python program to convert binary to decimal, octal to hexadecimal using functions.</p> <p>Functions: <a href="https://www.youtube.com/watch?v=BVfCWuca9nw">https://www.youtube.com/watch?v=BVfCWuca9nw</a>  Arguments: <a href="https://www.youtube.com/watch?v=ijXMGpoMkhQ">https://www.youtube.com/watch?v=ijXMGpoMkhQ</a>  Return value: <a href="https://www.youtube.com/watch?v=nuNXiEDnM44">https://www.youtube.com/watch?v=nuNXiEDnM44</a></p>		
3	<p>a) Write a Python program that accepts a sentence and find the number of words, digits, uppercase letters and lowercase letters.</p> <p>b) Write a Python program to find the string similarity between two given strings</p> <p><b>Sample Output:</b></p> <p>Original string:  Python Exercises  Python Exercises  Similarity between two said strings:</p> <p><b>Sample Output:</b></p> <p>Original string:  Python Exercises  Python Exercise  Similarity between two said strings:1.0  0.967741935483871</p> <p>Strings: <a href="https://www.youtube.com/watch?v=ISItwlnF0eU">https://www.youtube.com/watch?v=ISItwlnF0eU</a>  String functions: <a href="https://www.youtube.com/watch?v=9a3CxJyTq00">https://www.youtube.com/watch?v=9a3CxJyTq00</a></p>		

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

10	<p>a) Write a Python program to draw Time Series using Plotly Libraries.</p> <p>b) Write a Python program for creating Maps using Plotly Libraries.</p> <p><a href="https://www.youtube.com/watch?v=xnJ2TnrGYik&amp;list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&amp;index=5">https://www.youtube.com/watch?v=xnJ2TnrGYik&amp;list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&amp;index=5</a></p> <p><a href="https://www.youtube.com/watch?v=D35m2CdMhVs&amp;list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&amp;index=6">https://www.youtube.com/watch?v=D35m2CdMhVs&amp;list=PLE50-dh6JzC4onX-qkv9H3HtPbBVA8M94&amp;index=6</a></p>
<p><b>Python (Full Course):</b> <a href="https://www.youtube.com/watch?v=_uQrJ0TkZlc">https://www.youtube.com/watch?v=_uQrJ0TkZlc</a></p>	
<b>Pedagogy</b>	<p>For the above experiments the following pedagogy can be considered. Problem based learning, Active learning, MOOC, Chalk &amp;Talk</p>
<p><b>Course outcomes (Course Skill Set):</b>          At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>CO 1. Demonstrate the use of IDLE or PyCharm IDE to create Python Applications</li> <li>CO 2. Use Python programming constructs to develop programs for solving real-world problems</li> <li>CO 3. Use Matplotlib for drawing different Plots</li> <li>CO 4. Demonstrate working with Seaborn, Bokeh for visualization.</li> <li>CO 5. Use Plotly for drawing Time Series and Maps.</li> </ul>	

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

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

**Continuous Internal Evaluation (CIE):**

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

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

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

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



**Semester End Evaluation (SEE):**

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

The minimum duration of SEE is 02 hours

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

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

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