



# **Nagarjuna College of Engineering & Technology, Bengaluru**

**An Autonomous Institute, Affiliated to VTU Belagavi**

## **Scheme & Syllabus of III & IV Sem**

**As per the NEP 2020 Guidelines,  
Choice-Based Credit System  
&  
Outcome-Based Education**

## **CSE (Data Science)**

**w.e.f.  
Academic Year 2022-2023**

## **Vision**

To prepare the next generation practitioners and researcher for data centric world by bringing together interdisciplinary faculty across the globe.

## **Mission**

**M1:** To provide Skill Based Education to master the students in problem solving and analytical skills to enhance their niche expertise in the field Data Science

**M2:** To educate the students with latest technologies to update their knowledge in the field of Data Science

**M3:** To enable students to experience the Content Based Learning with premier quality data science education, research and industrial collaboration

**M4:** To enable students to become leaders in the Industry and Academia Nationally as well as internationally

**M5:** To guide students in research on Data Science, with the aim of having an ethical impact on society by tackling societal grand challenges

**PROGRAM OUTCOMES (POs):** Graduates of the Computer Science and Engineering – Data Science Program will be able to achieve the following

### **POs:**

**PO1:** Engineering Knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and Computer Science and Engineering principles to the solution of complex problems in Computer Science and Engineering.

**PO2:** Problem Analysis: Identify, formulate, research literature, and analyses complex Computer Science and Engineering problems reaching substantiated conclusions using first principles of mathematics and engineering sciences.

**PO3:** Design/Development of Solutions: Design solutions for complex Computer Science and Engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**PO4:** Conduct investigations of Complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions related to Computer Science and Engineering problems.

**PO5:** Modern Tool Usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex Computer Science and Engineering activities with an understanding of the limitations.

**PO6:** The Engineer and Society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional Computer Science and Engineering practice.

**PO7:** Environment and Sustainability: Understand the impact of the professional Computer Science and Engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

**PO8:** Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the Computer Science and Engineering practice.

**PO9:** Individual and Team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

**PO10:** Communication: Communicate effectively on complex Computer Science and Engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

**PO11:** Project Management and Finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage Computer Science and Engineering projects and in multidisciplinary environments.

**PO12:** Life Long Learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

### **Program Specific Outcome (PSO)**

**PSO1:** Ability to analyse complex computing issues and apply the principles to achieve related solution.

**PSO2:** Ability to design, implement and evaluate computing based solutions to meet range of computing requirements based in the data science.

**PSO3:** Ability to effectively communicate within diverse work group related to professional framework.

### **Program Educational Objectives (PEOs)**

**PEO 1:** To make students competent for higher studies and employable, to meet industrial requirements.

**PEO 2:** To develop students having core competence in science, mathematics and fundamentals of Data Science to address ever changing industrial requirements globally.

**PEO 3:** To create academically conducive environment to learn engineering skills in the domains such as Data Analytics, Data Modelling, Data Visualization and Allied Technologies.

**PEO 4:** To enrich students with professional ethics, leadership qualities, and entrepreneurial skills.

**PEO 5:** An ability to engage in lifelong learning for effective adaptation to technological developments.



**Note:** **BSC:** Basic Science Course, **PCC:** Professional Core Course, **HSMC:** Humanity and Social Science & Management Courses, **AEC** –Ability Enhancement Courses. **INT**–Internship, **UHV**- Universal Human Value Courses, **IPCC:** Integrated Professional Core Course, **CSEB** – Computer Science and Engineering Board (CS / IS / AI / AD/ IC / CD). **L**–Lecture, **T**–Tutorial, **P**-Practical/Drawing,**S**–Self Study Component, **CIE:** Continuous Internal Evaluation, **SEE:** Semester End Examination

**21KSK37/47** Samskrutika Kannada is for students who speak, read and write Kannada and **21KKBK37/47** Balake Kannada is for non-Kannada speaking, reading, and writing students.

**Integrated Professional Core Course (IPCC):** Refers to Professional Theory Core Course Integrated with Practical's 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 (BE/B.Tech.) 2021-22 may be referred.

**21INT49 Inter/Intra Institutional Internship:** All the students admitted to engineering programs under the lateral entry category shall have to undergo a mandatory 21INT49 Inter/Intra Institutional Internship of 03 weeks during the intervening period of III and IV semesters. The internship shall be slated for CIE only and will not have SEE. The letter grade earned through CIE shall be included in the IV semester grade card. The internship shall be considered as a head of passing and shall be considered for vertical progression and for the award of degree. Those, who do not take up / complete the internship shall be declared fail and shall have to complete during subsequently after satisfying the internship requirements. The faculty coordinator or mentor shall monitor the students' internship progress and interact with them for the successful completion of the internship.

**Non-credit mandatory courses (NMC):**

**(A) Additional Mathematics I and II:**

(1) These courses are prescribed for III and IV semesters respectively to lateral entry Diploma holders admitted to III semester of B.E./B.Tech., programs. They shall attend the classes during the respective semesters to complete all the formalities of the course and appear for the Continuous Internal Evaluation (CIE). In case, any student fails to register for the said course/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have secured an F grade. In such a case, the student has to fulfil the course requirements during subsequent semester/s to earn the qualifying CIE marks. These courses are slated for CIE only and has no SEE.

(2) Additional Mathematics I and II shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

(3) Successful completion of the courses Additional Mathematics I and II shall be indicated as satisfactory in the grade card. Non- completion of the courses Additional Mathematics I and II shall be indicated as Unsatisfactory.

**(B) National Service Scheme/Physical Education (Sport and Athletics)/ Yoga:**

(1) Securing 40 % or more in CIE,35 % or more marks in SEE and 40 % or more in the sum total of CIE + SEE leads to successful completion of the registered course.

(2) In case, students fail to secure 35 % marks in SEE, they have to appear for SEE during the subsequent examinations conducted by the University.

(3) In case, any student fails to register for NSS, PE or Yoga/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have not completed the requirements of the course. In such a case, the student has to fulfil the course requirements during subsequent semester/s to earn the qualifying CIE marks.

(4) Successful completion of the course shall be indicated as satisfactory in the grade card. Non-completion of the course shall be indicated as Unsatisfactory.

(5) These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

**Ability Enhancement  
Course - III**

<b>21CSL381</b>	Mastering Office
<b>21CSL382</b>	Programming in C++

**NAGARJUNA COLLEGE OF ENGINEERING & TECHNOLOGY, BENGALURU**

**B.E. in CSE (Data Science)**

Scheme of Teaching and Examination 2021-22

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

(CBCS)(Effective from the Academic Year 2022-23)

IV SEMESTER													
Sl. No.	Course and Course Code		Course Title	Teaching Department	Teaching Hours / Week				Duration in Hours	Examination			
					Theory / Lecture	Tutorial	Practical / Drawing	Self-study Component		CIE Marks	SEE Marks	Total Marks	Credits
					L	T	P	S					
1	BSC	21CSM41	Mathematical Foundations for Computing	Maths	2	2	0	0	3	50	50	100	3
2	IPCC	21CDI42	Design and Analysis of Algorithms (IC)	CSEB	3	0	2	0	3	50	50	100	4
3	IPCC	21CDI43	Data Visualization using R (IC)	CSEB	3	0	2	0	3	50	50	100	4
4	PCC	21CDT44	Operating System	CSEB	3	0	0	0	3	50	50	100	3
5	AEC	21BET45	Biology for Engineers	BT/BSC / CSEB	2	0	0	0	2	50	50	100	2
6	PCC	21CDL46	Python Programming Lab	CSEB	0	0	2	0	3	50	50	100	1
7	HSMC	21CIP47	Constitution of India, Professional Ethics	HSMC	1	0	0	0	1	50	50	100	1
8	AEC	21AXX48X	Ability Enhancement Course – IV	Any Dept	1	0	0	0	1	50	50	100	1
9	UHV	21UHV49	Universal Human Values	Any Dept.	1	0	0	0	1	50	50	100	1
10	INT	21INT49	Inter/Intra Institutional Internship	Completed during the intervening period of II and III semesters by students admitted to first year of BE./B.Tech. and during the intervening period of III and IV semesters by Lateral entry students admitted to III semester.  Evaluation by the appropriate authorities				3	100	--	100	2	
11	EDC	21EDC49	Entrepreneurship Development Course – 2	ISE / EDC	0	2	0	0	1	Audit Course			
<b>TOTAL</b>					<b>17</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>21</b>	<b>550</b>	<b>450</b>	<b>1000</b>	<b>22</b>
<b>Course prescribed to lateral entry Diploma holders admitted to III semester of Engineering programs</b>													
1	NCCM	21MATDIP41	Additional Mathematics - II	Maths	2	2	--	--	--	100	--	100	0

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**(A) Additional Mathematics I and II:**

(1) These courses are prescribed for III and IV semesters respectively to lateral entry Diploma holders admitted to III semester of B.E./B.Tech., programs. They shall attend the classes during the respective semesters to complete all the formalities of the course and appear for the Continuous Internal Evaluation (CIE). In case, any student fails to register for the said course/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have secured an F grade. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks. These courses are slated for CIE only and has no SEE.

(2) Additional Mathematics I and II shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

(3) Successful completion of the courses Additional Mathematics I and II shall be indicated as satisfactory in the grade card. Non-completion of the courses Additional Mathematics I and II shall be indicated as Unsatisfactory.

**(B) National Service Scheme/Physical Education (Sport and Athletics)/ Yoga:**

(1) Securing 40 % or more in CIE, 35 % or more marks in SEE and 40 % or more in the sum total of CIE + SEE leads to successful completion of the registered course.

(2) In case, students fail to secure 35 % marks in SEE, they have to appear for SEE during the subsequent examinations conducted by the University.

(3) In case, any student fails to register for NSS, PE or Yoga/fails to secure the minimum 40 % of the prescribed CIE marks, he/she shall be deemed to have not completed the requirements of the course. In such a case, the student has to fulfill the course requirements during subsequent semester/s to earn the qualifying CIE marks.

(4) Successful completion of the course shall be indicated as satisfactory in the grade card. Non-completion of the course shall be indicated as Unsatisfactory.

(5) These courses shall not be considered for vertical progression as well as for the calculation of SGPA and CGPA, but completion of the courses shall be mandatory for the award of degree.

**Ability Enhancement Course - III**

**21CSL481** Web Programming

**21CSL482** Unix Shell Programming

**21CSL483** R Programming

**Internship of 04 weeks during the intervening period of IV and V semesters; 21INT68 Innovation/ Entrepreneurship/ Societal based Internship.**

(1) All the students shall have to undergo a mandatory internship of 04 weeks during the intervening period of IV and V semesters. The internship shall be slated for CIE only and will not have SEE. The letter grade earned through CIE shall be included in the VI semester grade card. The internship shall be considered as a head of passing and shall be considered for vertical progression and for the award of degree. Those, who do not take up / complete the internship shall be considered under F (fail) grade and shall have to complete during subsequently after satisfying the internship requirements.

(2) Innovation/ Entrepreneurship Internship shall be carried out at industry, State and Central Government /Non-government organizations (NGOs), micro, small and medium enterprise (MSME), Innovation centres or Incubation centres. Innovation need not be a single major breakthrough; it can also be a series of small or incremental changes. Innovation of any kind can also happen outside of the business world. Entrepreneurship internships offers a chance to gain hands on experience in the world of entrepreneurship and helps to learn what it takes to run a small entrepreneurial business by performing intern duties with an established company. This experience can then be applied to future business endeavours. Start-ups and small companies are a preferred place to learn the business tack ticks for future entrepreneurs as learning how a small business operates will serve the intern well when he/she manages his/her own company. Entrepreneurship acts as a catalyst to open the minds to creativity and innovation. Entrepreneurship internship can be from several sectors, including technology, small and medium-sized, and the service sector.

(3) Societal or social internship.

Urbanization is increasing on a global scale; and yet, half the world's population still resides in rural areas and is devoid of many things that urban population enjoy. Rural internship, is a work-based activity in which students will have a chance to solve/reduce the problems of the rural place for better living. As proposed under the AICTE rural internship programme, activities under Societal or social internship, particularly in rural areas, shall be considered for 40 points under AICTE activity point programme.



## TRANSFORM CALCULUS, FOURIER SERIES AND NUMERICAL TECHNIQUES

<b>Course Code</b>	<b>21MAT31</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L: T: P: S) (2:2:0:0)</b>	<b>Credits (2:2:0:0)</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>40 hours</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>03</b>	<b>Exam Hours</b>	<b>03</b>

### Course objectives:

The goal of the course Transform Calculus, Fourier series and Numerical techniques -21MAT 31 is

- To have an insight into solving ordinary differential equations by using Laplace transform techniques
- Learn to use the Fourier series to represent periodical physical phenomena in engineering analysis.
- To enable the students to study Fourier Transforms and concepts of infinite Fourier Sine and Cosine transforms and to learn the method of solving difference equations by the z-transform method.
- To develop proficiency in solving ordinary differential equations arising in engineering applications, using numerical methods.
- To understand the method of solving the variational problems.

### Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher 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 maybe adopted so that the delivered lessons shall develop students theoretical and applied mathematical skills.
2. State the need for Mathematics with Engineering Studies and Provide real-life examples.
3. Support and guide the students for self-study.
4. You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress.
5. Encourage the students for group learning to improve their creative and analytical skills.
6. Show short related video lectures in the following ways:
  - As an introduction to new topics (pre-lecture activity).
  - As a revision of topics (post-lecture activity).
  - As additional examples (post-lecture activity).
  - As an additional material of challenging topics (pre-and post lecturer activity).
  - As a model solution of some exercises (post-lecture activity).

### Module-1

**Laplace Transform:** Definition and Laplace transforms of elementary functions (statements only).

Problems on Laplace's Transform of  $e^{at}f(t)$ ,  $t^n f(t)$ ,  $f(t)$ . Laplace transforms of Periodic functions (statement only) and unit-step function – problems.

Inverse Laplace transforms definition and problems, Convolution theorem to find the inverse Laplace transforms (without Proof) problems. Laplace transforms of derivatives, solution of differential equations.

**08 Hours**

<p><b>Self-study:</b> Solution of simultaneous first-order differential equations.  [Text 1:21.1, 21.2, 21.3, 21.4, 21.5, 21.7, 21.9, 21.10,21.12, 21.14, 21.15, 21.17 ]  <b>(RBT Levels: L1, L2 and L3 )</b></p>	
<b>Module-2</b>	
<p><b>Fourier Series:</b> Introduction to infinite series, convergence and divergence. Periodic functions, Dirichlet’s condition. Fourier series of periodic functions with period <math>2\pi</math> and arbitrary period. Half range Fourier series. Practical harmonic analysis. <b>08 Hours</b></p> <p><b>Self-study:</b> Convergence of series by D’Alembert’s Ratio test and, Cauchy’s root test.  [Text 1: 9.3, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.11]  <b>(RBT Levels: L1, L2 and L3 )</b></p>	
<b>Module-3</b>	
<p><b>Infinite Fourier Transforms:</b> Infinite Fourier transforms definition, Fourier sine and cosine transforms. Inverse Fourier transforms, Inverse Fourier cosine and sine transforms. Problems.</p> <p><b>Z-Transforms:</b> Difference equations, z-transform-definition, Standard z-transforms, Damping and shifting rules, Problems. Inverse z-transform and applications to solve difference equations. <b>08 Hours</b></p> <p><b>Self Study:</b> Initial value and final value theorems, problems.  [Text 1: 22.1, 22.2, 22.4, 22.5, 23.1, 23.2, 23.3, 23.5, 23.6, 23.7, 23.15, 23.16, 31.1, 31.2]  <b>(RBT Levels: L1, L2 and L3 )</b></p>	
<b>Module-4</b>	
<p><b>Numerical solutions of simultaneous first order differential equations:</b> Picards method, Taylor’s series method and Runge-Kutta method. (No derivations of formulae).</p> <p><b>Second-order differential equations:</b> Runge-Kutta method and Milne’s predictor and Corrector method. (No derivations of formulae). <b>08 Hours</b></p> <p><b>Self Study:</b> Solution of Laplace’s equation using standard five-point formula.  [Text 1: 32.1, 32.11, 32.12. Text 2: 21.3]  <b>(RBT Levels: L1, L2 and L3 )</b></p>	
<b>Module-5</b>	
<p><b>Calculus of Variations:</b> Functionals, Euler’s equation, Problems on externals of functional. Geodesics on a plane, Variational problems. <b>08 Hours</b></p> <p><b>Self Study:</b> Hanging chain problem.  [Text 1: 35.1, 35.2, 35.3, 35.4, 35.5]  <b>(RBT Levels: L1, L2 and L3 )</b></p>	
<b>Teaching-Learning Process for all modules</b>	<b>Chalk and Talk/PowerPoint presentation/YouTube videos.</b>
<p><b>Course Outcomes:</b>  After successfully completing the course, the students will be able</p> <ol style="list-style-type: none"> <li>To solve ordinary differential equations using Laplace transform.</li> <li>Demonstrate the Fourier series to study the behaviour of periodic functions and their applications in system communications, digital signal processing and field theory.</li> <li>To use Fourier transforms to analyze problems involving continuous-time signals and to apply Z-Transform techniques to solve difference equations</li> <li>To solve mathematical models represented by initial or boundary value problems involving ordinary differential equations</li> </ol>	

5. Determine the external of functionals using calculus of variations and solve problems Arising indynamics of rigid bodies and vibrational analysis.

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

Component		Weightage (%)	
CIE's	CIE 1- At the end of 5 <sup>th</sup> week	20	60
	CIE 2 - At the end of 10 <sup>th</sup> week	20	
	CIE 3 - At the end of 15 <sup>th</sup> week	20	
AA's	AAT-1- At the end of 4 <sup>th</sup> week	10	40
	AAT-2- At the end of 9 <sup>th</sup> week	10	
	AAT-3- At the end of 13 <sup>th</sup> week	20	
<b>Continuous Internal Evaluation Total Marks: 100. Reduced to 50 Marks</b>			
<b>Semester End Examination (SEE) Total Marks: 100. Reduced to 50 Marks</b>			

Suggested Learning Resources:

**Text Books:**

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

**Reference Books:**

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

**E-Resources:**

- <http://.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/>
- VTU e-Shikshana Program
- VTU EDUSAT Program



## DATA STRUCTURES AND ITS APPLICATIONS

<b>Course Code</b>	<b>21CDI32 (IC)</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L: T: P: S) (3:0:2:0)</b>	<b>Credits (3:0:1:0)</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>40 hours Theory + 13 Lab slots</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>04</b>	<b>ExamHours</b>	<b>03</b>

**Prerequisites:**

Basics of C Language, Computer basics, Number System.

**Course objectives:**

**This course will enable students to:**

- CLO 1. Explain the fundamentals of data structures and their applications essential for implementing solutions to problems.
- CLO 2. Illustrate representation of data structures: Stack, Queues, Linked Lists, Trees and Graphs.
- CLO 3. Design and Develop Solutions to problems using Arrays, Structures, Stack, Queues, Linked Lists.
- CLO 4. Explore usage of Trees and Graph for application development.
- CLO 5. Apply the Hashing techniques in mapping key value pairs.

**Teaching-Learning Process (General Instructions)**

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

- Lecture method (L) does not mean only traditional lecture method, but a different type of teaching methods may be adopted to develop the outcomes.
- Show Video/animation films to explain the different concepts of Linear Algebra & Signal Processing.
- Encourage collaborative (Group) Learning in the class.
- Ask at least three HOTS (Higher Order Thinking) questions in the class, which promotes critical thinking.
- Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
- Topics will be introduced in a multiple representation.
- Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
- Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.
- Adopt Flipped class technique by sharing the materials / Sample Videos prior to the class and have discussions on the that topic in the succeeding classes.
- Give Programming Assignments.

<b>Module-1</b>	
<p><b>Introduction:</b> Data Structures, Classifications (Primitive &amp; Non-Primitive), Data structure operations (Traversing, inserting, deleting, searching, and sorting). Review of Arrays. Structures: Array of structures Self-Referential Structures.</p> <p>Dynamic Memory Allocation Functions. Representation of Linear Arrays in Memory, dynamically allocated arrays and Multidimensional Arrays.</p> <p><b>Textbook 1: Chapter 1: 1.2, Chapter 2: 2.2 - 2.7, Text Textbook 2: Chapter 1: 1.1 - 1.4, Chapter 3: 3.1 - 3.3, 3.5, 3.7, Chapter 4: 4.1 - 4.9, 4.14 Textbook 3: Chapter 1: 1.3</b> <span style="float: right;"><b>08 Hours</b></span></p>	
<b>Module-2</b>	
<p><b>Stacks:</b> Definition, Stack Operations, Array Representation of Stacks, Stacks using Dynamic Arrays. Different representation of expression. Stack Applications: Infix to postfix conversion, Infix to prefix conversion, evaluation of postfix expression, recursion.</p> <p><b>Queues:</b> Definition, Array Representation of Queues, Queue Operations, Circular Queues, Queues and Circular queues using Dynamic arrays.</p> <p><b>Textbook 1: Chapter 3: 3.1 -3.4, 3.6 Textbook 2: Chapter 6: 6.1 -6.4, 6.5, 6.7-6.13</b> <span style="float: right;"><b>08 Hours</b></span></p>	
<b>Module-3</b>	
<p><b>Linked Lists:</b> Definition, classification of linked lists. Representation of different types of linked lists in Memory, Traversing, Insertion, Deletion, Searching, Sorting, and Concatenation Operations on Singly linked list, Doubly Linked lists, Circular linked lists. Linked Stacks and Queues.</p> <p><b>Textbook 1: Chapter 4: 4.1 – 4.4, 4.5.2, 4.7, 4.8, Textbook 2: Chapter 5: 5.1 – 5.9</b> <span style="float: right;"><b>08 Hours</b></span></p>	
<b>Module-4</b>	
<p><b>Trees 1:</b> Terminologies, Binary Trees, Properties of Binary trees, Array and linked Representation of Binary Trees, Binary Tree Traversals - Inorder, postorder, preorder;</p> <p>Threaded binary trees, Binary Search Trees – Definition, Insertion, Deletion, Traversal, and Searching operation on Binary search tree. Application of Trees-Evaluation of Expression.</p> <p><b>Textbook 1: Chapter 5: 5.1 –5.5, 5.7; Textbook 2: Chapter 7: 7.1 – 7.9</b> <span style="float: right;"><b>08 Hours</b></span></p>	
<b>Module-5</b>	
<p><b>Trees 2:</b> AVL tree, Red-black tree, Splay tree, B-tree.</p> <p><b>Graphs:</b> Definitions, Terminologies, Matrix and Adjacency List Representation of Graphs, Traversal methods: Breadth First Search and Depth First Search.</p> <p><b>Hashing:</b> Hash Table organizations, Hashing Functions, Static and Dynamic Hashing.</p> <p><b>Textbook 1: Chapter 10:10.2, 10.3, 10.4, Textbook 2:7.10 – 7.12, 7.15 Chapter 11: 11.2, Textbook 1: Chapter 6 : 6.1–6.2, Chapter 8 : 8.1-8.3, Textbook 2: 8.1 – 8.3, 8.5, 8.7, Textbook 3: Chapter 15:15.1, 15.2,15.3, 15.4,15.</b> <span style="float: right;"><b>08 Hours</b></span></p>	
<b>Teaching-Learning Process for all modules</b>	<b>Chalk and Talk, Power point presentation, flip teaching, YouTube videos</b>
<b>PRACTICAL COMPONENTS</b>	
Sl. No	Experiments
1	<p>Design, Develop and Implement a menu driven Program in C for the following Arrayoperations</p> <ol style="list-style-type: none"> <li>a. Inserting an Element (ELEM) at a given valid Position (POS)</li> <li>b. Deleting an Element at a given valid Position POS)</li> <li>c. Display of Array Elements Exit.</li> <li>d. Support the program with functions for each of the above operations</li> </ol>

2	<p>Design, Develop and Implement a menu driven Program in C for the following operations on STACK of Integers (Array Implementation of Stack with maximum sizeMAX)</p> <ol style="list-style-type: none"> <li>Push an Element on to Stack</li> <li>Pop an Element from Stack</li> <li>Demonstrate <i>Overflow</i> and <i>Underflow</i> situations on Stack</li> <li>Display the status of Stack</li> <li>Exit Support the program with appropriate functions for each of the above operations</li> </ol>
3	<p>Singly Linked List (SLL) of Integer Data</p> <ol style="list-style-type: none"> <li>Create a SLL stack of N integer.</li> <li>Display of SLL</li> <li>Perform Linear search.</li> <li>Create a SLL queue of N Students Data Concatenation of two SLL of integers</li> </ol>
4	<p>Design, Develop and Implement a menu driven Program in C for the following operations on Doubly Linked List (DLL) of Professor Data with the fields: ID, Name, Branch, Area of specialization</p> <ol style="list-style-type: none"> <li>Create a DLL stack of N Professor's Data</li> <li>Create a DLL queue of N Professor's Data</li> <li>Display the status of DLL and count the number of nodes in it</li> </ol>
5	<p>Given an array of elements, construct a complete binary tree from this array in level order fashion. That is, elements from left in the array will be filled in the tree level wise starting from level 0. Ex: Input :</p> <p>arr[] = {1, 2, 3, 4, 5, 6}</p> <p>Output : Root of the following tree1</p> <pre> /  \  2  3  /\ \ 4 5 6 </pre>
6	<p>Design, Develop and Implement a menu driven Program in C for the following operations on Binary Search Tree (BST) of Integers</p> <ol style="list-style-type: none"> <li>Create a BST of N Integers</li> <li>Traverse the BST in In order, Preorder and Post Order</li> </ol>
7	<p>Design, Develop and implement a program in C for the following operations on Graph (G) of cities</p> <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 diagraph using DFS/BFS method.</li> </ol>
8	<p>Design and 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>

### Course Outcomes

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

- CO 1. Identify different data structures and their applications.
- CO 2. Apply stack and queues in solving problems.
- CO 3. Demonstrate applications of linked list.

CO 4. Explore the applications of trees and graphs to model and solve the real-world problem.  
 CO 5. Make use of Hashing techniques and resolve collisions during mapping of key value pairs

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

Component		Weightage (%)			
CIE's	CIE 1 5 <sup>th</sup> week	20	60	Average of 3 tests for 20 marks	
	CIE 2 10 <sup>th</sup> week	20			
	CIE 3 15 <sup>th</sup> week	20			
AAT's	AAT-1 10 <sup>th</sup> week			10	
	Lab Test	30			Reduced to 10
	Lab Record	20			10
<b>Continuous Internal Evaluation Total Marks :100. Reduced to 50 Marks</b>					
<b>Semester End Examination (SEE) Total Marks :100. Reduced to 50 Marks</b>					

**Suggested Learning Resources:**

**Text Books:**

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

**Reference Books:**

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

**E-Resources:**

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

**CO- PO Mapping :**

POS	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3	2							1			2	1		1
CO2	2	2	3	3	2				1			2	3		2
CO3	2	2	3	3	2				1			3	3		2
CO4	2	2	3	3	2				1			3	3		3
CO5	2	2	2	2	1				1			3	2		1
Average	2.2	2	2.75	2.75	1.75				1			2.6	2.4		1.8



## DATABASE CONCEPTS USING SQL (IC)

<b>Course Code</b>	<b>21CDI33 (IC)</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L: T: P: S)(3:0:2:0)</b>	<b>Credits (3:0:1:0)</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>40 hours Theory + 13 Labslots</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>4</b>	<b>Exam Hours</b>	<b>03</b>

### Prerequisites:

File System, Data Structures, Programming on files.

### Course objectives:

#### This course will enable students to:

- CLO 1. Provide a strong foundation in database concepts, technology, and practice.
- CLO 2. Practice SQL programming through a variety of database problems.
- CLO 3. Demonstrate the use of concurrency and transactions in database
- CLO 4. Design and build database applications for real world problems.

### Teaching-Learning Process (General Instructions)

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

1. Lecturer methods (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

### Module-1

**Introduction to Databases:** Introduction, Characteristics of database approach, Advantages of using the DBMS approach, History of database applications.

**Overview of Database Languages and Architectures:** Data Models, Schemas, and Instances. Three schema architecture and data independence, database languages, and interfaces, The Database System environment.

**Conceptual Data Modelling using Entities and Relationships:** Entity types, Entity sets, attributes, roles, and structural constraints, Weak entity types, ER diagrams, Examples

**Textbook 1: Ch 1.1 to 1.8, 2.1 to 2.6, 3.1 to 3.7**

**08 Hours**

### Module-2

<p><b>Relational Model:</b> Relational Model Concepts, Relational Model Constraints and relational database schemas, Update operations, transactions, and dealing with constraint violations.</p> <p><b>Relational Algebra:</b> Unary and Binary relational operations, additional relational operations (aggregate, grouping, etc.) Examples of Queries in relational algebra.</p> <p><b>Mapping Conceptual Design into a Logical Design:</b> Relational Database Design using ER-to-Relational mapping.</p> <p><b>Textbook 1: Ch 5.1 to 5.3, 6.1 to 6.5, 7.1; 08 Hours</b></p>	
<b>Module-3</b>	
<p><b>SQL:</b> SQL data definition and data types, specifying constraints in SQL, retrieval queries in SQL, INSERT, DELETE, and UPDATE statements in SQL, Additional features of SQL.</p> <p><b>Advances Queries:</b> More complex SQL retrieval queries, Specifying constraints as assertions and action triggers, Views in SQL, Schema change statements in SQL.</p> <p>Database</p> <p><b>Application Development:</b> Accessing databases from applications, An introduction to JDBC, JDBC classes and interfaces, SQLJ, Stored procedures, Case study: The internet Bookshop.</p> <p><b>Textbook 1: Ch 8.1 to 8.8; Textbook 2: 6.1 to 6.6; 08 Hours</b></p>	
<b>Module-4</b>	
<p><b>Normalization: Database Design Theory</b> – Introduction to Normalization using Functional and Multivalued Dependencies: Informal design guidelines for relation schema, Functional Dependencies, Normal Forms based on Primary Keys, Second and Third Normal Forms, Boyce-Codd Normal Form, Multivalued Dependency and Fourth Normal Form, Join Dependencies and Fifth Normal Form. Examples on normal forms.</p> <p><b>Normalization Algorithms:</b> Inference Rules, Equivalence, and Minimal Cover, Properties of Relational Decompositions, Algorithms for Relational Database Schema Design, Nulls, Dangling tuples, and alternate Relational Designs, Further discussion of Multivalued dependencies and 4NF, Other dependencies and Normal Forms</p> <p><b>Textbook 1: Ch 10.1 to -10.5, 11.1 to 11.6 08 Hours</b></p>	
<b>Module-5</b>	
<p><b>Transaction Processing:</b> Introduction to Transaction Processing, Transaction and System concepts, Desirable properties of Transactions, Characterizing schedules based on recoverability, Characterizing schedules based on Serializability, Transaction support in SQL.</p> <p><b>Concurrency Control in Databases:</b> Two-phase locking techniques for Concurrency control, Concurrency control based on Timestamp ordering, Multiversion Concurrency control techniques, Validation Concurrency control techniques, Granularity of Data items and Multiple Granularity Locking.</p> <p><b>Textbook 1: Ch 17.1 to 17.6, 18.1 to 18.5; 08 Hours</b></p>	
<b>Teaching-Learning Process for all modules</b>	<b>Chalk and Talk, Power point presentation, Active Learning Demonstration, problem based learning</b>
<b>PRACTICAL COMPONENTS</b>	
<b>Sl. No</b>	<b>Experiments</b>
1	Design, develop, and implement the specified queries for the following problems using Oracle, MySQL, MS SQL Server, or any other DBMS under LINUX/Windows environment. Create Schema and insert at least 5 records for each table. Add appropriate database constraints. Demonstrating creation of tables, applying the view concepts on the tables.

	<p>Program: Consider the following schema for a Library Database:  <b>BOOK (Book_id, Title, Publisher_Name, Pub_Year)</b>  <b>BOOK_AUTHORS(Book_id, Author_Name)</b>  <b>PUBLISHER(Name, Address, Phone)</b>  <b>BOOK_COPIES (Book_id, Programme_id, No-of_Copies)</b>  <b>BOOK_LENDING (Book_id, Programme_id, Card_No, Date_Out, Due_Date)</b>  <b>LIBRARY_PROGRAMME(Programme_id, Programme_Name, Address)</b></p> <ol style="list-style-type: none"> <li>1. Write ER Diagram for following tables.</li> <li>2. Write SQL queries to Retrieve details of all books in the library – id, title, name of publisher, authors, number of copies in each Programme, etc.</li> <li>3. Write SQL queries to Get the particulars of borrowers who have borrowed more than 3 books, but from Jan 2017 to Jun 2017.</li> <li>4. Write SQL queries to Delete a book in BOOK table. Update the contents of other tables to reflect this data manipulation operation.</li> <li>5. Write SQL queries to Partition the BOOK table based on year of publication. Demonstrate its working with a simple query.</li> <li>6. Write SQL queries to Create a view of all books and its number of copies that are currently available in the Library.</li> </ol> <p>Reference: <a href="https://www.youtube.com/watch?v=AaSU-AOguls">https://www.youtube.com/watch?v=AaSU-AOguls</a>  <a href="https://www.youtube.com/watch?v=-EwEvJxS-Fw">https://www.youtube.com/watch?v=-EwEvJxS-Fw</a></p>
2	<p>Design, develop, and implement the specified queries for the following problems using Oracle, MySQL, MS SQL Server, or any other DBMS under LINUX/Windows environment. Create Schema and insert at least 5 records for each table. Add appropriate database constraints. Discuss the various concepts on constraints and update operations.</p> <p>Program: Consider the following schema for Order Database:  <b>SALESMAN(Salesman_id, Name, City, Commission)</b>  <b>CUSTOMER(Customer_id, Cust_Name, City, Grade, Salesman_id)</b>  <b>ORDERS(Ord_No, Purchase_Amt, Ord_Date, Customer_id, Salesman_id)</b></p> <p>Write SQL queries to  Count the customers with grades above Bangalore’s average.</p> <ol style="list-style-type: none"> <li>1. Find the name and numbers of all sales an who had more than one customer.</li> <li>2. List all the salesman and indicate those who have and don’t have customers in their cities (Use UNION operation.)</li> <li>3. Create a view that finds the salesman who has the customer with the highest order of a day.</li> <li>4. Demonstrate the DELETE operation by removing salesman with id 1000. All his orders must also be deleted.</li> </ol> <p>Reference:  <a href="https://www.youtube.com/watch?v=AA-KL1jbMeY">https://www.youtube.com/watch?v=AA-KL1jbMeY</a>  <a href="https://www.youtube.com/watch?v=7S_tz1z_5bA">https://www.youtube.com/watch?v=7S_tz1z_5bA</a></p>
3	<p>Design, develop, and implement the specified queries for the following problems using Oracle, MySQL, MS SQL Server, or any other DBMS under LINUX/Windows environment. Create Schema and insert at least 5 records for each table. Add appropriate database constraints. Demonstrate the concepts of JOIN operations.</p> <p>Program: Consider the schema for Movie Database:</p>

	<p><b>ACTOR(Act_id, Act_Name, Act_Gender)</b>  <b>DIRECTOR(Dir_id, Dir_Name, Dir_Phone)</b>  <b>MOVIES(Mov_id, Mov_Title, Mov_Year, Mov_Lang, Dir_id)</b>  <b>MOVIE_CAST(Act_id, Mov_id, Role)</b>  <b>RATING(Mov_id, Rev_Stars)</b></p> <p>Write SQL queries to</p> <ol style="list-style-type: none"> <li>1. List the titles of all movies directed by ‘Hitchcock’.</li> <li>2. Find the movie names where one or more actors acted in two or more movies.</li> <li>3. List all actors who acted in a movie before 2000 and also in a movie after 2015(use JOIN operation).</li> <li>4. Find the title of movies and number of stars for each movie that has at least one rating and find the highest number of stars that movie received. Sort the result by movie title.</li> <li>5. Update rating of all movies directed by ‘Steven Spielberg’ to 5.</li> </ol> <p>Reference:  <a href="https://www.youtube.com/watch?v=hSiCUNVKJAo">https://www.youtube.com/watch?v=hSiCUNVKJAo</a>  <a href="https://www.youtube.com/watch?v=Eod3aQkFz84">https://www.youtube.com/watch?v=Eod3aQkFz84</a></p>
4	<p>Design, develop, and implement the specified queries for the following problems using Oracle, MySQL, MS SQL Server, or any other DBMS under LINUX/Windows environment. Create Schema and insert at least 5 records for each table. Add appropriate database constraints. Demonstrate the core concepts on table like nested and correlated nesting queries and also EXISTS and NOT EXISTS keywords.</p> <p>Program: Consider the schema for Company Database:  <b>EMPLOYEE(SSN, Name, Address, Sex, Salary, SuperSSN, DNo)</b>  <b>DEPARTMENT(DNo, DName, MgrSSN, MgrStartDate)</b>  <b>DLOCATION(DNo,DLoc)</b>  <b>PROJECT(PNo, PName, PLocation, DNo)</b>  <b>WORKS_ON(SSN, PNo, Hours)</b></p> <p>Write SQL queries to</p> <ol style="list-style-type: none"> <li>1. Make a list of all project numbers for projects that involve an employee whose last name is ‘Scott’, either as a worker or as a manager of the department that controls the project.</li> <li>2. Show the resulting salaries if every employee working on the ‘IoT’ project is given a 10 percent raise.</li> <li>3. Find the sum of the salaries of all employees of the ‘Accounts’ department, as well as the maximum salary, the minimum salary, and the average salary in this department</li> <li>4. Retrieve the name of each employee who works on all the projects controlled by department number 5 (use NOT EXISTS operator).</li> <li>5. For each department that has more than five employees, retrieve the department number and the number of its employees who are making more than Rs.6,00,000.</li> </ol> <p><b>Reference:</b>  <a href="https://www.youtube.com/watch?v=Dk8f3ejqKts">https://www.youtube.com/watch?v=Dk8f3ejqKts</a></p>
5	<p><b>Mini project:</b> For any problem selected, make sure that the application should have five or more tables. Indicative areas include: Organization, health care, Ecommerce etc.</p>
<p><b>Course Outcomes</b>  At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>• CO 1. Identify, analyze and define database objects, enforce integrity constraints on a database using RDBMS</li> </ul>	

- CO 2. Use Structured Query Language (SQL) for database manipulation and also demonstrate the basic of query evaluation.
- CO 3. Design and build simple database systems and *relate* the concept of transaction, concurrency control and recovery in database
- CO 4. Develop application to interact with databases, relational algebra expression.
- CO 5. Develop applications using tuple and domain relation expression from queries.

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

Component		Weightage (%)		
CIE's	CIE 1 5 <sup>th</sup> week	20	60	Average of 3 tests for 20 marks
	CIE 2 10 <sup>th</sup> week	20		
	CIE 3 15 <sup>th</sup> week	20		
AAT's	AAT-1 10 <sup>th</sup> week			10
	Lab Test	30	Reduced to 10	
	Lab Record	20	10	
<b>Continuous Internal Evaluation Total Marks :100. Reduced to 50 Marks</b>				
<b>Semester End Examination (SEE) Total Marks :100. Reduced to 50 Marks</b>				

#### Suggested Learning Resources:

##### Text Books:

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

##### Reference Books:

##### E-Resources:

1. <https://www.youtube.com/watch?v=3EJlovevfcA>
2. <https://www.youtube.com/watch?v=9TwMRs3qTcU>
3. <https://www.youtube.com/watch?v=ZW10Xow304I>
4. <https://www.youtube.com/watch?v=4YilEjkNPrQ>
5. <https://www.youtube.com/watch?v=CZTkgMoqVss>
6. <https://www.youtube.com/watch?v=HI4NZB1XR9c>
7. [https://www.youtube.com/watch?v=EGEwkad\\_IIA](https://www.youtube.com/watch?v=EGEwkad_IIA)
8. <https://www.youtube.com/watch?v=t5hsV9IC1rU>

#### CO- PO Mapping :

CO Identification No.	POs												PSOs		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3										1	3		
CO 2	2	2	3	1	2							1	3		2
CO 3	2	2	3	2	1							1	2		2
CO4	2	2	3	2	1							1	2		2
CO5	2	2	3	1	2							1	3		2
Average	2.2	2.2	3	1.5	1.5							1	2.6		2

<b>FOUNDATION OF DATA SCIENCE</b>			
<b>Course Code</b>	<b>21CDT34</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L:T:P: S)</b>	<b>3:0:0:0</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>40</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>03</b>	<b>Exam Hours</b>	<b>03</b>
<b>Prerequisites:</b> Machine Learning, Data Structures, Database, Bigdata.			
<b>Course Learning Objectives</b> <b>This course will enable students to:</b> <ol style="list-style-type: none"> <li>1. Provide a strong foundation for data science and application areas related to it.</li> <li>2. Learn the process of working with data on large scale.</li> <li>3. Explore the concepts of Data Processing.</li> <li>4. Learn basic concepts of Machine Learning.</li> <li>5. Prepare students for advanced courses in Data Science</li> </ol>			
<b>Teaching-Learning Process (General Instructions)</b>  These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction to Data Science:</b> Importance of data Science-Need for Data Science, What is Data Science? Data Science Process, prerequisites for data science, Components of Data Science, Tools and Skills needed. <b>Statistics:</b> Data Types, Variable Types, Statistics, Sampling Techniques, Information gain and Entropy. <span style="float: right;"><b>08 Hours</b></span> [Text Book1:1(1.1,1.2,1.3,1.5,1.6,1.7),2(2.1,2.2,2.3,2.4,2.5)].			
<b>Module-2</b>			
<b>Probability:</b> Probability Theory, Probability types, Probability Distribution Functions, Bayes Theorem. <b>Data Modeling and Analytics:</b> Data Science Methodology-Analytics for data science, Example of Data Analytics, Data Analytics Life Cycle-Data Discovery, Data Preparation, Model Planning, Model Building, Communicate Results, Operationalization. <span style="float: right;"><b>08 Hours</b></span> [Text Book1:2(2.6,2.7,2.8,2.9),4(4.1,4.2,4.3)]			

### Module-3

**Machine learning** –Designing a Learning System, Perspective and Issues in Machine Learning, Supervised learning, Unsupervised learning, Semi- supervised learning, Reinforcement Learning, Role of Machine Learning in Data Science, Data Science vs Machine Learning. **08 Hours**

[Text Book2:1.2(1.2.1,1.2.2,1.2.3,1.2.4,1.2.5),

<https://www.geeksforgeeks.org/data-science-vs-machine-learning>

<https://www.zucisystems.com/blog/what-is-the-role-of-machine-learning-in-data-science>

### Module-4

**Databases for Data Science** – SQL-for Data Science, Basic Statistics with SQL, Data Wrangling, Filtering, Joins, Aggregation, Advanced No SQL for Data Science, Document Databases for Data science, Wide Column Databases for Data science, Graph Databases for Data Science. **08 Hours**

TextBook1:3.1(3.1.1,3.1.2,3.1.3), 3.2(3.2.1,3.2.2,3.2.3,3.2.4).

### Module-5

**Data Analytics and Text Mining:** What is Text Mining?, Process of Text Mining, Difference between Text Mining and Data Mining, Major Text Mining Areas, Text Analytics, Text Analytics Steps, Basic Text Analytics Steps.

**Introduction to NLP:** Introduction, Major Components of NLP, Stages of NLP, Statistical Processing of NLP, Applications of NLP. **08 Hours**

TextBook1:6.1(6.1.1,6.1.1.1,6.1.1.2,6.1.1.3),6.2(6.2.1,6.2.2),6.3(6.3.1,6.3.2,6.3.3,6.3.4)

**Teaching-Learning Process for all modules**

Chalk and board, Active Learning, PPT Based presentation, Video

#### Course Outcomes

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

- 1: Understand the fundamental concepts of data science
- 2: Evaluate the data analysis techniques for applications handling large data and Demonstrate the datascience process.
- 3: Understand concept of machine learning used in the data science process.
- 4: Visualize and present the inference using various tools.
- 5: Learn to think through the ethics surrounding privacy, data sharing.

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

Component		Weightage (%)	
CIE's	CIE 1 5 <sup>th</sup> week	20	60
	CIE 2 10 <sup>th</sup> week	20	
	CIE 3 15 <sup>th</sup> week	20	
AAT's	AAT-1 10 <sup>th</sup> week	10	
	AAT-2	10	
	AAT-3	20	
<b>Continuous Internal Evaluation Total Marks: 100. Reduced to 50 Marks</b>			
<b>Semester End Examination (SEE) Total Marks: 100. Reduced to 50 Marks</b>			

Suggested Learning Resources:

**Text Books:**

1. Fundamentals of Data Science, Sanjeev J. Wagh, Manisha S. Bhende, and Anuradha D. Thakare, First edition published 2022 by CRC Press.
2. Machine Learning, [Tom Mitchell](#), McGraw Hill, 1997.

**E-Resources**

1. <https://www.geeksforgeeks.org/data-science-vs-machine-learning>
2. <https://www.zucisystems.com/blog/what-is-the-role-of-machine-learning-in-data-science>

**CO- PO Mapping :**

Pos	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PS O1	PS O2	PS O3
COs	3	2	1	2	2						3	1	2	--	3
CO 2	2	3	2	2	1						2	1	--	3	2
CO 3	3	2	3	3	2						2	1	--	3	2
CO 4	1	3	2	1	2			3		3	3	1	2	--	2
CO 5	2	2	2	1	3			3		3	2	1		2	3



## OBJECT ORIENTED PROGRAMMING WITH JAVA LABORATORY

Course Code	21CDL35	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	1	Exam Hours	03

### Prerequisites:

C Programming Knowledge, Computer Basics, Data Structures.

### Course Objectives:

- CLO 1. Demonstrate the use of Eclipse/Netbeans IDE to create Java Applications.  
 CLO 2. Using java programming to develop programs for solving real-world problems.  
 CLO 3. Reinforce the understanding of basic object-oriented programming concepts.

**Note: two hours tutorial is suggested for each laboratory sessions.**

### Prerequisite

- Students should be environment.
- Usage of IDEs like Eclipse/Netbeans should be introduced.

### Sl. No. *PART A – List of problems for which student should develop program and execute in the Laboratory*

1

Aim: Introduce the java fundamentals, data types, operators in java

Program: Write a java program that prints all real solutions to the quadratic equation  $ax^2+bx+c=0$ . Read in a, b, c and use the quadratic formula.

2

Aim: Demonstrating creation of java classes, objects, constructors, declaration and initialization of variables.

Program: Create a Java class called **Student** with the following details as variables within it. USN

Name

Branch

Phone

Write a Java program to create n Student objects and print the USN, Name, Branch, and Phone of these objects with suitable headings.

3

Aim: Discuss the various Decision-making statements, loop constructs in java

Program:

A. Write a program to check prime number

B. Write a program for Arithmetic calculator using switch case menu

4

Aim: Demonstrate the core object-oriented concept of Inheritance, polymorphism

Design a super class called **Staff** with details as StaffId, Name, Phone, Salary. Extend this class by writing three subclasses namely Teaching (domain, publications), Technical (skills), and Contract (period). Write a Java program to read and display at least 3 staff objects of all three categories.

5

Aim: Introduce concepts of method overloading, constructor overloading, overriding.

Program: Write a java program demonstrating Method overloading and Constructor overloading.

6	<p>Aim: Introduce the concept of Abstraction, packages.</p> <p>Program: Develop a java application to implement currency converter (Dollar to INR, EURO to INR, Yen to INR and vice versa), distance converter (meter to KM, miles to KM and vice versa), time converter (hours to minutes, seconds and vice versa) using packages.</p>
7	<p>Aim: Introduction to abstract classes, abstract methods, and Interface in java</p> <p>Program: Write a program to generate the resume. Create 2 Java classes Teacher (data: personal information, qualification, experience, achievements) and Student (data: personal information, result, discipline) which implements the java interface Resume with the method biodata().</p>
8	<p>Aim: Demonstrate creation of threads using Thread class and Runnable interface, multi- threaded programming.</p> <p>Program: Write a Java program that implements a <b>multi-thread</b> application that has three threads. First thread generates a random integer for every 1 second; second thread computes the square of the number and prints; third thread will print the value of cube of the number.</p>
9	<p>Aim: Introduce java Collections.</p> <p>Program: Write a program to perform string operations using Array List. Write functions for the following a. Append - add at end b. Insert – add at particular index c. Search d. List all string starts with given letter.</p>
10	<p>Aim: Exception handling in java, introduction to throwable class, throw, throws, finally.</p> <p>Program: Write a Java program to read two integers a and b. <b>Compute</b> a/b and print, when b is not zero. Raise an exception when b is equal to zero.</p>
11	<p>Aim: Introduce File operations in java.</p> <p>Program: Write a java program that reads a file name from the user, displays information about whether the file exists, whether the file is readable, or writable, the type of file and the length of the file in bytes</p>
12	<p>Aim: Introduce java Applet, awt, swings.</p> <p>Programs: Develop an applet that displays a simple message in center of the screen. Develop a simple calculator using Swings.</p>
<b>PART B – Practical Based Learning</b>	
01	<p>A problem statement for each batch is to be generated in consultation with the co-examiner and student should develop an algorithm, program and execute the program for the given problem with appropriate outputs.</p>

### Course Outcome (Course Skill Set)

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

- CO 1. Use Eclipse/NetBeans IDE to design, develop, debug Java Projects.
- CO 2. Analyze the necessity for Object Oriented Programming paradigm over structured programming and become familiar with the fundamental concepts in OOP.
- CO 3. Demonstrate the ability to design and develop java programs, analyze, and interpret object-oriented data and document results.

CO 4. Apply the concepts of multiprogramming, exception/event handling, abstraction to develop robust programs.  
CO 5. Develop user friendly applications using File I/O and GUI concepts.

### Assessment Details (both CIE and SEE)

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

50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

#### Continuous Internal Evaluation (CIE):

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

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

Each experiment to be evaluated for conduction with observation sheet and record write-up.

Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.

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

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

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

Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8<sup>th</sup> week of the semester and the second test shall be conducted after the 14<sup>th</sup> week of the semester.

- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability.
- Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).  
The Sum of scaled-down marks scored in the report write-up/journal and average marks of two
- tests is the total CIE marks scored by the student.

#### Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University

All laboratory experiments are to be included for practical examination.

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

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

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

Weightage of marks for PART A is 80% and for PART B is 20%. General rubric suggested to be followed for part A and part B.

Change of experiment is allowed only once and Marks allotted to the procedure part to be made zero (Not allowed for Part B).

The duration of SEE is 03 hours

Rubrics suggested in Annexure-II of Regulation book

### Suggested Learning Resources:

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

### CO- PO Mapping :

POS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
C211.1	2	3	2	1	-	-	-	-	-	-	-	2	2	2	1
C211.2	2	3	2	2	-	-	-	-	-	-	-	2	3	2	2
C211.3	1	2	3	1	-	-	-	-	-	-	-	1	2	3	3
C211.4	1	2	3	2	3	-	-	-	3	2	1	1	1	2	1
C211.5	1	2	3	2	3	-	-	-	3	2	1	1	2	1	1

## SOCIAL CONNECT & RESPONSIBILITIES

<b>Course Code</b>	<b>21UHV36</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours week (L:T:P:S)</b>	<b>100</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>15</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>01</b>	<b>Exam Hours</b>	<b>03</b>

### Prerequisites:

Society, Constitution, Ethics, Environment.

### Objectives: The Course will

- Enable the student to do a deep dive into societal challenges being addressed by NGO(s), social enterprises & The government and build solutions to alleviate these complex social problems through immersion, design & technology.
- Provide a formal platform for students to communicate and connect to their surroundings.
- Enable to create of a responsible connection with society.

### Learning Outcomes: The students are expected to have the ability to :

1. Understand social responsibility
2. Practice sustainability and creativity
3. Showcase planning and organizational 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 in interactive sessions, open mic, reading groups, storytelling sessions, and semester-long activities conducted by faculty mentors. In the following a set of activities planned for the course have been listed.

### Module-I

**Plantation and adoption of a tree:** Plantation of a tree that will be adopted for four years by a group of B.Tech. students. They will also make an excerpt either as a documentary or a photoblog describing the plant's origin, its usage in daily life, and its appearance in folklore and literature. **04 Hours**

### Module-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, photoblog and documentary on evolution and practice of various craft forms. **04 Hours**

### Module-III

**Organic farming and waste management:** usefulness of organic farming, wet waste management in neighboring villages, and implementation in the campus. **04 Hours**

### Module-IV

**Water Conservation:** knowing the present practices in the surrounding villages and implementation in the campus, documentary or photo blog presenting the current practices. **04 Hours**

### Module-V

**Food Walk** City's culinary practices, food lore, and indigenous materials of the region used in cooking. **04 Hours**

### Teaching Learning Process

Chalk and board, Active Learning, PPT Based presentation, Video

## 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.

A total of 14-20 hrs engagement per semester is required for the 3<sup>rd</sup> semester of the B.E. /B.Tech. program. The students will be divided into 10 groups of 35 each. Each group will be handled by two **faculty mentors**. Faculty mentors will design the activities (particularly Jamming sessions open mic ,and poetry)

**Faculty mentors** has to design the evaluation system.

## Guideline for Assessment Process:

### Continuous Internal Evaluation (CIE)

After completion of, the social connect, 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 inthe social connect period. The report should be signed by the mentor. The report shall be evaluated onthe 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

## Semester End Examination (SEE)

**This Jamming session will be conducted at the end of the course for 50 marks**

**Jamming session includes -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.**

**Faculty mentor has to design the evaluation system for Jamming session.**

**CO-PO Mapping:**

POs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
COs															
CO1	2	2				2	1			2		2	3	2	
CO2	2	2		1	3		3					1	2	2	2
CO3	2	2		1	1						2	3	3		
Avg	2	2		1	2	2	2			2	2	2	2.6	2	2

BE - III/IV Semester – Common to all

<b>ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ</b>			
ವಿಷಯ ಸಂಕೇತ (Course Code)	21KSK39/49	ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನದ ಅಂಕಗಳು	50
ಒಂದು ವಾರಕ್ಕೆ ಬೋಧನಾ ಅವಧಿ (Teaching Hours / Week (L:T:P: S))	0:2:0:1	ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಯ ಅಂಕಗಳು	50
ಒಟ್ಟು ಬೋಧನಾ ಅವಧಿ Total Hours of Pedagogy	25 ಗಂಟೆಗಳು	ಒಟ್ಟು ಅಂಕಗಳು	100
ಕ್ರೆಡಿಟ್ಸ್ (Credits)	01	ಪರೀಕ್ಷೆಯ ಅವಧಿ	01 ಗಂಟೆ
<p><b>ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ ಪಠ್ಯದ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು:</b></p> <ol style="list-style-type: none"> <li>1. ವೃತ್ತಿಪರ ಪದವಿ ವಿದ್ಯಾರ್ಥಿಗಳಾಗಿರುವುದರಿಂದ ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಕನ್ನಡದ ಸಂಸ್ಕೃತಿಯ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು.</li> <li>2. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಧಾನ ಭಾಗವಾದ ಆಧುನಿಕ ಪೂರ್ವ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯಗಳನ್ನು ಸಾಂಕೇತಿಕವಾಗಿ ಪರಿಚಯಿಸಿ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ಬಗ್ಗೆ ಅರಿವು ಹಾಗೂ ಆಸಕ್ತಿಯನ್ನು ಮೂಡಿಸುವುದು.</li> <li>3. ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯವನ್ನು ಹಾಗೂ ಅವರುಗಳ ಸಾಧಿಸಿದ ವಿಷಯಗಳನ್ನು ಪರಿಚಯಿಸುವುದು.</li> <li>4. ಕನ್ನಡ ಶಬ್ದಸಂಪತ್ತಿನ ಪರಿಚಯ ಮತ್ತು ಕನ್ನಡ ಭಾಷೆಯ ಬಳಕೆ ಹಾಗೂ ಕನ್ನಡದಲ್ಲಿ ಪತ್ರ ವ್ಯವಹಾರವನ್ನು ತಿಳಿಸಿಕೊಡುವುದು.</li> </ol>			
<p><b>ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವ್ಯವಸ್ಥೆ (Teaching-Learning Process - General Instructions) :</b></p> <p>These are sample Strategies, which teacher can use to accelerate the attainment of the course outcomes.</p> <ol style="list-style-type: none"> <li>1. ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡವನ್ನು ಬೋಧಿಸಲು ತರಗತಿಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಪ್ರಸ್ತುತ ಪುಸ್ತಕ ಆಧಾರಿಸಿ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನವನ್ನು ಅನುಸರಿಸುವುದು. ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ತಯಾರಿಸಲು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪ್ರೇರೇಪಿಸುವುದು ಮತ್ತು ತರಗತಿಯಲ್ಲಿ ಅವುಗಳನ್ನು ಚರ್ಚಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುವುದು.</li> <li>2. ಇತ್ತೀಚಿನ ತಂತ್ರಜ್ಞಾನದ ಅನುಕೂಲಗಳನ್ನು ಬಳಸಿಕೊಳ್ಳುವುದು - ಅಂದರೆ ಕವಿ-ಕಾವ್ಯ ಪರಿಚಯದಲ್ಲಿ ಕವಿಗಳ ಚಿತ್ರಣ ಮತ್ತು ಲೇಖನಗಳು ಮತ್ತು ಕಥೆ ಕಾವ್ಯಗಳ ಮೂಲ ಅಂಶಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟ ಧ್ವನಿ ಚಿತ್ರಗಳು, ಸಂಭಾಷಣೆಗಳು, ಈಗಾಗಲೇ ಇತರ ವಿಮರ್ಶಕರು ಬರೆದಿರುವ ವಿಮರ್ಶಾತ್ಮಕ ವಿಷಯಗಳನ್ನು ಟಿಪಿಟಿ, ಡಿಜಿಟಲ್ ಮಾಧ್ಯಮಗಳ ಮುಖಾಂತರ ವಿಶ್ಲೇಷಿಸುವುದು.</li> <li>3. ನವೀನ ಮಾದರಿಯ ಸಾಹಿತ್ಯ ಬೋಧನೆಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಧಾನಗಳನ್ನು ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅನುಕೂಲವಾಗುವ ರೀತಿಯಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳಬಹುದು.</li> </ol>			
<p><b>ಘಟಕ -1 ಲೇಖನಗಳು</b></p> <ol style="list-style-type: none"> <li>1. ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ - ಹಂಪ ನಾಗರಾಜಯ್ಯ</li> <li>2. ಕರ್ನಾಟಕದ ಏಕೀಕರಣ : ಒಂದು ಅಪೂರ್ವ ಚರಿತ್ರೆ - ಬಿ. ವೆಂಕಟಸುಬ್ಬಯ್ಯ</li> <li>3. ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ - ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ ಮತ್ತು ಪ್ರೊ. ವಿ. ಕೇಶವಮೂರ್ತಿ</li> </ol>			
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.		



<b>ಘಟಕ -2 ಆಧುನಿಕ ಪೂರ್ವದ ಕಾವ್ಯ ಭಾಗ</b>	
<ol style="list-style-type: none"> <li>1. ವಚನಗಳು : ಬಸವಣ್ಣ, ಅಕ್ಕಮಹಾದೇವಿ, ಅಲ್ಲಮಪ್ರಭು, ಆಯ್ದಕ್ಕಿ ಮಾರಯ್ಯ, ಜೇಡರದಾಸಿಮಯ್ಯ, ಆಯ್ದಕ್ಕಿ ಲಕ್ಕಮ್ಮ.</li> <li>2. ಕೀರ್ತನೆಗಳು : ಅದರಿಂದೇನು ಫಲ ಇದರಿಂದೇನು ಫಲ - ಪುರಂದರದಾಸರು ತಲ್ಲಣಿಸದಿರು ಕಂಡ್ಯ ತಾಳು ಮನವೇ - ಕನಕದಾಸರು</li> <li>3. ತತ್ವಪದಗಳು : ಸಾವಿರ ಕೊಡಗಳ ಸುಟ್ಟು - ಶಿಶುನಾಳ ಶರೀಫ</li> </ol>	
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.
<b>ಘಟಕ -3 ಆಧುನಿಕ ಕಾವ್ಯಭಾಗ</b>	
<ol style="list-style-type: none"> <li>1. ಡಿವಿಜಿ ರವರ ಮಂಕುತಿಮ್ಮನ ಕಗ್ಗದಿಂದ ಅಯ್ಯ ಕೆಲವು ಭಾಗಗಳು</li> <li>2. ಕುರುಡು ಕಾಂಚಾಣ : ದಾ.ರಾ. ಬೇಂದ್ರೆ</li> <li>3. ಹೊಸಬಾಳಿನ ಗೀತೆ : ಕುವೆಂಪು</li> </ol>	
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.
<b>ಘಟಕ -4 ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯ</b>	
<ol style="list-style-type: none"> <li>1. ಡಾ. ಸರ್. ಎಂ. ವಿಶ್ವೇಶ್ವರಯ್ಯ : ವ್ಯಕ್ತಿ ಮತ್ತು ಐತಿಹ್ಯ - ಎ ಎನ್ ಮೂರ್ತಿರಾವ್</li> <li>2. ಕರಕುಶಲ ಕಲೆಗಳು ಮತ್ತು ಪರಂಪರೆಯ ವಿಜ್ಞಾನ : ಕರೀಗೌಡ ಬೀಚನಹಳ್ಳಿ</li> </ol>	
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.
<b>ಘಟಕ -5 ಕಥೆ ಮತ್ತು ಪ್ರವಾಸ ಕಥನ</b>	
<ol style="list-style-type: none"> <li>1. ಯುಗಾದಿ : ವಸುಧೇಂದ್ರ</li> <li>2. ಮೆಗಾನೆ ಎಂಬ ಗಿರಿಜನ ಪರ್ವತ : ಹಿ.ಚಿ. ಬೋರಲಿಂಗಯ್ಯ</li> </ol>	
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.

ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ ಕಲಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಗುವ ಪರಿಣಾಮಗಳು (course Outcomes):

1. ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಕನ್ನಡದ ಸಂಸ್ಕೃತಿಯ ಪರಿಚಯವಾಗುತ್ತದೆ.
2. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಆಧುನಿಕ ಪೂರ್ವ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯಗಳು ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ಬಗ್ಗೆ ಆಸಕ್ತಿಯು ಮೂಡುತ್ತದೆ.
3. ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯವಾಗುತ್ತದೆ.
4. ಕನ್ನಡ ಭಾಷಾಭ್ಯಾಸ, ಸಾಮಾನ್ಯ ಕನ್ನಡ ಹಾಗೂ ಆಡಳಿತ ಕನ್ನಡದ ಪದಗಳ ಪರಿಚಯವಾಗುತ್ತದೆ.

ಮೌಲ್ಯಮಾಪನದ ವಿಧಾನ (Assessment Details- both CIE and SEE) :

(methods of CIE - MCQ, Quizzes, Open book test, Seminar or micro project)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The student has to obtain a minimum of 40% marks individually both in CIE and 35% marks in SEE to pass. Theory Semester End Exam (SEE) is conducted for 50 marks (01 hour duration). Based on this grading will be awarded.

**Continuous Internal Evaluation:**

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

- a. First test at the end of 5<sup>th</sup> week of the semester
- b. Second test at the end of the 10<sup>th</sup> week of the semester
- c. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks** : 1. First assignment at the end of 4<sup>th</sup> week of the semester

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

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

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

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

**CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಯು ಈ ಕೆಳಗಿನಂತಿರುತ್ತದೆ - Semester End Exam (SEE):**

SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject.

1. The question paper will have 50 questions. Each question is set for 01 mark.

SEE Pattern will be in MCQ Model for 50 marks. Duration of the exam is 01 Hour.

**ಪಠ್ಯಪುಸ್ತಕ :**

**ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ**

ಡಾ. ಹಿ.ಚಿ.ಬೋರಲಿಂಗಯ್ಯ ಮತ್ತು ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ,

ಪ್ರಸಾರಾಂಗ, ವಿಶ್ವೇಶ್ವರಯ್ಯ ತಾಂತ್ರಿಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ.

**BE - III / IV Semester – Common to All**

<b>ಬಳಕೆ ಕನ್ನಡ - baLake Kannada (Kannada for Usage)</b>			
<b>ಕನ್ನಡ ಕಲಿಕೆಗಾಗಿ ನಿಗದಿಪಡಿಸಿದ ಪಠ್ಯಪುಸ್ತಕ - (Prescribed Textbook to Learn Kannada)</b>			
ವಿಷಯ ಸಂಕೇತ (Course Code)	21KKB39/49	ನಿರಂತರ ಅಂತರಿಕ ಮೌಲ್ಯಮಾಪನದ ಅಂಶಗಳು (Continuous Internal Evaluation Marks)	50
ಬಂದು ವಾರಕ್ಕೆ ಬೋಧನಾ ಅವಧಿ (Teaching Hours / Week (L:T:P: S))	0:2:0:1	ನೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಯ ಅಂಶಗಳು (Semester End Examination Marks)	50
ಒಟ್ಟು ಬೋಧನಾ ಅವಧಿ Total Hours of Pedagogy	25 ಗಂಟೆಗಳು	ಒಟ್ಟು ಅಂಶಗಳು (Total Marks)	100
ಕ್ರೆಡಿಟ್ಸ್ (Credits)	01	ಪರೀಕ್ಷೆಯ ಅವಧಿ (Exam Hours)	01 ಗಂಟೆ
<p><b>ಬಳಕೆ ಕನ್ನಡ ಪಠ್ಯದ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು (Course Learning Objectives):</b></p> <ul style="list-style-type: none"> <li>To Create the awareness regarding the necessity of learning local language for comfortable and healthy life.</li> <li>To enable learners to Listen and understand the Kannada language properly.</li> <li>To speak, read and write Kannada language as per requirement.</li> <li>To train the learners for correct and polite conservation.</li> </ul>			
<p><b>ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವ್ಯವಸ್ಥೆ (Teaching-Learning Process - General Instructions) :</b></p> <p>These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>ಬಳಕೆ ಕನ್ನಡವನ್ನು ತರಗತಿಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಬೋಧಿಸಲು ವಿಟಿಯು ಸೂಚಿಸಿರುವ ಪಠ್ಯಪುಸ್ತಕವನ್ನು ಉಪಯೋಗಿಸಬೇಕು.</li> <li>ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ತಯಾರಿಸಲು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಉತ್ತೇಜಿಸುವುದು ಮತ್ತು ತರಗತಿಯಲ್ಲಿ ಅವುಗಳನ್ನು ಚರ್ಚಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುವುದು.</li> <li>ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿ ಪುಸ್ತಕವನ್ನು ತರಗತಿಯಲ್ಲಿ ಬಳಸುವಂತೆ ನೋಡಿಕೊಳ್ಳುವುದು ಮತ್ತು ಪ್ರತಿ ಪಾಠ ಮತ್ತು ಪ್ರವಚನಗಳ ಮೂಲ ಅಂಶಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಪೂರಕ ಚಟುವಟಿಕೆಗಳಿಗೆ ತೊಡಗಿಸತಕ್ಕದ್ದು.</li> </ol> <ol style="list-style-type: none"> <li>ಡಿಜಿಟಲ್ ತಂತ್ರಜ್ಞಾನದ ಮುಖಾಂತರ ಇತ್ತೀಚೆಗೆ ಡಿಜಿಟಲೀಕರಣ ಗೊಂಡಿರುವ ಭಾಷೆ ಕಲಿಕೆಯ ವಿಧಾನಗಳನ್ನು ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ಮುಖಾಂತರ ಚರ್ಚಿಸಲು ಕ್ರಮಕೈಗೊಳ್ಳುವುದು. ಇದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ತರಗತಿಯಲ್ಲಿ ಹೆಚ್ಚು ಏಕಾಗ್ರತೆಯಿಂದ ಪಾಠ ಕೇಳಲು ಮತ್ತು ಅಧ್ಯಯನದಲ್ಲಿ ತೊಡಗಲು ಅನುಕೂಲವಾಗುತ್ತದೆ.</li> <li>ಭಾಷಾಕಲಿಕೆಯ ಪ್ರಯೋಗಾಲಯದ ಮುಖಾಂತರ ಬಹುಬೇಗ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಕಲಿಯಲು ಅನುಕೂಲವಾಗುವಂತೆ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳನ್ನು ಮತ್ತು ಕ್ರಿಯಾ ಯೋಜನೆಗಳನ್ನು ರೂಪಿಸುವುದು.</li> </ol>			
<b>Module-1</b>			
<ol style="list-style-type: none"> <li>Introduction, Necessity of learning a local language. Methods to learn the Kannada language.</li> <li>Easy learning of a Kannada Language: A few tips. Hints for correct and polite conservation, Listening and Speaking Activities</li> <li>Key to Transcription.</li> <li>ವೈಯಕ್ತಿಕ, ಸ್ವಾಮ್ಯಸೂಚಕ/ಸಂಬಂಧಿತ ಸಾರ್ವನಾಮಗಳು ಮತ್ತು ಪ್ರಶ್ನಾರ್ಥಕ ಪದಗಳು - <b>Personal Pronouns, Possessive Forms, Interrogative words</b></li> </ol>			
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ	ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.		

## Module-2

1. ನಾಮಪದಗಳ ಸಂಬಂಧಾರ್ಥಕ ರೂಪಗಳು, ಸಂದೇಹಾಸ್ಪದ ಪ್ರಶ್ನೆಗಳು ಮತ್ತು ಸಂಬಂಧವಾಚಕ ನಾಮಪದಗಳು - **Possessive forms of nouns, dubitive question and Relative nouns**
2. ಗುಣ, ಪರಿಮಾಣ ಮತ್ತು ವರ್ಣಬಣ್ಣ ವಿಶೇಷಣಗಳು, ಸಂಖ್ಯಾವಾಚಕಗಳು **Qualitative, Quantitative and Colour Adjectives, Numerals**
3. ಕಾರಕ ರೂಪಗಳು ಮತ್ತು ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು - ಸಪ್ತಮಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ - (ಅ, ಅದು, ಅವು, ಅಲ್ಲಿ)  
**Predictive Forms, Locative Case**

ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ

ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.

## Module-3

1. ಚತುರ್ಥಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯದ ಬಳಕೆ ಮತ್ತು ಸಂಖ್ಯಾವಾಚಕಗಳು - **Dative Cases, and Numerals**
4. ಸಂಖ್ಯಾಗುಣವಾಚಕಗಳು ಮತ್ತು ಬಹುವಚನ ನಾಮರೂಪಗಳು - **Ordinal numerals and Plural markers**
5. ನ್ಯೂನ / ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾಪದಗಳು ಮತ್ತು ವರ್ಣ ಗುಣವಾಚಕಗಳು  
**Defective / Negative Verbs and Colour Adjectives**

ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ

ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.

## Module-4

1. ಅಪ್ಪಣೆ / ಒಪ್ಪಿಗೆ, ನಿರ್ದೇಶನ, ಪ್ರೋತ್ಸಾಹ ಮತ್ತು ಒತ್ತಾಯ ಅರ್ಥರೂಪ ಪದಗಳು ಮತ್ತು ವಾಕ್ಯಗಳು  
**Permission, Commands, encouraging and Urging words (Imperative words and sentences)**
2. ಸಾಮಾನ್ಯ ಸಂಭಾಷಣೆಗಳಲ್ಲಿ ದ್ವಿತೀಯ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು ಸಂಭವನೀಯ ಪ್ರಕಾರಗಳು  
**Accusative Cases and Potential Forms used in General Communication**
3. "ಇರು ಮತ್ತು ಇರಲ್ಲ" ಸಹಾಯಕ ಕ್ರಿಯಾಪದಗಳು, ಸಂಭಾವ್ಯಸೂಚಕ ಮತ್ತು ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾ ಪದಗಳು - **Helping Verbs "iru and iralla", Corresponding Future and Negation Verbs**
6. ಹೋಲಿಕೆ (ತರತಮ), ಸಂಬಂಧ ಸೂಚಕ ಮತ್ತು ವಸ್ತು ಸೂಚಕ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು  
**ನಿಷೇಧಾರ್ಥಕ ಪದಗಳ ಬಳಕೆ- Comparative, Relationship, Identification and Negation Words**

ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ

ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.

## Module-5

1. ಕಾಲ ಮತ್ತು ಸಮಯದ ಹಾಗೂ ಕ್ರಿಯಾಪದಗಳ ವಿವಿಧ ಪ್ರಕಾರಗಳು - **ifferent types of forms of Tense, Time and Verbs**
2. ದ್, -ತ್, -ತು, -ಇತ್ತು, - ಆಗಿ, - ಅಲ್ಲ, - ಗೆ, -ಕ್, ಇದೆ, ಕ್ರಿಯಾ ಪ್ರತ್ಯಯಗಳೊಂದಿಗೆ ಭೂತ, ಭವಿಷ್ಯತ್ ಮತ್ತು ವರ್ತಮಾನ ಕಾಲ ವಾಕ್ಯ ರಚನೆ - **Formation of Past, Future and Present Tense Sentences with Verb Forms**
3. **Kannada Vocabulary List : ಸಂಭಾಷಣೆಯಲ್ಲಿ ದಿನೋಪಯೋಗಿ ಕನ್ನಡ ಪದಗಳು - Kannada Words in Conversation**

ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ

ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು.

ಬಳಕೆ ಕನ್ನಡ ಪಠ್ಯದ ಕಲಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅಗುವ ಅನುಕೂಲಗಳು ಮತ್ತು ಫಲಿತಾಂಶಗಳು: **course Outcomes (Course**

**Skill Set):** At the end of the Course, The Students will be able

1. To understand the necessity of learning of local language for comfortable life.
2. To Listen and understand the Kannada language properly.
3. To speak, read and write Kannada language as per requirement.
4. To communicate (converse) in Kannada language in their daily life with kannada speakers.
5. To speak in polite conversation.

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

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% ( 18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

#### **Continuous Internal Evaluation:**

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

- a. First test at the end of 5<sup>th</sup> week of the semester
- b. Second test at the end of the 10<sup>th</sup> week of the semester
- c. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks : 1.** First assignment at the end of 4<sup>th</sup> week of the semester

7. Second assignment at the end of 9<sup>th</sup> week of the semester

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

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

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

**CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

#### **ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಯು ಈ ಕೆಳಗಿನಂತಿರುತ್ತದೆ - Semester End Exam (SEE):**

SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject.

2. The question paper will have 50 questions. Each question is set for 01 mark.
3. SEE Pattern will be in MCQ Model for 50 marks. Duration of the exam is 01 Hour.

### **Textbook :**

ಬಳಕೆ ಕನ್ನಡ

ಲೇಖಕರು : ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ

ಪ್ರಸಾರಾಂಗ, ವಿಶ್ವೇಶ್ವರಯ್ಯ ತಾಂತ್ರಿಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ.

### Ability Enhancement Course - Mastering Office

<b>Course Code</b>	<b>21CSL381</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours week (L:T:P:S) (0:0:2:0)</b>	<b>Credits (0:0:2:0)</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>10 Practical</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>01</b>	<b>Exam Hours</b>	<b>03</b>

**Prerequisites:**

Basic knowledge of Computer operation, typing and operating mouse device.

**Course Objectives:**

- CLO1. Understand the basics of computers and prepare documents and small presentations.
- CLO2. Attain the knowledge about spreadsheet/worksheet with various options.
- CLO3. Create simple presentations using templates various options available.
- CLO4. Demonstrate the ability to apply application software in an office environment.
- CLO5. Use MS Office to create projects, applications.

**Syllabus**

**Module 1: MS WORD**

Introduction, Identifying tools, working on Text (cut, copy, paste, Font, Line spacing), Formatting (indents, Paragraph, Tabs, alignment, Multilevel numbering and Bulleting), Working with Objects (Shapes, Clipart and Picture, Word Art, Smart Art, Page Number, Date & Time), Header & Footers (Inserting objects in the header and footer), Page break, Page bordering, Page background, Tables (Table Formatting, Table Styles, Alignment, properties, Merge and split), Printing (Page Setup, Setting margins, Print Preview, Print)

Lab program

Create a resume specifying the details like shape for photo, Name, Father Name, Date of Birth, Address, skills learnt, education details (use table), paper published, projects any and do alignment, use headers footers.

Create a document for department web page ( should contain relevant images, description about department) and the data should be protected.

**Module 2: MS EXCEL**

Introduction to Excel (Understanding rows and columns, Naming Cells, Working with excel workbook and sheets), Formatting excel work book (Formatting Text, Font, Wrap text, Merge and Centre, Currency, Accounting, Modifying Columns, Rows & Cells), Formulae and functions (Simple Formulas, own formula, Date and Time Functions, Financial Functions, Logical Functions), Sort and Filter Data (Sort and filtering data, Custom filtering, Conditional formatting), Creating Effective Charts (chart with Chart Tool, Design, Format, and Layout options, Chart styles and other properties), Analyse Data Using PivotTables and Pivot Charts (Framework Using the PivotTable and PivotChart, Inserting slicer, Creating Calculated fields), Proofing and Printing (Page setup, Setting print area, Header and Footer, Setting margins, Print Preview, Print)

Lab program

Create a student database of internal marks and calculate the average of 3 internal, percentage and eligibility checking for SEE criteria, listing toppers using formula and function, identify slow learner and fast learners (using filtering)

Apply chart and provide the legends, axis, margins, data points, series for the above data.

### **Module 3: MS POWERPOINT**

Introduction to PowerPoint (Typing the text, Alignment of text, Formatting Text, Font, Cut, Copy, Paste, Find & Replace, Working with Tabs and Indents), Creating slides and applying themes, Working with bullets and numbering, Working with Objects, Hyperlinks and Action Buttons, Animation and Slide Transition, Slide show.

Lab program

Design a power point presentation for performing the quiz activity by use the alignment, animation, sound, transition and hyperlink for navigation.

Prepare PPT slides on new technology, providing the information (about, diagrams, technique, method, working, pros and cons, applications)

### **Module 4: MS ACCESS and Advance features**

Introduction to MS ACCESS, Creating tables, Adding columns, setting properties like primary key and data types, filling the values, modifying the table, Query, Reports,

Mail merge, Hyperlinks, Sharing and Maintaining Document, Styles and Content, Proofing the document (Check Spelling, Grammar, Setting AutoCorrect Options), Use Macros to Automate Tasks, Protecting and sharing the work book, Hyperlinks, Lookup and Reference, Functions Mathematical Functions, Statistical Functions, Text Functions. Working With Movies and Sounds, SmartArt and Tables, Proofing and Printing

Lab Programs:

Design an invitation card and provide the details of the programme, also perform the mail merging using MS access for database.

### **Module 5: Case study and mini project**

**My Dream Car: A Microsoft Excel Project** - This project has students do a cost analysis on a group of selected dream cars in order to calculate which would be best for them. Across its 15 pages of content, students practice their Excel skills by creating tables, using formulas, and analysing data to form conclusions.

**Back to School what's Cool This Year: A Microsoft PowerPoint and Excel Project** - This project has students create Excel spread sheets and PowerPoint presentations to predict and present what clothing and accessories they believe will be popular that school year. For this back-to-school project, students will compile data, write formulas, and display their predictions to their peers.

**Analyse Your Favourite Players' Performance: A Microsoft Excel Project** - This project has students analyse the athletic statistics of their chosen sports star. Throughout this project, students collect data, create charts, and calculate trend lines to display how their favourite athlete performs.

**A Year Events in Review Project** - In this project, students design a PowerPoint presentation that informs an audience on the past year's events and personal achievements the student has accomplished. Across its 12 parts, showcase their skills when it comes to designing and presenting a PowerPoint.

**Microsoft Word & Excel Magazine Project** - This intensive project has students design and creates a 14-page magazine using Microsoft Word and Excel. Along the way, students will demonstrate their creativity by using photos, columns, text boxes, tables, and other aspects of Microsoft software to complete the project.

**Microsoft Word & PowerPoint Book Project** - This lighter project is designed for early high school and middle school, and has students demonstrate their skills in Word and PowerPoint by creating their own book. Though meant as a capstone assignment, this project has a lighter workload than the other available options from the Tech Twins.

**Social Media Page Activity using Microsoft Word** - This project has students create a social media page for a famous person of their choice. In doing so, students showcase Microsoft Word skills like font formatting, object alignment, inserting text boxes, and more.

**House for Sale Flyer Activity Project using Microsoft Word** - In this project, students create a





<b>Ability Enhancement Course - PROGRAMMING IN C++</b>			
<b>Course Code</b>	<b>21CSL382</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L:T:P: S)</b>	<b>0:0:2:0</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>12</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>01</b>	<b>Exam Hours</b>	<b>01</b>
<b>Prerequisites:</b> Programming Concepts, C Programming, Algorithms, Flowchart.			
<b>Course Objectives:</b> CLO 1. Understanding about object oriented programming and Gain knowledge about the capability to store information together in an object. CLO 2. Understand the capability of a class to rely upon another class and functions. CLO 3. Understand about constructors which are special type of functions. CLO 4. Create and process data in files using file I/O functions CLO 5. Use the generic programming features of C++ including Exception handling.			
<b>Teaching-Learning Process (General Instructions)</b>  These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"> <li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li> <li>2. Use of Video/Animation to explain functioning of various concepts.</li> <li>3. Encourage collaborative (Group Learning) Learning in the class.</li> <li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li> <li>6. Introduce Topics in manifold representations.</li> <li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li> <li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module-1</b>			
<b>Introduction to Object Oriented Programming:</b> Computer programming background- C++ overview- First C++ Program -Basic C++ syntax, Object Oriented Programming: What is an object, Classes, methods and messages, abstraction and encapsulation, inheritance, abstract classes, polymorphism.  <b>Textbook 1: Chapter 1(1.1 to 1.8)</b>			
<b>Module-2</b>			
<b>Functions in C++:</b> Tokens – Keywords – Identifiers and constants – Operators in C++ – Scope resolution operator – Expressions and their types – Special assignment expressions – Function prototyping – Call by reference – Return by reference – Inline functions -Default arguments – Function overloading.			

<b>Textbook 2: Chapter 3(3.2,3.3,3.4,3.13,3.14,3.19, 3.20), Chapter 4(4.3,4.4,4.5,4.6,4.7,4.9)</b>	
<b>Module-3</b>	
<b>Inheritance &amp; Polymorphism:</b> Derived class Constructors, destructors-Types of Inheritance- Defining Derived classes, Single Inheritance, Multiple, Hierarchical Inheritance, Hybrid Inheritance.	
<b>Textbook 2: Chapter 6 (6.2,6.11) chapter 8 (8.1 to,8.8)</b>	
<b>Module-4</b>	
<b>I/O Streams:</b> C++ Class Hierarchy- File Stream-Text File Handling- Binary File Handling during file operations.	
<b>Textbook 1: Chapter 12(12.5) , Chapter 13 (13.6,13.7)</b>	
<b>Module-5</b>	
<b>Exception Handling:</b> Introduction to Exception - Benefits of Exception handling- Try and catch block-Throw statement- Pre-defined exceptions in C++ .	
<b>Textbook 2: Chapter 13 (13.2 to13.6)</b>	
<b>Teaching-Learning Process</b>	Chalk and board, MOOC, Practical based learning, practical's
<b>Laboratory Programs</b>	
<b>1</b>	The variables are stored in the memory and need to declare the variables with data types. Demonstrate with program to find the Size of fundamental data types using C++ compiler.
<b>2</b>	There will be range for data values in storage, show the output by using program to find check the upper and lower limit of all data types in C++.
<b>3</b>	C++ is an Object oriented program, we will write and illustrate with a program to create an object of a class and access class attributes.
<b>4</b>	C++ program to create a class to demonstrate the use of objects with a program in C++ to read and add two distance.
<b>5</b>	Member functions are used as a part of object in class of OOPs concept, let's see how to use functions in the program of C++.
<b>6</b>	Depending on the number and type of arguments passed, the corresponding display() function in C++ is called for Overloading Using Different Number of Parameters.
<b>7</b>	The three types of the parametric constructor, one for initialization of name only, second to initialization of age only and third to initialize both name and age. Program to be created three different types of objects and initialized them in different ways, and printed values for each of them
<b>8</b>	C++ program to read and print employee information with department and of information using hierarchical inheritance.
<b>9</b>	Implement the exception handling blocks for both exceptions with a program that can throw integer and double exceptions in the same try block.
<b>10</b>	Demonstrate the process of working with file handling through a program in c++ to reading and writing data on a file.

**Course Outcomes (Course Skill Set):**

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

- CO1. Able to understand and design the solution to a problem using object-oriented programming concepts.
- CO2. Able to reuse the code with extensible Class types, User-defined operators and function Overloading.
- CO3. Achieve code reusability and extensibility by means of Inheritance and Polymorphism
- CO4. Identify and explore the Performance analysis of I/O Streams.
- CO5. Implement the features of C++ including templates, exceptions and file handling for providing programmed solutions to complex problems.

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

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation:**

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

**CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 01 hours**)

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

**Textbooks**

1. Bhushan Trivedi, “Programming with ANSI C++”, Oxford Press, Second Edition, 2012.
2. Balagurusamy E, Object Oriented Programming with C++, Tata McGraw Hill Education Pvt.Ltd , Fourth Edition 2010.

**Reference Books**

1. Bhavne , “ Object Oriented Programming With C++”, Pearson Education , 2004.
2. Ray Lischner, “Exploring C++ : The programmer’s introduction to C++”, apress, 2010
3. Bhavne , “ Object Oriented Programming With C++”, Pearson Education , 2004

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

1. Basics of C++ - <https://www.youtube.com/watch?v=BCIS40yzssA>
2. Functions of C++ - <https://www.youtube.com/watch?v=p8ehAjZWjPw>

**Tutorial Link:**

1. [https://www.w3schools.com/cpp/cpp\\_intro.asp](https://www.w3schools.com/cpp/cpp_intro.asp)
2. <https://www.edx.org/course/introduction-to-c-3>

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

- Demonstration of simple projects

**CO/PO Mapping**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	1	3	2	1	3						3	3	2
CO2	2	2	1	2	2	1	1					2	3	3	3
CO3	2	1	1	2	2	3	1					2	3	3	2
CO4	3	2	2	1	2	2	3						2	2	2
CO5	3	3	2	2	2	1	2	1	1				3	2	2
	2.4	2.0	1.4	2.4	2.0	1.4	2.2	1.0	1.0			2.0	2.8	2.6	2.1

**3-Strong    2-Medium    1-Low**

## Entrepreneurship Development Course-I: Developing the Opportunity

<b>Course Code</b>	<b>21EDC39</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours week (L:T:P:S) (0:2:0:0)</b>	<b>Audit Course</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>20</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>00</b>	<b>Exam Hours</b>	<b>03</b>

### Objectives:

The Course will

### Contents:

#### Course Description

How does a good idea become a viable business opportunity? What is entrepreneurship and who fits the profile of an entrepreneur? This introductory course is designed to introduce you to the foundational concepts of entrepreneurship, including the definition of entrepreneurship, the profile of the entrepreneur, the difference between entrepreneurship and entrepreneurial management, and the role of venture creation in society. You'll explore where technology entrepreneurship and impact entrepreneurship align and where they diverge, and you'll learn proven techniques for identifying the opportunity, assessing the opportunity, hypothesis testing and creating a prototype.

By the end of this course, you'll know how to test, validate and prototype your idea, and also whether or not you fit the profile of an entrepreneur! You'll also be ready to move on to the next phase of entrepreneurship in Entrepreneurship 2: Launching the Start-Up.

#### Module-I

##### Introduction to Entrepreneurship

Course Introduction, Profile of the Entrepreneur, Entrepreneurship in Established Firms, Venture Creation's Role in Society, Types of Enterprises, Technology Entrepreneurship, Impact Entrepreneurship.

**06 Hours**

#### Module-II

##### Opportunity Analysis

Opportunities and Uncertainty, Push and Pull and the Sources of Innovation, Customers as Sources of Opportunities, Importance of the Idea (VIDE Model), Assessing Opportunities, The Tournament Approach.

**06 Hours**

#### Module-III

##### Markets, Need-Finding and Planning

Defining the Focal Market, Understanding User Needs, Competitive Analysis, Generating Ideas with Individuals and Groups, Planning: Assumptions, Planning: Discovery Driven Planning, Planning: Discovery Driven Planning Worksheet

**06 Hours**

#### Module-IV

##### Pitching, Testing, and Prototyping

The Elevator Pitch, testing your idea: Customer Interviews, testing your idea: Surveys, creating a Prototype: Physical Goods, creating a Prototype: Software, Creating a Prototype: Services, Summary and What's Ahead.

**06 Hours**

### Suggested Learning Resources:

#### Textbooks

1. Entrepreneurial Development Reprint Edn. 2006 Edition by [S S Khanka](#) S Chand; Reprint Edn. 2006 edition (December 1, 2007)
2. Entrepreneurial Development Paperback – 1 September 2014 by Vasant Desai
3. Dynamics Of Entrepreneurial Development And Management Paperback by Vasant Desai (Author)

4. Business Development For Dummies Paperback – April 20, 2015 by Anna Kennedy (Author)

**Course Outcomes:**

**CO1:** Classify and compare types of enterprises and their roles.

**CO2:** Apply Evaluation process of your own opportunities to discover new ones.

**CO3:** Develop a useful model for your own enterprise.

**CO4:** Identify the key components of a successful pitch and plan for building a prototype.

**CO5:** Test, validate and prototype your idea, and also the profile of an entrepreneur.

**CO- PO Mapping :**

<b>POs</b>	<b>P O1</b>	<b>P O2</b>	<b>P O3</b>	<b>P O4</b>	<b>P O5</b>	<b>P O6</b>	<b>P O7</b>	<b>P O8</b>	<b>P O9</b>	<b>PO 10</b>	<b>PO 11</b>	<b>PO 12</b>
<b>COs</b>												
CO1	1	2							1			1
CO2	2	3		3					3			1
CO3			3	2				2	3			3
CO4	2	2						2	3			3
CO5					2	2	2		3			3

## EMPLOYABILITY SKILLS - I

Sem & Course Code	L:T:P:S	Credits	Exam marks	Exam Duration	Course Type
3 <sup>rd</sup> Sem/21CPH39	0:0:4:0	0	AUDIT COURSE	3 Hours	
This course will enable students to: <ul style="list-style-type: none"> <li>• Understand different types of Numerical / Arithmetical problems.</li> <li>• Understand the different Data interpretation problems.</li> <li>• To enhance interpersonal and soft skills for professional development.</li> <li>• Enables students to develop their ability to reason by introducing them to elements of formal reasoning.</li> <li>• To develop Problem Solving, confidence building, organizational, team working skills.</li> </ul>					
<b>Syllabus</b>					
<b>Module – I</b>					
<b>Aptitude 1:</b> <b>Quantitative Aptitude</b> – Number System, Problems on HCF and LCM, Decimal Fractions and Simplification, Averages <b>Logical Reasoning</b> - Analogy					
					<b>06 Hours</b>
<b>Module – II</b>					
<b>Aptitude 2:</b> <b>Quantitative Aptitude</b> – Ratios, Proportions and Variations, Partnership <b>Logical Reasoning</b> – Number and Letter Series, Coding and Decoding					
					<b>06 Hours</b>
<b>Module – III</b>					
<b>Aptitude 3:</b> <b>Quantitative Aptitude</b> – Percentages, Profit & Loss <b>Logical Reasoning</b> – Blood Relations, Seating Arrangement					
					<b>06 Hours</b>
<b>Module – IV</b>					
<b>Aptitude 4:</b> <b>Quantitative Aptitude</b> – Time and Work <b>Logical Reasoning</b> – Data Arrangement <b>Soft Skills</b> – Group Discussions					
					<b>04 Hours</b>
<b>Module – V</b>					
<b>Aptitude 5:</b> <b>Verbal Ability</b> – Ordering of Sentences, Reading Comprehension, Change of Speech & Voice					
					<b>04 Hours</b>
<b>Text Books:</b>					
1. R S Aggarwal: “Quantitative Aptitude for competitive examinations”, (Chapters 1-3,6-8,10-18,20-22,26-28,30,31,35-39), S. Chand Publishing, New Delhi, 2014, ISBN-13: 978-81-219-2498-6.					

**Reference Books:**

1. R.S. Aggarwal “A Modern Approach to Verbal & Non-Verbal Reasoning (Old Edition)” 2001.
2. R.S. Aggarwal “A Modern Approach to Logical Reasoning (Old Edition)” 1999.

**E-Resources:**

1. <https://employabilityskills.org/development/>
2. <https://anivda.com/personal-development-for-employability/>



<b>MATHEMATICAL FOUNDATIONS FOR COMPUTING</b>			
<b>Course Code</b>	<b>21CSM41</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L: T: P: S) (2:2:0:0)</b>	<b>Credits (2:2:0:0)</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>40 hours</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>03</b>	<b>Exam Hours</b>	<b>03</b>
<p><b>Course objectives:</b></p> <p>The goal of the course Mathematical Foundations For Computing- 21CSM 41 is to</p> <ul style="list-style-type: none"> <li>• Understand an intense foundational introduction to fundamental concepts in discrete mathematics.</li> <li>• Interpret, identify, and solve the language associated with logical structure, sets, relations and functions, modular arithmetic.</li> <li>• Have insight into Statistical methods, Correlation and regression analysis. Fitting of curves.</li> <li>• To develop probability distribution of discrete and continuous random variables, Joint probability distribution occurs in digital signal processing, design engineering and micro wave engineering.</li> <li>• To understand the concept of sampling and inference..</li> </ul>			
<p><b>Teaching-Learning Process (General Instructions)</b></p> <p>These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> <li>1. In addition to the traditional lecture method, different types of innovative teaching methods maybe 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 also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress.</li> <li>5. Encourage the students for 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</b>			
<p><b>Fundamentals of Logic:</b> Basic connectives and truth tables, Logical equivalence – The laws of Logic, Logical implication – Rules of Inference. Fundamentals of Logic contd.: The Use of Quantifiers- Quantifiers, Definitions, and the Proofs of Theorems. <span style="float: right;"><b>8 Hours</b></span></p> <p><b>Self-study:</b> Problems on Logical equivalence.[Text 1: 2.1, 2.2, 2.3, 2.4, 2.5 ]</p> <p><b>(RBT Levels: L1, L2 and L3 )</b></p>			
<b>Module-2</b>			
<p><b>Relations and Functions:</b> Cartesian Products and Relations, Functions – Plain and One-to-One, Onto Functions. Function Composition, and Inverse Functions.</p>			

<p><b>Relations:</b> Properties of Relations, Computer Recognition – Zero-One Matrices and Directed Graphs, Partial Orders – Hasse Diagrams, Equivalence Relations and Partitions.</p> <p><b>Introduction to Graph Theory:</b> Definitions and Examples, Sub graphs, Complements, and Graph Isomorphism, Vertex Degree, Euler Trails and Circuits. <b>8 Hours</b></p> <p><b>Self-study:</b> The Pigeon-hole Principle, problems and its applications. [Text 1: 5.1, 5.2, 5.3, 5.6, 7.1, 7.2, 7.3, 7.4, 11.1, 11.2, 11.3] <b>(RBT Levels: L1, L2 and L3 )</b></p>	
<b>Module-3</b>	
<p><b>Curve Fitting:</b> Curve fitting by the method of least squares- fitting the curves of the form- <math>y = ax + b, y = ax^b, = ax^2 + bx + c.</math></p> <p><b>Statistical Methods:</b> Correlation and regression-Karl Pearson's coefficient of correlation and rank correlation-problems. Regression analysis- lines of regression –problems. <b>8 Hours</b></p> <p><b>Self-study:</b> Fitting of the curve <math>y = ax^b</math>. Angle between two regression lines, problems. [Text 1: 24.1, 24.4, 24.5, 24.6, 25.12, 25.13, 25.14, 25.16] <b>(RBT Levels: L1, L2 and L3 )</b></p>	
<b>Module-4</b>	
<p><b>Probability Distribution.</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. <b>8 Hours</b></p> <p><b>Self-study:</b> exponential distribution. [Text 1: 26.1, 26.2, 26.7, 26.8, 26.9, 26.10, 26.13, 26.14, 26.15, 26.16] <b>(RBT Levels: L1, L2 and L3 )</b></p>	
<b>Module-5</b>	
<p><b>Joint probability distribution:</b> Joint Probability distribution for two discrete random variables, expectation, covariance and correlation.</p> <p><b>Sampling Theory:</b> Introduction to sampling distributions, standard error, Type-I and Type-II errors. Test of hypothesis for means, student's t-distribution, Chi-square distribution as a test of goodness of fit. <b>8 Hours</b></p> <p><b>Self-Study:</b> Point estimation and interval estimation [Text 1: 27.1, 27.2, 27.3, 27.4, 27.5, 27.6, 27.7, 27.9, 27.10, 27.11, 27.12, 27.13, 27.14, 27.15, 27.16, 27.17, 27.18. Text 3: 5.6, 5.7] <b>(RBT Levels: L1, L2 and L3 )</b></p>	
<b>Teaching-Learning Process for all modules</b>	<b>Chalk and Talk/PowerPoint presentation/YouTube videos.</b>
<p><b>Course Outcomes:</b> After successfully completing the course, the students will be able to :</p> <ol style="list-style-type: none"> <li>1. Apply the concepts of logic for effective computation and relating problems in the Engineering domain.</li> <li>2. Analyze the concepts of functions and relations to various fields of Engineering. Comprehend the concepts of Graph Theory for various applications of Computational sciences.</li> <li>3. Make use of the correlation and regression analysis to fit a suitable mathematical model for the statistical data.</li> <li>4. Apply discrete and continuous probability distributions in analysing the probability models arising in the engineering field.</li> <li>5. Construct joint probability distributions and demonstrate the validity of testing the hypothesis.</li> </ol>	

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

	Component	Weightage (%)	
<b>CIE's</b>	CIE 1- At the end of 5 <sup>th</sup> week	20	60
	CIE 2 - At the end of 10 <sup>th</sup> week	20	
	CIE 3 - At the end of 15 <sup>th</sup> week	20	
<b>AAT's</b>	AAT-1- At the end of 4 <sup>th</sup> week	10	40
	AAT-2- At the end of 9 <sup>th</sup> week	10	
	AAT-3- At the end of 13 <sup>th</sup> week	20	
Continuous Internal Evaluation Total Marks: 100. Reduced to 50 Marks			
Semester End Examination (SEE) Total Marks: 100. Reduced to 50 Marks			

**Suggested Learning Resources:****Text Books:**

1. **Ralph P. Grimaldi and B V Ramana:** Discrete and Combinatorial Mathematics- An Applied Introduction, Pearson Education, Asia, Fifth edition – 2007. ISBN 978-81-7758-424-0.
2. **B. S. Grewal:** Higher Engineering Mathematics B. S. Grewal Khanna Publishers 44th Edition, 2017.
3. **Seymour Lipschutz and Marc Lars Lipson:** -Probability, (Chapters: 5 and 8), McGraw Hill Education (India) Private Limited, Chennai, Special Indian Edition, 2010,

**Reference Books:**

1. **Kenneth H. Rosen:** Discrete Mathematics and its Applications, Tata – McGraw Hill, Sixth Edition, Sixth reprint 2008. ISBN-(13):978-0-07-064824-1.
2. **C. L. Liu and D P Mohapatra:** Elementary Discrete Mathematics, Tata- McGraw Hill, Sixth Edition, ISBN:10:0-07-066913-9.
3. **J.P. Tremblay and R. Manohar:** Discrete Mathematical Structures with Applications to Computer Science, Tata – McGraw Hill, 35TH reprint 2008. ISBN 13:978-0-07- 463113-3.
4. **C. Ray Wylie, Louis C. Barrett:** -Advanced Engineering Mathematics|| McGraw – Hill 6<sup>th</sup> Edition 1995.
5. **B. V. Ramana:** Higher Engineering Mathematics, McGraw-Hill 11th Edition, 2010
6. **N. P. Bali and Manish Goyal:** A Text-Book of Engineering Mathematics, Laxmi Publications 2014
7. **Chandrika Prasad and Reena Garg:** Advanced Engineering Mathematics, Khanna Publishing, 2018

**E-Resources:**

List of NPTEL videos for various topics of Discrete Mathematical Structures

<https://www.youtube.com/watch?v=9AUCdsmBGmA&list=PL0862D1A947252D20&index=10>

<https://www.youtube.com/watch?v=oU60TuGHxe0&list=PL0862D1A947252D20&index=11>

[https://www.youtube.com/watch?v=\\_BIKq9Xo\\_5A&list=PL0862D1A947252D20&index=13](https://www.youtube.com/watch?v=_BIKq9Xo_5A&list=PL0862D1A947252D20&index=13)

<https://www.youtube.com/watch?v=RMLR2JHHeWo&list=PL0862D1A947252D20&index=14>

[https://www.youtube.com/watch?v=nf9e0\\_ylGdc&list=PL0862D1A947252D20&index=15](https://www.youtube.com/watch?v=nf9e0_ylGdc&list=PL0862D1A947252D20&index=15)

<https://www.youtube.com/watch?v=7cTWea9YAJE&list=PL0862D1A947252D20&index=24>

<https://www.youtube.com/watch?v=695iAm935cY&list=PL0862D1A947252D20&index=25>

<https://www.youtube.com/watch?v=ZECJHfsf4Vs&list=PL0862D1A947252D20&index=26>

<https://www.youtube.com/watch?v=Dsi7x-A89Mw&list=PL0862D1A947252D20&index=28>

<https://www.youtube.com/watch?v=xlUFkMKSB3Y&list=PL0862D1A947252D20>

<https://www.youtube.com/watch?v=0uTE24o3q-o&list=PL0862D1A947252D20&index=2>

<https://www.youtube.com/watch?v=DmCltf8ypks&list=PL0862D1A947252D20&index=3>

<https://www.youtube.com/watch?v=jNeISigUCo0&list=PL0862D1A947252D20&index=4>

<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/>

VTU EDUSAT PROGRAMME – 20

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

- Quizzes
- Assignments
- Seminars

#### CO- PO Mapping :

Course Outcomes	PO 1	PO 2	PO3	PO4	PO5	PO 6	PO7	PO8	PO9	PO10	PO11	PO12
21CSM41.1	3	1				1						
21CSM41.2	3	3										
21CSM41.3	3	2				2						
21CSM41.4	3	3				2						
21CSM41.5	2	2				2						

## DESIGN AND ANALYSIS OF ALGORITHMS

<b>Course Code</b>	<b>21CDI42</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L: T: P: S)</b> <b>(3:0:2:0)</b>	<b>3:0:2:0</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>40 T + 20 P</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>04</b>	<b>Exam Hours</b>	<b>03</b>

### Prerequisites:

Data Structures, Algorithms, Algebra.

### Course Learning Objectives:

- CLO1. Explain the methods of analysing the algorithms and to analyze performance of algorithms.
- CLO2. State algorithm's efficiencies using asymptotic notations.
- CLO3. Solve problems using algorithm design methods such as the brute force method, greedy method, divide and conquer, decrease and conquer, transform and conquer, dynamic programming, backtracking and branch and bound.
- CLO 4. Choose the appropriate data structure and algorithm design method for a specified application.
- CLO 5. Introduce P and NP classes.

### Teaching-Learning Process (General Instructions)

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

1. Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.
2. Show Video/animation films to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in a multiple representation.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

### Module-1

**Introduction:** What is an Algorithm? It's Properties. Algorithm Specification-using natural language, using Pseudo code convention, Fundamentals of Algorithmic Problem solving, Analysis Framework-Time efficiency and space efficiency, Worst-case, Best-case and Average case efficiency.

**Performance Analysis:** Estimating Space complexity and Time complexity of algorithms.

**Asymptotic Notations:** Big-Oh notation (O), Omega notation ( $\Omega$ ), Theta notation with examples, Basic efficiency classes, Mathematical analysis of Non-Recursive and Recursive Algorithms with Examples.

**Brute force design technique:** Selection sort, sequential search, string matching algorithm with complexity Analysis.

**08 Hours**

**Textbook 1: Chapter 1 (Sections 1.1,1.2), Chapter 2(Sections 2.1,2.2,2.3,2.4), Chapter 3(Section 3.1,3.2) Textbook 2: Chapter 1(section 1.1,1.2,1.3)**

<b>Module-2</b>	
<p><b>Divide and Conquer:</b> General method, Recurrence equation for divide and conquer, solving it using Master's theorem. , Divide and Conquer algorithms and complexity Analysis of Finding the maximum &amp; minimum, Binary search, Merge sort, Quick sort.</p> <p><b>Decrease and Conquer Approach:</b> Introduction, Insertion sort, Graph searching algorithms, Topological Sorting. It's efficiency analysis. <span style="float: right;"><b>08 Hours</b></span></p> <p><b>Textbook 2: Chapter 3(Sections 3.1,3.3,3.4,3.5,3.6)</b></p> <p><b>Textbook 1: Chapter 4 (Sections 4.1,4.2,4.3), Chapter 5(Section 5.1,5.2,5.3)</b></p>	
<b>Module-3</b>	
<p><b>Greedy Method:</b> General method, Knapsack Problem, solving Job sequencing with deadlines Problems.</p> <p><b>Minimum cost spanning trees:</b> Prim's Algorithm, Kruskal's Algorithm with performance analysis.</p> <p><b>Single source shortest paths:</b> Dijkstra's Algorithm.</p> <p><b>Transform and Conquer Approach:</b> Introduction, Heaps and Heap Sort. <span style="float: right;"><b>08 Hours</b></span></p> <p><b>Textbook 2: Chapter 4(Sections 4.1,4.3,4.5)</b></p> <p><b>Textbook 1: Chapter 9(Section 9.1,9.2,9.3,9.4), Chapter 6( section 6.4)</b></p>	
<b>Module-4</b>	
<p><b>Dynamic Programming:</b> General method with Examples, Multistage Graphs.</p> <p><b>Transitive Closure:</b> Warshall's Algorithm.</p> <p><b>All Pairs Shortest Paths:</b> Floyd's Algorithm, Travelling Sales man, Bellman-Ford Algorithm.</p> <p><b>Space-Time Tradeoffs:</b> Introduction, Sorting by Counting, Input Enhancement in String Matching- Harspool's algorithm. <span style="float: right;"><b>08 Hours</b></span></p> <p><b>Textbook 2: Chapter 5 (Sections 5.1,5.2,5.4,5.9)</b></p> <p><b>Textbook 1: Chapter 8(Sections 8.2,8.4), Chapter 7 (Sections 7.1,7.2)</b></p>	
<b>Module-5</b>	
<p><b>Backtracking:</b> General method, solution using back tracking to N-Queens problem, Sum of subsets problem.</p> <p><b>Branch and Bound:</b> Assignment Problem, 0/1 Knapsack problem</p> <p><b>NP-Complete and NP-Hard problems:</b> Basic concepts, non- deterministic algorithms, P, NP, NP-Complete, and NP-Hard classes. <span style="float: right;"><b>08 Hours</b></span></p> <p><b>Textbook 1: Chapter 12 (Sections 12.1,12.2) Chapter 11(11.3)</b></p> <p><b>Textbook 2: Chapter 7 (Sections 7.1,7.2,7.3,7.4,7.5) Chapter 11 (Section 11.1)</b></p>	
<b>Teaching-Learning Process for all modules</b>	<ol style="list-style-type: none"> <li>1. Chalk &amp; board, Active Learning, MOOC, Problem based Learning.</li> <li>2. Laboratory Demonstration.</li> </ol>
<b>PRACTICAL COMPONENTS</b>	
Sl. No	Experiments
1	Sort a given set of n integer elements us complexity. Run the program for varied a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator. Demonstrate using C/Java how the brute force method works along with its time complexity analysis: worst case, average case and best case.
2	Sort a given set of n integer elements using Merge Sort method and compute its time complexity. Run the program for varied values of n> 5000, and record the time taken to sort. Plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator. Demonstrate using C/Java how the divide-and-conquer method works along with its time complexity analysis: worst case, average case and best case.

3	Write & Execute C/Java Program To solve Knapsack problem using Greedy method.
4	Write & Execute C/Java Program To find shortest paths to other vertices from a given vertex in a weighted connected graph, using Dijkstra's algorithm
5	Write & Execute C/Java Program To find Minimum Cost Spanning Tree of a given connected undirected graph using Kruskal's algorithm. Use Union-Find algorithms in your program.
6	Write & Execute C/Java Program To find Minimum Cost Spanning Tree of a given connected undirected graph using Prim's algorithm.
7	Write C/ Java programs to Solve All-Pairs Shortest Paths problem using Floyd's algorithm.
8	Write C/ Java programs to Solve 0/1 Knapsack problem using Dynamic Programming method.
9	Design and implement C/Java Program to find a subset of a given set $S = \{S_1, S_2, \dots, S_n\}$ of n positive integers whose SUM is equal to a given positive integer d. For example, if $S = \{1, 2, 5, 6, 8\}$ and $d=9$ , there are two solutions $\{1, 2, 6\}$ and $\{1, 8\}$ . Display a suitable message, if the given problem instance doesn't have a solution.
10	Design and implement C/Java Program to implement N queens using backtracking principle.

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

- CO 1. Analyze the performance of the algorithms, state the efficiency using asymptotic notations and analyze mathematically the complexity of the algorithm.
- CO 2. Apply divide and conquer approaches and decrease and conquer approaches in solving the problems analyze the same
- CO 3. Apply the appropriate algorithmic design technique like greedy method, transform and conquer approaches and compare the efficiency of algorithms to solve the given problem.
- CO 4. Apply and analyze dynamic programming approaches to solve some problems. and improve an algorithm time efficiency by sacrificing space.
- CO 5. Apply and analyze backtracking, branch and bound methods and to describe P, NP and NP- Complete problems.

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

Component		Weightage (%)		
CIE's	CIE 1 5 <sup>th</sup> week	20	60	Average of 3 tests for 20 marks
	CIE 2 10 <sup>th</sup> week	20		
	CIE 3 15 <sup>th</sup> week	20		
AAT's	AAT-1 10 <sup>th</sup> week		10	
	Lab Test	30	Reduced to 10	
	Lab Record	20	10	
<b>Continuous Internal Evaluation Total Marks :100. Reduced to 50 Marks</b>				
<b>Semester End Examination (SEE) Total Marks :100. Reduced to 50 Marks</b>				

**Suggested Learning Resources:**

**Textbooks**

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

**Reference Books:**

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

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

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

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

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

**CO-PO & PSO Mapping:**

POs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
<b>COs</b>															
<b>C01</b>	2	3			2				1			1	3		
<b>C02</b>	3	2							1			2	3	2	
<b>C03</b>	2	2	3		1				1				3		1
<b>C04</b>	2	3	3		1				1				3		1
<b>C05</b>	2	3	2										3		
<b>Avg</b>	2.2	2.6	2.6		1.33				1			1.5	3	2	1

**3-Strong,****2-Medium,****1-low**



<b>DATA VISUALIZATION USING R (IC)</b>			
<b>Course Code</b>	<b>21CDI43</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L: T: P: S) (3:0:2:0)</b>	<b>3:0:2:0</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>40 T + 20 P</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>04</b>	<b>Exam Hours</b>	<b>03</b>
<b>Prerequisites:</b> Basic knowledge of programming, excel, data handling and various graphs.			
<p><b>Course Description:</b></p> <p>In this course, you will learn the Grammar of Graphics, a system for describing and building graphs, and how the ggplot2 data visualization package for R applies this concept to basic bar charts, histograms, pie charts, scatter plots, line plots, and box plots.</p>			
<p><b>Objectives:</b></p> <p>As a student will be able to:</p> <ul style="list-style-type: none"> <li>• Learn how to generate basic visualizations</li> <li>• Understand the limitations and advantages of using certain visualizations</li> <li>• Develop interactive visualizations and applications</li> <li>• Understand various data exploratory functions in R</li> <li>• Learn ways of presenting the data to our audience</li> </ul>			
<b>Module – I</b>			
<b>Introduction to R Programming</b>			
<p>A Simple Guide to R: Installing packages and getting help in R, Data types &amp; Special values in R, Matrices and editing in R, Data frames and editing in R, Importing and exporting data in R, Writing function and inbuilt functions in R, Loops and control statements in R, Using par to beautify and saving plots in R. Basic and Interactive Plots: Introducing a scatter plot, Scatter plots with texts, labels, and lines, Connecting points and generating interactive scatter plot, Simple and interactive bar plot, Simple line plot, Generating an interactive Gantt/timeline chart in R, Merging histograms, Making an interactive bubble plot, Constructing a waterfall plot in R.</p> <p><b>Textbook 1: Chapter 1, Chapter 2</b> <span style="float: right;"><b>08 Hours</b></span></p>			
<b>Module – II</b>			
<b>Maps and Dendrograms</b>			
<p><b>Heat Maps and Dendrograms:</b> Introduction, Constructing a simple dendrogram, Creating dendrograms with colors and labels, Creating and generating heat map with customized colors, Generating an integrated dendrogram and a heat map, Creating a three-dimensional heat map and a stereo map, Constructing a tree map in R, <b>Maps:</b> Introduction, Regional maps, Choropleth maps, A guide to contour maps, Constructing maps with bubbles, Integrating text with maps, Introducing shapefiles, Creating cartograms</p> <p><b>Textbook 1: Chapter 3, Chapter 4</b> <span style="float: right;"><b>08 Hours</b></span></p>			
<b>Module – III</b>			
<b>The Pie Chart and Adding 3D</b>			
<p>The Pie Chart and its alternatives: Introduction, Generating a simple pie chart, Constructing pie charts with labels, Creating donut plots and interactive plots, Generating a slope chart, Constructing a fan plot.</p>			

<p>Adding the Third Dimension: Introduction, Constructing a 3D scatter plot, Generating a 3D scatter plot with text, A simple 3D pie chart, A simple 3D histogram, Generating a 3D contour plot, Integrating a 3D contour and a surface plot, Animating a 3D surface plot.</p>																																																							
<p><b>Textbook 1: Chapter 5, Chapter 6</b> <span style="float: right;"><b>08 Hours</b></span></p>																																																							
<p><b>Module – IV</b></p>																																																							
<p><b>Higher Dimensions Data and Visualization</b></p> <p>Data in Higher Dimensions: Introduction, Constructing a sunflower plot, Creating a hexbin plot, Generating interactive calendar maps, Creating Chernoff faces in R, Constructing a coxcomb plot in R, Constructing network plots, Constructing a radial plot, Generating a very basic pyramid plot.</p> <p>Visualizing Continuous Data: Introduction, Generating a candlestick plot, Generating interactive candlestick plots, Generating a decomposed time series, Plotting a regression line, Constructing a box and whiskers plot, Generating a violin plot, Generating a quantile-quantile plot (QQ plot), Generating a density plot, Generating a simple correlation plot.</p>																																																							
<p><b>Textbook 1: Chapter 7, Chapter 8</b> <span style="float: right;"><b>08 Hours</b></span></p>																																																							
<p><b>Module – V</b></p>																																																							
<p><b>Visualizing Text and Creating Applications</b></p> <p>Visualizing Text and XKCD-style Plots: Introduction, Generating a word cloud, Constructing a word cloud from a document, Generating a comparison cloud, Constructing a correlation plot and a phrase tree, Generating plots with custom fonts, Generating an XKCD-style plot.</p> <p>Creating Applications in R: Introduction, Creating animated plots in R, Creating a presentation in R, A basic introduction to API and XML, Constructing a bar plot using XML in R, Creating a very simple shiny app in R.</p>																																																							
<p><b>Textbook 1: Chapter 9, Chapter 10</b> <span style="float: right;"><b>08 Hours</b></span></p>																																																							
<p><b>Teaching-Learning Process for all modules</b></p>	<p>1. Chalk &amp; board, Active Learning, MOOC, Problem based Learning. 2. Laboratory Demonstration.</p>																																																						
<p><b>PRACTICAL COMPONENTS</b></p>																																																							
<p><b>Sl. No</b></p>	<p><b>Experiments</b></p>																																																						
<p>1</p>	<p>Generating an interactive Gantt/timeline chart by redefining to the new dataframe.</p>																																																						
<p>2</p>	<p>Illustrate the steps for creating the scattered plot with example using legends, text, abline functions using the given dataset</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>DATE</th> <th>Gini</th> <th>gdp_ann</th> <th>Presidents</th> <th>ineql</th> <th>years</th> </tr> </thead> <tbody> <tr> <td>01-01-1967</td> <td>0.397</td> <td>861.7</td> <td>Johnson</td> <td>2.935356</td> <td>1967</td> </tr> <tr> <td>01-01-1968</td> <td>0.386</td> <td>942.5</td> <td>Johnson</td> <td>2.974281</td> <td>1968</td> </tr> <tr> <td>01-01-1970</td> <td>0.394</td> <td>1075.9</td> <td>Nixon</td> <td>3.031772</td> <td>1970</td> </tr> <tr> <td>01-01-1971</td> <td>0.396</td> <td>1167.8</td> <td>Nixon</td> <td>3.067368</td> <td>1971</td> </tr> <tr> <td>01-01-1972</td> <td>0.401</td> <td>1282.4</td> <td>Nixon</td> <td>3.108024</td> <td>1972</td> </tr> <tr> <td>01-01-1975</td> <td>0.397</td> <td>1688.9</td> <td>Ford</td> <td>3.227604</td> <td>1975</td> </tr> <tr> <td>01-01-1976</td> <td>0.398</td> <td>1877.6</td> <td>Ford</td> <td>3.273603</td> <td>1976</td> </tr> <tr> <td>01-01-1978</td> <td>0.402</td> <td>2356.6</td> <td>Carter</td> <td>3.372286</td> <td>1978</td> </tr> </tbody> </table>	DATE	Gini	gdp_ann	Presidents	ineql	years	01-01-1967	0.397	861.7	Johnson	2.935356	1967	01-01-1968	0.386	942.5	Johnson	2.974281	1968	01-01-1970	0.394	1075.9	Nixon	3.031772	1970	01-01-1971	0.396	1167.8	Nixon	3.067368	1971	01-01-1972	0.401	1282.4	Nixon	3.108024	1972	01-01-1975	0.397	1688.9	Ford	3.227604	1975	01-01-1976	0.398	1877.6	Ford	3.273603	1976	01-01-1978	0.402	2356.6	Carter	3.372286	1978
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	01-01-1979	0.404	2632.2	Carter	3.420319	1979							
	01-01-1988	0.426	5252.6	Reagan	3.720374	1988							
	01-01-1989	0.431	5657.7	Reagan	3.75264	1989							
	01-01-1990	0.428	5979.6	G. Bush	3.776672	1990							
	01-01-1991	0.428	6174	G. Bush	3.790567	1991							
	01-01-2000	0.462	10289.7	Clinton	4.012403	2000							
	01-01-2001	0.466	10625.3	Clinton	4.026341	2001							
	01-01-2010	0.47	14958.3	Obama	4.174882	2010							
	01-01-2011	0.477	15533.8	Obama	4.191278	2011							
3	Generate a heat map with labels for the dataset and mentioning the x label = " Body Count per month", y label = "Years" using the given dataset												
	years	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	2003	3	2	3977	3435	546	597	647	794	565	517	486	526
	2004	610	663	1004	1303	654	901	825	877	103 3	101 6	165 2	1112
	2005	1188	1284	902	1144	1392	134 6	153 0	227 6	142 2	129 8	146 7	1133
	2006	1544	1570	1946	1801	2272	257 1	329 7	286 5	256 2	298 3	307 7	2891
	2007	3013	2673	2710	2540	2834	219 2	269 0	248 1	136 6	129 5	111 0	987
	2008	847	1072	1643	1299	890	747	643	682	606	590	535	582
	2009	372	403	426	567	390	501	407	618	333	435	226	475
	2010	263	304	336	385	387	385	443	516	254	312	307	218
	2011	389	254	311	289	381	386	308	401	397	366	279	388
	2012	524	356	377	392	304	529	469	422	396	290	253	275
	2013	357	360	403	545	888	659	114 5	101 2	122 1	109 5	903	983
4	Construct a 3D scatter plot for the data to include two additional columns: names and gender and a function to load the data in the active session and save it as a data frame.												
5	Project the 3D histogram with the z variable as well by generating the data for the x and y values $x = y = \text{seq}(-4,4,\text{by} = 0.5)$												
6	Generate the donut plot for the following dataset by providing the labels ("Army", "Navy", "Air Force", "Marines") and percentage for the traumatic brain injuries data = <code>c(179718,41370,41914,44280)</code>												
7	Creating a hexbin plot by generating a fake dataset and generating 1000 normally distributed random numbers												
8	Researchers have observed that equity prices or stock returns do not have a normal distribution and the actual distribution of returns contains fat tails. Construct a quantile-quantile plot (QQ plot) to display the data of MSFT and FAKE quantiles.												
9	Generate a correlation plot considering the data :  <code>rates=c("USD/EUR","USD/GBP","USD/CHF","USD/JPY","USD/CAD","USD/AUD","USD/IDR")</code>												
10	Considering the inaugural speeches given by President Obama and former president George Bush, two clouds provide us with a great contrast on how these individuals perceive the nation and its citizens. Generate a comparison cloud to eliminate the stop words and project the document matrix.												

**Course Outcomes:**

Students will be able to:

Sl. No.	Course Outcomes
C203.1	Implement different methods of Data visualization
C203.2	Describe and design maps and dendrograms using R
C203.3	Create and generate the pie chart and 3D plots
C203.4	Describe and Analyze high dimensional data and visualize continuous data
C203.5	Visualize after analysis of the text and create applications in R

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

Component		Weightage (%)		
CIE's	CIE 1 5 <sup>th</sup> week	20	60	Average of 3 tests for 20 marks
	CIE 2 10 <sup>th</sup> week	20		
	CIE 3 15 <sup>th</sup> week	20		
AAT's	AAT-1 10 <sup>th</sup> week			10
	Lab Test	30	Reduced to 10	
	Lab Record	20	10	
<b>Continuous Internal Evaluation Total Marks :100. Reduced to 50 Marks</b>				
<b>Semester End Examination (SEE) Total Marks :100. Reduced to 50 Marks</b>				

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

- 1) R Data Visualization Cookbook - Atmajitsinh Gohil, Published by Packet Publishing Ltd., January 2015
- 2) The Book of R – Tilman M. Davies, No Starch Press, Inc.

**Reference Books:**

- 1) Data Visualization with R - Rob Kabacof, Opensource publications, 2018
- 2) R for Dummies - Andrie de Vries and Joris Meys, Published by: John Wiley & Sons, Inc., 2015
- 3) Data Visualization with R – Thomas Rahlf, Springer publications, 2014

**CO-PO & PSO Mapping:**

POS COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
C203.1	3				3							
C203.2	1		3		2							
C203.3	1	1	3		3							
C203.4	1	3	1	2	3							
C203.5	1	2	2	2	3					2		
<b>C203</b>	1.4	2	2.25	2	2.8					2		

**CO-PSO MAPPING**

<b>CO. No.</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
C203.1	2		2
C203.2			2
C203.3	2		2
C203.4			2
C203.5	2		2
<b>C203</b>	<b>2</b>		<b>2</b>

<b>OPERATING SYSTEM</b>			
<b>Course Code</b>	<b>21CDT44</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Weeks (L: T: P: S)</b>	<b>3: 0: 0: 0</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>40</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>03</b>	<b>Exam Hours</b>	<b>03</b>
<p><b>Prerequisites:</b> Computer Basics, Computer organization, Computer Architecture.</p>			
<p><b>Course Learning Objectives</b></p> <p>CLO 1. Understanding the role of operating system with its function and services. (Understanding)  CLO 2. Compare Various Algorithm used for CPU Scheduling, Memory management and Disk Scheduling Algorithm.(Evaluate)  CLO 3. Apply various concepts related with Deadlock to solve Problems.(Apply)  CLO 4. Analyze Protection and Security Mechanism in Operating System.(Analyze)</p>			
<p><b>Teaching-Learning Process (General Instructions)</b>  These are sample Strategies, which teacher can use to accelerate the attainment of the various Course outcomes.</p> <ol style="list-style-type: none"> <li>Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.</li> <li>Show Video/animation films to explain functioning of various concepts.</li> <li>Encourage collaborative (Group Learning) Learning in the class.</li> <li>Ask at least three HOTS (Higher order Thinking) questions in the class, which promotes critical thinking.</li> <li>Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.</li> <li>Topics will be introduced in a multiple representation.</li> <li>Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.</li> <li>Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li> </ol>			
<b>Module – I</b>			
<p><b>Operating System:</b>  Operating Systems Overview- Overview and Functions of operating systems, protection and security, distributed systems, operating Systems structures, services, system calls and their working. History and generation of operating system.</p> <p><b>Process and Threads:</b>  Process and Threads - Process concepts, threads, scheduling-criteria, Algorithms, and their evaluation. Process Scheduling, Scheduling, case studies UNIX. Linux. Windows</p> <p><b>Textbook 1: Chapter - 1,2,3</b></p> <p style="text-align: right;"><b>08 Hours</b></p>			
<b>Module – II</b>			

<p><b>Concurrency Control(IPC):</b>  Process synchronization, critical- section problem. classic problems of Synchronization, Software Solutions for synchronization problem.  Hardware Solutions for synchronization problem. Synchronization and Their applications.  [Understanding of Semaphore – Mutex – Monitor – Event Counters]  <b>Textbook 1: Chapter - 4,5</b> <span style="float: right;"><b>08 Hours</b></span></p>	
<b>Module – III</b>	
<p><b>Memory Management:</b>  <b>Memory:</b> Swapping, contiguous memory allocation, paging, page table, segmentation, virtual memory, demand paging, page- replacement, Allocation of frames,  <b>Virtual Memory:</b> Basics of Virtual Memory – Hardware and control structures – Locality of reference, Page fault, Working Set, Dirty page/Dirty bit – Demand paging (Concepts only) – Page  <b>Replacement policies :</b> Least Recently used (LRU) Optimal (OPT) , Second Chance (SC), First in First Out (FIFO), Not recently used (NRU).  <b>Textbook 1: Chapter – 8,9,10</b> <span style="float: right;"><b>08 Hours</b></span></p>	
<b>Module – IV</b>	
<p><b>Principles of Deadlock:</b>  Deadlock - system model, deadlock and its characterization with example, deadlock prevention techniques with example, detection and avoidance of a deadlock, methods to get recovery form deadlock  <b>File System Interface:</b>  File system Interface- the concept of a file, Access Methods. Directory Structure. File system mounting, file protection and sharing mechanism. File System implementation- File system structure, file/directory implementation, efficiency and performance, file allocation methods, Free-space management.  <b>Textbook 1: Chapter - 7,11</b> <span style="float: right;"><b>08 Hours</b></span></p>	
<b>Module – V</b>	
<p><b>Mass Storage Structure &amp; I/O System:</b>  <b>Mass-storage structure-</b> RAID structure, Disk structure, disk Attachment, disk scheduling, swap-space management. stable-storage Implementation. Overview of Mass-storage structure. Tertiary storage Structure.  <b>I/O systems-</b> Hardware, application I/o interface, kernel I/O subsystem, Transforming I/O requests to Hardware operations. STREAMS, performance.  <b>Protection &amp; Security:</b>  <b>Protection</b> - Protection. Goals of Protection, Principles of Protection. Domain of protection Access Matrix, Implementation of Access Matrix. Access control, Revocation of Access Rights.  <b>Case Study:</b> The Linux Operating System: Linux history; Design principles; Kernel modules; Process management; Scheduling; Memory Management; File systems, Input and output; Inter-process communication.  <b>Textbook 1: Chapter - 2,21</b> <span style="float: right;"><b>08 Hours</b></span></p>	
<b>Teaching-Learning Process for all modules</b>	<b>Chalk and Talk, PowerPoint presentation, flip teaching, YouTube videos</b>
<p><b>COURSE OUTCOMES:</b>  <b>After successful completion of this course, the students will be able to:</b>  CO 1: Demonstrate functional architecture of an operating system.  CO 2: Describe process scheduling and Multithreading Concepts.  CO 3: Use suitable techniques for handling the deadlocks.  CO 4: Apply various memory management techniques.  CO 5: Realize the different concepts of OS in platform of usage through case studies.</p>	

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

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% ( 18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation:**

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

**CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course. Semester End Examination:**

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

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

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

**Suggested Learning Resources:****Text Books**

1. Operating System Concepts- Abraham Silberchatz, Peter B. Galvin, Greg Gagne, 9<sup>th</sup> ed.
2. Operating Systems - Internals and Design Principles. Stallings, 6th Edition- 2009. Pearson education.
3. Operating systems- A Concept based Approach-D.M.Dhamdhare. 3rd Edition.TMH

**Reference:**

1. Modern Operating Systems, Andrew S Tanenbaum 3rd edition PHI.
2. Principles of Operating Systems, B.L. Stuart. Cengage learning, India Edition.
3. Operating Systems. A.S. Godboie.2nd Edition, TMH



**CO-PO & PSO Mapping:**

CO Identification No.	Program Outcomes (PO)												PSO		
	1	2	3	4	5	6	7	8	9	10	11	12	PSO 1	PSO 2	PSO 3
<b>C01</b>	2	2	2	2	-	-	-	-	-	-	-	2	2	2	2
<b>C02</b>	2	3	3	2	-	-	-	-	-	-	-	2	2	3	3
<b>C03</b>	2	2	2	2	-	-	-	-	-	-	-	2	2	2	2
<b>C04</b>	2	3	3	2	-	-	-	-	-	-	-	2	2	2	2
<b>C05</b>	3	2	2	2	-	-	-	-	-	-	-	3	3	3	3
<b>Average</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>2</b>	-	-	-	-	-	-	-	<b>2.2</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>

3-Strong,

2-Medium,

1-low

<b>BIOLOGY FOR ENGINEERS</b>			
<b>Course Code</b>	<b>21BET45</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L:T:P: S)</b>	<b>1:2:0:0 /2:0:0:0</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>25</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>02</b>	<b>Exam Hours</b>	<b>02</b>
<b>Prerequisites:</b> Bio System, Biology, Eco System.			
<b>Course objectives:</b> <ul style="list-style-type: none"> <li>➤ To familiarize the students with the basic biological concepts and their engineering applications.</li> <li>➤ To enable the students with an understanding of bio design principles to create novel devices and structures.</li> <li>➤ To provide the students an appreciation of how biological systems can be re-designed as substitute products for natural systems.</li> <li>➤ To motivate the students develop the interdisciplinary vision of biological engineering.</li> </ul>			
<b>Teaching-Learning Process (General Instructions)</b> These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes. <ul style="list-style-type: none"> <li>✓ Explanation via real life problem, situation modelling, and deliberation of solutions, hands-on sessions, reflective and questioning /inquiry-based teaching.</li> <li>✓ Instructions with interactions in classroom lectures (physical/hybrid).</li> <li>✓ Use of ICT tools, including YouTube videos, related MOOCs, AR/VR/MR tools.</li> <li>✓ Flipped classroom sessions (~10% of the classes).</li> <li>✓ Industrial visits, Guests talks and competitions for learning beyond the syllabus.</li> <li>✓ Students' participation through audio-video based content creation for the syllabus (as assignments).</li> <li>✓ Use of gamification tools (in both physical/hybrid classes) for creative learning outcomes.</li> <li>✓ Students' seminars (in solo or group) /oral presentations.</li> </ul>			
<b>Module-1</b>			
<b>BIOMOLECULES AND THEIR APPLICATIONS (QUALITATIVE):</b> Carbohydrates (cellulose-based water filters, PHA and PLA as bioplastics), Nucleic acids (DNA Vaccine for Rabies and RNA vaccines for Covid19, Forensics – DNA fingerprinting), Proteins (Proteins as food – whey protein and meat analogs, Plant based proteins), lipids (biodiesel, cleaning agents/detergents), Enzymes (glucose-oxidase in biosensors, lignolytic enzyme in bio-bleaching). <b>05 Hours</b>			
<b>Module-2</b>			
<b>HUMAN ORGAN SYSTEMS AND BIO DESIGNS - 1 (QUALITATIVE):</b> Brain as a CPU system (architecture, CNS and Peripheral Nervous System, signal transmission, EEG, Robotic arms for prosthetics. Engineering solutions for Parkinson's disease).Eye as a Camera system (architecture of rod and cone cells, optical corrections, cataract, lens materials, bionic eye).Heart as a pump system (architecture, electrical signalling - ECG monitoring and heart related issues, reasons for blockages of blood vessels, design of stents, pace makers, defibrillators). <b>05 Hours</b>			
<b>Module-3</b>			
<b>HUMAN ORGAN SYSTEMS AND BIO-DESIGNS - 2 (QUALITATIVE):</b> Lungs as purification system (architecture, gas exchange mechanisms, spirometry, abnormal lung physiology - COPD, Ventilators, Heart-lung machine).Kidney as a filtration system (architecture, mechanism of filtration, CKD, dialysis systems). Muscular and Skeletal Systems as scaffolds (architecture, mechanisms, bioengineering solutions for muscular dystrophy and osteoporosis). <b>05 Hours</b>			

#### Module-4

**NATURE-BIOINSPIRED MATERIALS AND MECHANISMS (QUALITATIVE):** Echolocation (ultrasonography, sonars), Photosynthesis (photovoltaic cells, bionic leaf). Bird flying (GPS and aircrafts), Lotus leaf effect (Super hydrophobic and self-cleaning surfaces), Plant burrs (Velcro), Shark skin (Friction reducing swim suits), Kingfisher beak (Bullet train). Human Blood substitutes - hemoglobin-based oxygen carriers (HBOCs) and per fluorocarbons (PFCs). **05 Hours**

#### Module-5

**TRENDS IN BIOENGINEERING (QUALITATIVE):** Bioprinting techniques and materials, 3D printing of ear, bone and skin. 3D printed foods. Electrical tongue and electrical nose in food science, DNA origami and Biocomputing, Bioimaging and Artificial Intelligence for disease diagnosis. Self-healing Bioconcrete (based on bacillus spores, calcium lactate nutrients and biomineralization processes) and Bioremediation and Biomining via microbial surface adsorption (removal of heavy metals like Lead, Cadmium, Mercury, Arsenic). **05 Hours**

**Teaching-Learning Process for all modules** | **Chalk and Talk, PowerPoint presentation, flip teaching, YouTube videos**

#### Course outcomes (Course Skill Set)

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

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

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

Component		Weightage (%)	
CIE's	CIE 1 5 <sup>th</sup> week	20	60
	CIE 2 10 <sup>th</sup> week	20	
	CIE 3 15 <sup>th</sup> week	20	
AAT's	AAT-1 10 <sup>th</sup> week	10	
	AAT-2	10	
	AAT-3	20	
<b>Continuous Internal Evaluation Total Marks: 100. Reduced to 50 Marks</b>			
<b>Semester End Examination (SEE) Total Marks: 100. Reduced to 50 Marks</b>			

#### Suggested Learning Resources:

- Human Physiology, Stuart Fox, Krista Rompolski, McGraw-Hill eBook. 16th Edition, 2022
- Biology for Engineers, Thyagarajan S., Selvamurugan N., Rajesh M.P., Nazeer R.A., Thilagaraj W., Barathi S., and Jaganthan M.K., Tata McGraw-Hill, New Delhi, 2012.
- Biology for Engineers, Arthur T. Johnson, CRC Press, Taylor and Francis, 2011
- Biomedical Instrumentation, Leslie Cromwell, Prentice Hall 2011.
- Biology for Engineers, Sohini Singh and Tanu Allen, Vayu Education of India, New Delhi, 2014.
- Biomimetics: Nature-Based Innovation, Yoseph Bar-Cohen, 1st edition, 2012, CRC Press.
- Bio-Inspired Artificial Intelligence: Theories, Methods and Technologies, D. Floreano and C. Mattiussi, MIT Press, 2008.
- Bioremediation of heavy metals: bacterial participation, by C R Sunilkumar, N Geetha A C Udayashankar Lambert Academic Publishing, 2019.
- 3D Bioprinting: Fundamentals, Principles and Applications by Ibrahim Ozbolat, Academic Press, 2016.
- Electronic Noses and Tongues in Food Science, Maria Rodriguez Mende, Academic Press, 2016.
- Blood Substitutes, Robert Winslow, Elsevier, 2005

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

- VTU EDUSAT / SWAYAM / NPTEL / MOOCS / Coursera / MIT-open learning resource
- <https://nptel.ac.in/courses/121106008>
- <https://freevidelectures.com/course/4877/nptel-biology-engineers-other-non-biologists>
- <https://ocw.mit.edu/courses/20-020-introduction-to-biological-engineering-design-spring-2009>
- <https://ocw.mit.edu/courses/20-010j-introduction-to-bioengineering-be-010j-spring-2006>
- <https://www.coursera.org/courses?query=biology>
- [https://onlinecourses.nptel.ac.in/noc19\\_ge31/preview](https://onlinecourses.nptel.ac.in/noc19_ge31/preview)
- <https://www.classcentral.com/subject/biology>
- <https://www.futurelearn.com/courses/biology-basic-concepts>

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

- Group Discussion of Case studies
- Model Making and seminar/poster presentations
- Design of novel device/equipment like Cellulose-based water filters, Filtration system mimicking the kidney, Bioremediation unit for E-waste management, AI and ML based Bioimaging,

**CO / PO Mapping**

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
<b>CO1</b>	3					2			1	3		1	1		2
<b>CO2</b>	2	1	3	2	1	1	1	1	2	2		2	1		3
<b>CO3</b>	2	1		2						1			2		1
<b>CO4</b>	1	3		1		2	2	2	2	1			2		2
<b>Average</b>	2	1.66	3	1.66	1	1.66	1.5	1.5	1.66	1.75		1.5	1.5		2

## PYTHON PROGRAMMING LABORATORY

<b>Course Code</b>	<b>21CDL46</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Weeks (L:T:P:S) (0:0:2:0)</b>	<b>Credits (0:0:1:0)</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>24 Hours</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>01</b>	<b>Exam Hours</b>	<b>03</b>

**Course Objectives:**

1. Demonstrate the use of IDLE, Jupiter note book or PyCharm IDE to create Python Applications
2. Using Python programming language to develop programs for solving real-world problems
3. Implement the Object-Oriented Programming concepts in Python.
4. Appraise the need for working with various documents like Excel, PDF, Word and Others
5. Demonstrate regular expression using python programming

**Note: Two hours tutorial is suggested for each laboratory sessions.**

**Prerequisite**

- ❖ Students should be familiarized about Python installation and setting Python environment
- ❖ Usage of IDLE, Jupiter note book or IDE like PyCharm should be introduced  
 Python Installation: <https://www.youtube.com/watch?v=Kn1HF3oD19c> PyCharm Installation: <https://www.youtube.com/watch?v=SZUNUB6nz3g>

<i>Sl. No.</i>	<i>PART A – List of problems for which student should develop program and execute in the Laboratory</i>
1	<p><b>Aim:</b> Introduce the Python fundamentals, data types, operators, flow control and exception handling in Python</p> <p>a) Students test marks for each course is considered as the best of two test average marks out of three test's marks, Implement a python program to find the test average marks, take input from the user.</p> <p>b) Implement 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>Data types: <a href="https://www.youtube.com/watch?v=gCCVsvgR2KU">https://www.youtube.com/watch?v=gCCVsvgR2KU</a> Operators: <a href="https://www.youtube.com/watch?v=v5MR5JnKcZI">https://www.youtube.com/watch?v=v5MR5JnKcZI</a> Flow Control: <a href="https://www.youtube.com/watch?v=PqFKRqpHrjw">https://www.youtube.com/watch?v=PqFKRqpHrjw</a> For loop: <a href="https://www.youtube.com/watch?v=0ZvaDa8eT5s">https://www.youtube.com/watch?v=0ZvaDa8eT5s</a> While loop: <a href="https://www.youtube.com/watch?v=HZARImviDxg">https://www.youtube.com/watch?v=HZARImviDxg</a> Exceptions: <a href="https://www.youtube.com/watch?v=6SPDvPK38tw">https://www.youtube.com/watch?v=6SPDvPK38tw</a></p>
2	<p><b>Aim:</b> Demonstrating creation of functions, passing parameters and return values</p> <p>a) Defined as a function F as <math>F_n = F_{n-1} + F_{n-2}</math>. Write a Python program which accepts a value for N (where <math>N &gt; 0</math>) as input and pass this value to the function. Display suitable error message if the condition for input value is not followed.</p> <p>b) Demonstrate how to implement a python program to convert binary to decimal, octal to hexadecimal using functions.</p> <p>Functions: <a href="https://www.youtube.com/watch?v=BVfCWuca9nw">https://www.youtube.com/watch?v=BVfCWuca9nw</a> Arguments: <a href="https://www.youtube.com/watch?v=ijXMGpoMkhQ">https://www.youtube.com/watch?v=ijXMGpoMkhQ</a> Return value: <a href="https://www.youtube.com/watch?v=nuNXiEDnM44">https://www.youtube.com/watch?v=nuNXiEDnM44</a></p>
3	<p><b>Aim:</b> Demonstration of manipulation of strings using string methods</p> <p>a) When an interpreter reads a line/ sentence from user, find the number of words, digits, uppercase letters and lowercase letters in that sentence; demonstrate with the help of python programming.</p> <p>b) Let us take two strings compare and find the string similarity between two given strings with the help of python programming.</p>

	<p><b>Sample Output:</b> Original string: Python Exercises Python Exercises Similarity between two said strings:</p>	<p><b>Sample Output:</b> 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=lSIItwlnF0eU">https://www.youtube.com/watch?v=lSIItwlnF0eU</a> String functions: <a href="https://www.youtube.com/watch?v=9a3CxJyTq00">https://www.youtube.com/watch?v=9a3CxJyTq00</a></p>
4	<p><b>Aim:</b> Discuss different collections like list, tuple and dictionary</p> <p>a) User enters a list of random numbers, the programmer need to arrange these random numbers in ascending order with sorting techniques such as insertion sort and mergesort using lists in python. b) Demonstrate with a python program to convert roman numbers into integer values using dictionaries, by taking inputs from user.</p> <p>Lists: <a href="https://www.youtube.com/watch?v=Eaz5e6M8tL4">https://www.youtube.com/watch?v=Eaz5e6M8tL4</a> List methods: <a href="https://www.youtube.com/watch?v=8-RDVWGktuITuples">https://www.youtube.com/watch?v=8-RDVWGktuITuples</a>: <a href="https://www.youtube.com/watch?v=bdS4dHIJGBc">https://www.youtube.com/watch?v=bdS4dHIJGBc</a> Tuple operations: <a href="https://www.youtube.com/watch?v=TIItKabcTTQ4">https://www.youtube.com/watch?v=TIItKabcTTQ4</a> Dictionary: <a href="https://www.youtube.com/watch?v=4Q0pW8XB0kc">https://www.youtube.com/watch?v=4Q0pW8XB0kc</a> Dictionary methods:<a href="https://www.youtube.com/watch?v=oLeNHuORpNY">https://www.youtube.com/watch?v=oLeNHuORpNY</a></p>	
5	<p><b>Aim:</b> Demonstration of pattern recognition with and without using regular expressions</p> <p>a) Implement a function called is phone number () to recognize a pattern 415-555-4242 without using regular expression and also write the code to recognize the same pattern using regular expression. b) Develop a python program that could search the text in a file for phone numbers (+919900889977) and email addresses (<a href="mailto:sample@gmail.com">sample@gmail.com</a>)</p> <p>Regular expressions: <a href="https://www.youtube.com/watch?v=LnzFnZfHLS4">https://www.youtube.com/watch?v=LnzFnZfHLS4</a></p>	
6	<p><b>Aim:</b> Demonstration of reading, writing and organizing files.</p> <p>a) Demonstrate how files are read in python by considering <b>myfile.txt</b> as an example file name which is entered by the user to perform the following operations. 1. Display the first N line of the file 2. Find the frequency of occurrence of the word accepted from the user in the file b) Python is termed as secure language, demonstrate a simple method of securing data by creating a ZIP file of a particular folder which contains several files inside it.</p> <p>Files: <a href="https://www.youtube.com/watch?v=vuyb7CxZgbU">https://www.youtube.com/watch?v=vuyb7CxZgbU</a> <a href="https://www.youtube.com/watch?v=FqcjKewJTQ0">https://www.youtube.com/watch?v=FqcjKewJTQ0</a></p> <p>File organization: <a href="https://www.youtube.com/watch?v=MRuq3SRXses">https://www.youtube.com/watch?v=MRuq3SRXses</a></p>	
7	<p><b>Aim:</b> Demonstration of the concepts of classes, methods, objects and inheritance</p>	

	<p>a) Inheritance is one of the main pillars of OOPs concept. By using inheritance, a child class acquires all properties and behaviors of parent class. Referring the above inheritance concept write a python program to find the area of triangle, circle and rectangle.</p> <p>b) Implement a python program by creating a class called Employee to store the details of Name, Employee_ID, Department and Salary, and implement a method to update salary of employees belonging to a given department.</p> <p>OOP's concepts: <a href="https://www.youtube.com/watch?v=qiSCMNBIP2g">https://www.youtube.com/watch?v=qiSCMNBIP2g</a>Inheritance: <a href="https://www.youtube.com/watch?v=Cn7AkDb4pIU">https://www.youtube.com/watch?v=Cn7AkDb4pIU</a></p>
8	<p><b>Aim:</b> Demonstration of classes and methods with polymorphism and overriding</p> <p>a) Inheritance applies to classes, whereas polymorphism applies to methods, using these concepts implement a python program to find whether the given input is palindrome or not (for both string and integer).</p> <p>Overriding: <a href="https://www.youtube.com/watch?v=CcTzTuIsoFk">https://www.youtube.com/watch?v=CcTzTuIsoFk</a></p>
9	<p><b>Aim:</b> Demonstration of working with excel spreadsheets and web scraping</p> <p>a) XKCD is a web comic website consists of many curious comics and sometimes user wants to save that comic image on their local devices, a user has to visit every page of the comic website. instead implement a python program to download the all XKCD comics.</p> <p>b) In python programming how to read the data from the spreadsheet and write the data in to the spreadsheet , by using the load_workbook() method, demonstrate with code snippet.</p> <p>Web scraping: <a href="https://www.youtube.com/watch?v=ng2o98k983k">https://www.youtube.com/watch?v=ng2o98k983k</a> Excel: <a href="https://www.youtube.com/watch?v=nsKNPHJ9iPc">https://www.youtube.com/watch?v=nsKNPHJ9iPc</a></p>
10	<p><b>Aim:</b> Demonstration of working with PDF, word and JSON files</p> <p>a) Demonstrate with a python program the possible ways to combine select pages from many PDFs.</p> <p>b) Accessing current weather data for any location on Earth, We collect and process weather data from different sources such as global and local weather models, satellites, radars and a vast network of weather stations and in different format. Implement a python program to fetch current weather data from the JSON file format.</p> <p>PDFs: <a href="https://www.youtube.com/watch?v=q70xzDG6nls">https://www.youtube.com/watch?v=q70xzDG6nls</a>  <a href="https://www.youtube.com/watch?v=JhQVD7Y1bsA">https://www.youtube.com/watch?v=JhQVD7Y1bsA</a>  <a href="https://www.youtube.com/watch?v=FcrW-ESdY-A">https://www.youtube.com/watch?v=FcrW-ESdY-A</a>  Word files: <a href="https://www.youtube.com/watch?v=ZU3cSI51jWE">https://www.youtube.com/watch?v=ZU3cSI51jWE</a> JSON files: <a href="https://www.youtube.com/watch?v=9N6a-VLba2I">https://www.youtube.com/watch?v=9N6a-VLba2I</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>PART B – Practical Based Learning</b></p>	
<p>A problem statement for each batch is to be generated in consultation with the co-examiner and student should develop an algorithm, program and execute the program for the given problem with appropriate outputs.</p>	

**Course Outcomes:**

1. Demonstrate proficiency in handling of loops and creation of functions.
2. Identify the methods to create and manipulate lists, tuples and dictionaries.
3. Discover the commonly used operations involving regular expressions and file system.
4. Interpret the concepts of Object-Oriented Programming as used in Python.
5. Determine the need for scraping websites and working with PDF, JSON and other file formats.

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

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 35% (18 Marks out of 50) in the semester-end examination (SEE).

**Continuous Internal Evaluation (CIE):**

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

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

- Each experiment to be evaluated for conduction with observation sheet and record write-up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is made known to students at the beginning of the practical session.
- Record should contain all the specified experiments in the syllabus and each experiment write-up will be evaluated for 10 marks.
- Total marks scored by the students are scaled down to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8<sup>th</sup> week of the semester and the second test shall be conducted after the 14<sup>th</sup> week of the semester.
- In each test, test write-up, conduction of experiment, acceptable result, and procedural knowledge will carry a weightage of 60% and the rest 40% for viva-voce.
- The suitable rubrics can be designed to evaluate each student's performance and learning ability. Rubrics suggested in Annexure-II of Regulation book
- The average of 02 tests is scaled down to **20 marks** (40% of the maximum marks).

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

- SEE marks for the practical course is 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the University
- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the internal /external examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.
- General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
- Students can pick one experiment from the questions lot of PART A with equal choice to all the students in a batch. For PART B examiners should frame a question for each batch, student should develop an algorithm, program, execute and demonstrate the results with



appropriate output for the given problem.

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

Rubrics suggested in Annexure-II of Regulation book

### Suggested Learning Resources:

#### 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>)

### CO- PO Mapping :

POs	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1		2											3	1	
CO2	2		3										1	3	
CO3	1	3											1		
CO4	3	2											1		
CO5	1	2		2	3				2				3		1

<b>Constitution of India and Professional Ethics (CIP)</b>			
<b>Course Code</b>	<b>21CIP47</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L:T:P:S)</b>	<b>0:2:0:1</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>25 Hours</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>01</b>	<b>Exam Hours</b>	<b>01 Hour</b>
<b>Prerequisites:</b>			
Constitution, Civics, Ethics, Society, Fundamental Rights.			
<b>Course objectives:</b> This course will enable the students			
<ul style="list-style-type: none"> <li>• To know the fundamental political structure &amp; codes, procedures, powers, and duties of Indian government institutions, fundamental rights, directive principles, and the duties of citizens.</li> <li>• To understand engineering ethics and their responsibilities, identify their individual roles and ethical responsibilities towards society.</li> </ul>			
<b>Teaching-Learning Process (General Instructions)</b>			
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.			
<ul style="list-style-type: none"> <li>✓ Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools and software's to meet the present requirements of the Global employment market. <ul style="list-style-type: none"> <li>(i) Direct instructional method ( Low /Old Technology),</li> <li>(ii) Flipped classrooms ( High/advanced Technological tools),</li> <li>(iii) Blended learning ( combination of both),</li> <li>(iv) Enquiry and evaluation based learning,</li> <li>(v) Personalized learning,</li> <li>(vi) Problems based learning through discussion,</li> <li>(vii) Following the method of expeditionary learning Tools and techniques,</li> </ul> </li> </ul>			
<ol style="list-style-type: none"> <li>1. Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can enhance the students in theoretical applied and practical skills in teaching of 21CIP39/49 in general.</li> </ol>			
<b>Module - 1</b>			
<b>Introduction to Indian Constitution:</b> Definition of Constitution, Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly. Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution. <span style="float: right;"><b>04 Hours</b></span>			
<b>Module - 2</b>			
<b>Fundamental Rights (FR's), Directive Principles of State Policy (DPSP's) and Fundamental Duties (FD's):</b> Fundamental Rights and its Restriction and limitations in different Complex Situations. DPSP's and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation building. <span style="float: right;"><b>04 Hours</b></span>			
<b>Module - 3</b>			
<b>Union Executive:</b> Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism. <span style="float: right;"><b>04 Hours</b></span>			
<b>Module - 4</b>			

**State Executive & Elections, Amendments and Emergency Provisions:** State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (Why and How) and Important Constitutional Amendments till today. Emergency Provisions. **04 Hours**

**Module-5**

**Professional Ethics:** Definition of Ethics & Values. Professional & Engineering Ethics. Positive and Negative aspects of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Professional Risks, Professional Safety and liability in Engineering. Trust & Reliability in Engineering, Intellectual Property Rights (IPR's). **04 Hours**

**Teaching-Learning Process** Chalk and talk method, Videos, Power Point presentation to teach. Creating real time stations in classroom discussions, Giving activities and assignments (Connecting Campus & community with administration real time situations).

**Course outcome (Course Skill Set)**

At the end of the course the student should :

CO 1: Have constitutional knowledge and legal literacy.

CO 2: Understand Engineering and Professional ethics and responsibilities of Engineers.

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

Component		Weightage (%)	
CIE's	CIE 1 5 <sup>th</sup> week	20	60
	CIE 2 10 <sup>th</sup> week	20	
	CIE 3 15 <sup>th</sup> week	20	
AAT's	AAT-1 10 <sup>th</sup> week	10	
	AAT-2	10	
	AAT-3	20	
<b>Continuous Internal Evaluation Total Marks: 100. Reduced to 50 Marks</b>			
<b>Semester End Examination (SEE) Total Marks: 100. Reduced to 50 Marks</b>			

**Textbook:**

1. "Constitution of India & Professional Ethics" Published by Prasaranga or published on VTU website with the consent of the university authorities VTU Belagavi.

**CO/PO Mapping**

CO/PO Mapping	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	3					2						1	2		
CO2	2					3	2	3		2		1	1		2

## UNIVERSAL HUMAN VALUES-II

<b>Course Code</b>	<b>21UHV49</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L:T:P:S)</b>	<b>2:0:0:0</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>20</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>01</b>	<b>Exam Hours</b>	<b>01</b>

### Prerequisites:

Society, Constitution, Ethics, Environment.

### Course objectives:

This introductory course input is intended:

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

This course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

### Teaching-Learning Process (General Instructions)

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

1. The methodology of this course is explorational and thus universally adaptable. It involves asystematic and rational study of the human being vis-à-vis the rest of existence.
2. The course is in the form of 20 lectures (discussions)
3. It is free from any dogma or value prescriptions.
4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.
5. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self- evolution.
6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

### Module-1

#### Introduction to Value Education

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

**04 Hours**

<b>Module-2</b>	
<b>Harmony in the Human Being</b>	
Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health.	
<b>04 Hours</b>	
<b>Module-3</b>	
<b>Harmony in the Family and Society</b>	
Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order.	
<b>04 Hours</b>	
<b>Module-4</b>	
<b>Harmony in the Nature/Existence</b>	
Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence.	
<b>04 Hours</b>	
<b>Module-5</b>	
<b>Implications of the Holistic Understanding – a Look at Professional Ethics</b>	
Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models- Typical Case Studies, Strategies for Transition towards Value-based Life and Profession	
<b>04 Hours</b>	
<b>Teaching-Learning Process</b>	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos
<b>Course outcome (Course Skill Set)</b>	
<p>By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.</p> <p>They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.</p>	
Therefore, the course and further follow up is expected to positively impact common graduate attributes like:	
<ol style="list-style-type: none"> <li>1. Holistic vision of life</li> <li>2. Socially responsible behavior</li> <li>3. Environmentally responsible work</li> <li>4. Ethical human conduct</li> <li>5. Having Competence and Capabilities for Maintaining Health and Hygiene</li> <li>6. Appreciation and aspiration for excellence (merit) and gratitude for all</li> </ol>	

## Assessment Details (both CIE and SEE)

Component		Weightage (%)	
CIE's	CIE 1 5 <sup>th</sup> week	20	60
	CIE 2 10 <sup>th</sup> week	20	
	CIE 3 15 <sup>th</sup> week	20	
AAT's	AAT-1 10 <sup>th</sup> week	10	
	AAT-2	10	
	AAT-3	20	
<b>Continuous Internal Evaluation Total Marks: 100. Reduced to 50 Marks</b>			
<b>Semester End Examination (SEE) Total Marks: 100. Reduced to 50 Marks</b>			

## Suggested Learning Resources:

### Books

#### -READINGS:

#### Text Book and Teachers Manual

a. The Textbook

A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2<sup>nd</sup> Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1

b. The Teacher's Manual

Teachers' Manual for A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G

#### Reference Books

1. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews
7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj – Pandit Sunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)
14. Susan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
15. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
16. A Nagaraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
17. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
18. A N Tripathy, 2003, Human Values, New Age International Publishers.
19. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
20. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers, Oxford University Press
21. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.

22. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
23. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

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

1. Value Education websites, <https://www.uhv.org.in/uhv-ii>, <http://uhv.ac.in>, <http://www.uptu.ac.in>
2. Story of Stuff, <http://www.storvofstuff.com>
3. Al Gore, An Inconvenient Truth, Paramount Classics, USA
4. Charlie Chaplin, Modern Times, United Artists, USA
5. IIT Delhi, Modern Technology – the Untold Story
6. Gandhi A., Right Here Right Now, Cyclewala Productions
7. [https://www.youtube.com/channel/UCQxWr5QB\\_eZUnwxSwxXEkQw](https://www.youtube.com/channel/UCQxWr5QB_eZUnwxSwxXEkQw)
8. [https://fdp-si.aicte-india.org/8dayUHV\\_download.php](https://fdp-si.aicte-india.org/8dayUHV_download.php)
9. <https://www.youtube.com/watch?v=8ovkLRYXIjE>
10. <https://www.youtube.com/watch?v=OgdNx0X923I>
11. <https://www.youtube.com/watch?v=nGRcbRpvGoU>
12. <https://www.youtube.com/watch?v=sDxGXOgYEKM>

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

#### CO/PO Mapping

CO/PO Mapping	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
CO1	1	2	3	2		1		2	3	2	1	2	3	1	2
CO2	2	1	3	2	1	2	3	1	2		1	3	2	1	1
CO3	3	3	1	2	3	1	2	3	1	3	2	2	1		2
CO4	2	3	1	3	3	2	2	3	1	1	2	2	1		2

## Ability Enhancement Course – UNIX & Shell Programming

Course Code	21CSL482	CIE Marks	50
Teaching Hours/Week (L:T:P:S)(0:0:2:0)	Credits (0:0:1:0)	SEE Marks	50
Total Hours of Pedagogy	20 Practical	Total Marks	100
Credits	01	Exam Hours	01

### Course Objectives:

- CLO 1. Describe basic and advanced Unix commands.
- CLO 2. Explain the role of filters and file compression techniques..
- CLO 3. Apply knowledge of programming language development tools..
- CLO 4. Utilize the knowledge of Unix/Linux system administration and networking.
- CLO 5. Analyze and understand genesis and diversity of both Linux and Unix system utilities

### Teaching-Learning Process (General Instructions)

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

1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

### Unix & Shell Programming Laboratory:

- 1) Use of Basic UNIX Shell Commands: ls, mkdir, rmdir, cd, cat, touch, file, wc, sort, cut,
- 2) Commands related to inode, I/O redirection and piping, process control commands, mails.
- 3) Shell Programming: Shell script exercises based on following:
  - (i) Interactive shell scripts
  - (ii) Positional parameters
  - (iii) Arithmetic
  - (iv) if-then-fi, if-then- else-fi, nested if-else
  - (v) Logical operators
  - (vi) else + if equals elif, case structure
  - (vii) while, until, for loops, use of break
- 4) Write a shell script to create a file. Follow the instructions
  - (i) Input a page profile to yourself, copy it into other existing file;
  - (ii) Start printing file at certain line
  - (iii) Print all the difference between two file, copy the two files.
  - (iv) Print lines matching certain word pattern



- 5) Write shell script for-
  - (i) Showing the count of users logged in,
  - (ii) Printing Column list of files in your home directory
  - (iii) Listing your job with below normal priority
  - (iv) Continue running your job after logging out.
- 6) Write a shell script to change data format. Show the time taken in execution of this script.
- 7) Write a shell script to print files names in a directory showing date of creation & serial number of the file.
- 8) Write a shell script to count lines, words and characters in its input (do not use wc).
- 9) Write a shell script to print end of a Glossary file in reverse order using Array. (Use awk tail)
- 10) Write a shell script to check whether Ram logged in, Continue checking further after every 30 seconds till success.
- 11) Write a shell script to compute gcd lcm & of two numbers. Use the basic function to find gcd & LCM of N numbers.
- 12) Write a shell script to find whether a given number is prime. Take a large number such as 15 digits or higher and use a proper algorithm.

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

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

### **Continuous Internal Evaluation:**

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

7. First test at the end of 5<sup>th</sup> week of the semester
8. Second test at the end of the 10<sup>th</sup> week of the semester
9. Third test at the end of the 15<sup>th</sup> week of the semester

Two assignments each of **10 Marks**

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

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

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

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

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

**CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

### **Semester End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 01 hours**)

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

**Textbooks**

1. Sumitabha Das: —UNIX – Concepts and Applications, (Chapters 1, 2, 4, 6-9, 11-14, 17, 19)  
TataMcGraw Hill, Noida, 4th Edition, 15th Reprint, 2011, ISBN-13: 978-0-07-063546-3.

**Reference Books**

1. Behrouz A. Forouzan and Richard F. Gilberg: —UNIX and Shell programming, Cengage Learning, India, 1st Edition, 2005, ISBN: 81-35-0325-9.
2. M G Venkatesh Murthy: —UNIX and Shell programming, Pearson Education, Delhi, 1st Edition, 2005, ISBN: 81-7758-745-5.

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

1. <http://www.mhhe.com/das/uca>
2. [http://www.tutorialspoint.com/unix/unix\\_tutorials.pdf](http://www.tutorialspoint.com/unix/unix_tutorials.pdf).
3. <http://www.perldoc.perl.org>

**CO- PO & PSO Mapping:**

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

## Ability Enhancement Course – R Programming

Course Code	21CSL483	CIE Marks	50
Teaching Hours/Week (L:T:P: S) (0:0:2:0)	Credits (0:0:1:0)	SEE Marks	50
Total Hours of Pedagogy	20 Practical	Total Marks	100
Credits	01	Exam Hours	01

### Course Objectives:

- CLO1. Understanding and being able to use basic programming concepts
- CLO2. Automate data analysis
- CLO3. Working collaboratively and openly on code
- CLO4. Knowing how to generate dynamic documents
- CLO5. To use continuous approach.

### Teaching-Learning Process (General Instructions)

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

1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Introduce Topics in manifold representations.
7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

### R Programming Laboratory:

#### Module 1:

Introduction: Overview of R, R data types and objects, reading and writing data, sub setting R Objects, Essentials of the R Language, Installing R, Running R, Packages in R, Calculations, Complex numbers in R, Rounding, Arithmetic, Modulo and integer quotients, Variable names and assignment, Operators, Integers, Factors, Logical operations

Lab program

5. Download and install R-Programming environment and install basic packages using `install.packages()` command in R.
6. Learn all the basics of R-Programming (Data types, Variables, Operators etc.,).
7. Write a program to find list of even numbers from 1 to n using R-Loops.

**Module 2:**

Control structures, functions, scoping rules, dates and times, Introduction to Functions, preview of Some Important R Data Structures, Vectors, Character Strings, Matrices, Lists, Data Frames, Classes Vectors: Generating sequences, Vectors and subscripts, Extracting elements of a vector using subscripts, Working with logical subscripts, Scalars, Vectors, Arrays, and Matrices, Adding and Deleting Vector Elements, Obtaining the Length of a Vector, Matrices and Arrays as Vectors Vector Arithmetic and Logical Operations, Vector Indexing, Common Vector Operations

Lab program

1. Create a function to print squares of numbers in sequence.
2. Write a program to join columns and rows in a data frame using `cbind()` and `rbind()` in R.

**Module 3:**

Lists: Creating Lists, General List Operations, List Indexing Adding and Deleting List Elements, Getting the Size of a List, Extended Example: Text Concordance Accessing List Components and Values Applying Functions to Lists, DATA FRAMES, Creating Data Frames, Accessing Data Frames, Other Matrix-Like Operations.

Lab program

1. Implement different String Manipulation functions in R.
2. Implement different data structures in R (Vectors, Lists, Data Frames)

**Module 4:**

FACTORS AND TABLES, Factors and Levels, Common Functions Used with Factors, Working with Tables, Matrix/Array-Like Operations on Tables, Extracting a Subtable, Finding the Largest Cells in a Table, Math Functions, Calculating a Probability, Cumulative Sums and Products, Minima and Maxima, Calculus, Functions for Statistical Distributions

Lab Programs:

1. Write a program to read a csv file and analyze the data in the file in R.
2. Create pie chart and bar chart using R.
3. Create a data set and do statistical analysis on the data using R.

**Module 5:**

Data Visualization using R: Scatter Plots - Box Plots - Scatter Plots and Box-and-Whisker Plots Together -Customize plot axes, labels, add legends, and add colours.

Lab Programs:

1. Construct a 3D scatter plot for the data to include two additional columns: names and gender and a function to load the data in the active session and save it as a data frame.
2. Implement the fan plot for the dataset `data = c(179718,41370,41914,44280)` and assign a set of colors to a variable and call it colors.
3. Project the 3D histogram with the z variable as well by generating the data for the x and y values using the `seq()` function: `x = y = seq(-4,4,by =0.5 )`

**Course Outcomes:**

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

CO1. Understand basics and different data sets using R programming

CO2. Construct or plot graphs and charts

CO3. Analyse the data and know descriptive statistics by using R

Programming CO4. Develop programming logic using R – Packages.

CO5. Predict the data and take decisions through R programming.

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

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation:**

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

**CIE methods /question paper has to be designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester End Examination:**

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 01 hours**)

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

**Text Books:**

1. Crawley, M. J. (2006), -Statistics - An introduction using R, John Wiley, London 32.
2. Purohit, S.G.; Gore, S.D. and Deshmukh, S.R. (2015), -Statistics using R, second edition. Narosa Publishing House, New Delhi.
3. Shahababa B. (2011) , -Biostatistics with R, Springer, New York.
4. Braun & Murdoch (2007), -A first course in statistical programming with R, Cambridge University Press, New Delhi.

**e- Resources & other digital material:**

1. <https://cran.r-project.org/doc/contrib/Owen-TheRGuide.pdf>
2. <https://sphweb.bumc.bu.edu/otlt/MPH-Modules/BS/R/R-Manual/R-Manual2.html>
3. <https://smac-group.github.io/ds/>
4. <https://www.geeksforgeeks.org/predictive-analysis-in-rprogramming/#:~:text=Predictive%20analysis%20in%20R%20Language,are%20used%20in%20predictive%20analysis>

**CO-PO/PSO mapping:**

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3				3								3		
<b>CO2</b>	2	3		1	3								3		
<b>CO3</b>	3			3	3								3	2	
<b>CO4</b>		2	3		3								1	2	
<b>CO5</b>	2		1	2	3										
<b>Avg.</b>	<b>2.5</b>	<b>2.5</b>	<b>2</b>	<b>2</b>	<b>3</b>								<b>2.5</b>	<b>2</b>	

## Entrepreneurship Development Course – II: Launching your Start-Up

<b>Course Code</b>	<b>21EDC49</b>	<b>CIE Marks</b>	<b>50</b>
<b>Teaching Hours/Week (L:T:P:S) (0:2:0:0)</b>	<b>Credits (0:0:0:0)</b>	<b>SEE Marks</b>	<b>50</b>
<b>Total Hours of Pedagogy</b>	<b>20</b>	<b>Total Marks</b>	<b>100</b>
<b>Credits</b>	<b>Audit Course</b>	<b>Exam Hours</b>	<b>01</b>

### **Course Description**

Once you have a prototype and a clearer vision of the opportunity, you'll need to create a small organization to discover how to create a repeatable and scalable business model. Designed to provide you with a comprehensive overview of the critical components of creating a start-up, Entrepreneurship 2: Launching the Start-up, provides practical, real-world knowledge about the lean approach, the minimum viable product, when to pivot, when to quit your day job, the art of the pitch, building and managing a team, allocating equity, and building your external team, advisory board members, professional services, and entrepreneurial strategy. At the end of this course, you'll be able to create a strategy for launch, including knowing who you need to hire, how to manage them to provide the greatest value, and what legal aspects are involved. You'll also be prepared for Entrepreneurship 3: Growth Strategies.

### **Module 1: Preparing to Launch: Essential Components**

This module was created to give you the information you need to begin to take your validated opportunity, build an MVP, and begin to design a winning pitch. Smart entrepreneurs can avoid wasting time by designing an initial product that only serves the core needs of its customers, and may be able to avoid an unnecessary pivot by finding the right product-market fit early on. By the end of this module, you'll understand if your product is truly minimally viable, know why an MVP is a good strategy, be able to design a strategy to validate your hypothesis, identify the key components of a successful pitch, and decide whether or not to quit your day job.

### **Module 2: Building the Team**

This module was designed to give you critical insights into the often-overlooked dynamics of founding team formation, early hires, and allocation of equity. You'll examine the research that shows why the composition of the founding team can be an important indicator of future revenue, why some motivations of the team are more profitable than others, how to get the right hires for your team, common mistakes in hiring key players, and why equity allocation is so vital to a start-up's survival. By the end of this module, you'll be better prepared to position your start-up for success by making data-driven decisions about your founding partners, your early hires, your first managers, and equity allocation.

Syllabus: The Importance of the Founding Team, The Role of Early Hires, Goals and Motivations, Founder's Agreements, Hiring Key Management, Finding Technical Resources, Allocating Equity

**Module 3: Networks, Professional Services, and Intellectual Property**

In this module, you'll learn about your external team: the advisors, mentors, and professionals you'll need to give your start-up the best possible chance for success. Many start-ups either ignore or over-invest in professional advisors, accountants, and lawyers. You'll explore what kinds of professionals you should hire, when to do so, and for how long. You'll also cover the differences between patents, intellectual property, and trade secrets so that you know what kind of protection you need. And you'll examine the various legal entities your enterprise may assume, so you can choose the appropriate entity for your venture. By the end of this module, you'll be able to define the legal form of your enterprise, the best way to protect your idea, how to determine what professional services will be most useful, and how to apply theories of social networks to make the most suitable choices for your set of advisors.

**Syllabus:** Networks, Innovation, and Entrepreneurship, Mentors, Advisors, and Advisory Boards, Professional Services: Lawyers and Accountants, Intellectual Property Overview, Summary - Legal Forms of the Enterprise

**Module 4: Branding, Strategy, and Summary**

In this module, you'll examine a variety of proven strategies to set your venture up for success. You'll learn a proven process for choosing a name for your venture, and explore successful strategies for developing a brand personality. You'll also explore existing resources in the entrepreneurial ecosystem, and dive deeply into entrepreneurial strategies. By the end of this module, you'll be able to take your product or service to market with a name, a brand, a strategy that positions your venture for success.

**Syllabus:** Branding and Naming, Launching Your Startup – Branding, Bias and Meritocracy, Incubators and Accelerators, Entrepreneurial Strategy.

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

- CO1:** Design a strategy to validate your hypothesis, identify the key components of a successful pitch.
- CO2:** Prepare for position your start-up for success by making data-driven decisions.
- CO3:** Determine professional services will be most useful, and apply theories of social networks to make the most suitable choices for your set of advisors.
- CO4:** Take product or service to market with a name, a brand, a strategy that positions your venture for success.
- CO5:** Create a strategy & manage launching enterprises to provide the greatest value, and what legal aspects are involved.

**CO- PO Mapping :**

POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12
COs												
CO1	2	2	3						3			2
CO2	2								2			2
CO3				2	2			2		3		3
CO4				1		2	2	2				3
CO5	1		3	3					3			3