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BMS INSTITUTE OF TECHNOLOGY AND MANAGEMENT

(Autonomous Institute affiliated to VTU, Belagavi, Approved byAICTE New Delhi)

Yelahanka, Bengaluru 560064

Bachelor of Engineering

Department of Computer Science and Engineering

III and IV Semester Scheme
2022 Scheme
Effective from the AY 2024-25
Approved in the BoS meeting held on 02/09/2024

Vision and Mission of the Department

Vision

Emerge as centre of learning in the field of Computer Science & Engineering with technical competency to serve the society.

Mission

To provide excellent learning environment through balanced curriculum, best teaching methods, innovation, mentoring and industry institute interaction.

Program Educational Objectives (PEOs)

PEOs		
PEO1	Successful professional career in Computer Science & Technology.
PEO2	Pursue higher studies and research for advancement of knowledge in IT industry.
PEO3	Exhibit professionalism and teamwork with social concern.

Program Specific Outcomes (PSOs)

PSOs	
PSO-1	Apply the Knowledge of Computer technology to develop software solutions.
PSO-2	Design and develop hardware systems, manage and monitor resources in the product life cycle.

(Autonomous Institute affiliated to VTU)
Scheme of Teaching and Examination: Effective from AY 2022 – 23
Choice Based Credit System (CBCS)
Common to CSE/ISE

UG PROGRAM: B.E. Computer Science and Engineering (CSE)   **Semester: III**

Sl. No	Course Category	Course Code		Department (TD) and Question Paper Setting Board (PSB)	Theory Lecture	Tutorial	Practical/ Drawing	SDA	Duration	CIE Marks	SEE Marks	Total Marks	Credits
					L	T	P	S					
1	PCC/BSC	BCS301	Mathematics for ComputerScience	TD: Maths PSB: Maths	3	2	0		03	50	50	100	4
2	IPCC	BCS302	Digital Design & ComputerOrganization	TD: IS PSB: CS	3	0	2		03	50	50	100	4
3	IPCC	BCS303	Operating Systems	TD: IS PSB: CS	3	0	2		03	50	50	100	4
4	PCC	BCS304	Data Structures and Application	TD: IS PSB: CS	3	0	0		03	50	50	100	3
5	PCCL	BCSl305	Data Structures Lab	TD: IS PSB: CS	0	0	2		03	50	50	100	1
6	ESC	BCS306x	ESC/ETC/PLC	TD: IS PSB: CS	2	0	2		03	50	50	100	3
7	UHV	BCSK307	Social Connect and Responsibility	Any Department	0	0	2		01	100	---	100	1
8	AEC/ SEC	BCS358x	Ability Enhancement Course/Skill EnhancementCourse-III	TD and PSB: CSE	If the course is a Theory				01	50	50	100	1
					1	0	0						
					If a course is a laboratory				02				
					0	0	2						
9	MC	BNSK359	National Service Scheme(NSS)	NSS Coordinator	0	0	2			100	-	100	0
		BPEK359	Physical Education (PE) (Sports and Athletics)	Physical Education Director									
		BYOK359	Yoga	Yoga Teacher									
		BMUK359	Music	Music Teacher									
		BNCK359	National Credit Corps (NCC)	NCC Coordinator									
			Total							550	350	900	21
			Non-Credit Mandatory Course (NCMC) Prescribed to lateral Entry Diploma Students										
10	NCMC	BENGDIP1	**English Communications skill I**	HSS	0	0	0	0		100	-	100	2

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

Engineering Science Course (ESC/ETC/PLC) (Note- Student should opt for the course which should not be similar to the course opted in 1st Year)			
BCS306A	OOPS with Java		
BCS306B	OOPS with C++		
Ability Enhancement Course – III			
BCS358A	Data analytics with Excel	BCS358C	Version controller with GiT
BCS358B	Data Analytics with R	BCS358D	Data Visualization with Python

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

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

DEPARTMENT OF MATHEMATICS			
B.E. COMPUTER SCIENCE AND ENGINEERING			
Choice Based Credit System (CBCS)			
SEMESTER – III			
Mathematics III for Computer Science (3:2:0:0) 4			
(Common to CSE/ISE/AI&ML)			
(Effective from the academic year 2024-25)			
Course Code	BCS301	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	3:2:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Exam Hours	3 Hours

Course Objectives:

1. To introduce the concept of random variables, probability distributions, specific discrete and continuous distributions with practical application in Computer Science Engineering and social life situations.
2. To Provide the principles of statistical inferences and the basics of hypothesis testing with emphasis on some commonly encountered hypotheses.
3. To find the association between attributes and the correlation between two variables.

Teaching-Learning Process

Pedagogy (General Instructions):

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

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied Mathematical skills.

2. State the need for Mathematics with Engineering Studies and Provide real-life examples.

3. Support and guide the students for self–study.

4. You will assign homework, grading assignments and quizzes, and documenting students' progress.

5. Encourage the students to group learning to improve their creative and analytical skills.

6. Show short related video lectures in the following ways:

   ϒ   As an introduction to new topics (pre-lecture activity).
   ϒ   As a revision of topics (post-lecture activity).
   ϒ   As additional examples (post-lecture activity).
   ϒ   As an additional material of challenging topics (pre-and post-lecture activity).
   ϒ   As a model solution of some exercises (post-lecture activity).

Module-1: Probability Distributions

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

(RBT Levels: L1, L2 and L3)   **(12 Hours)**

Module-2: Joint probability distribution & Markov Chain

Joint Probability distribution for two discrete random variables, expectation, covariance and correlation. Markov Chain: Introduction to Stochastic Process, Probability Vectors, Stochastic matrices, Regular stochastic matrices, Markov chains, Higher transition probabilities, Stationary distribution of Regular Markov chains and absorbing states.

(RBT Levels: L1, L2 and L3)   **(12 Hours)**

Module-3: Statistical Inference 1

Introduction, sampling distribution, standard error, testing of hypothesis, levels of significance, test of significances, confidence limits, simple sampling of attributes, test of significance for large samples, comparison of large samples.

(RBT Levels: L1, L2 and L3)   **(12 Hours)**

Module-4: Statistical Inference 2

Sampling variables, Test of Significance for means of two small samples, students 't' distribution, Chi-square distribution as a test of goodness of fit. F-Distribution.

(RBT Levels: L1, L2 and L3)   **(12 Hours)**

Module-5: Curve fitting, Correlation, and Regressions

Principles of least squares, Curve fitting by the method of least squares in the form $y = a+bx$, $y = a + bc + cx^2$ and $y = ax^b$. Correlation, Coefficient of correlation, Lines of regression, Angle between regression lines, standard error of estimate, rank correlation.

(RBT Levels: L1, L2 and L3)   **(12 Hours)**

Course outcomes:

The students will be able to:

CO1: Apply discrete and continuous probability distributions in the engineering field.

CO2: Apply discrete-time Markov chains and n-step transition probabilities for transitions between states over time.

CO3: Employ statistical methodologies in the engineering problem.

CO4: Analyze statistical data using correlation and regression methods.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

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

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

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

Text books:

1.
   Ronald E. Walpole, Raymond H Myers, Sharon L Myers & Keying Ye "Probability & Statistics for Engineers & Scientists", Pearson Education, 9th edition, 2017.

   2. **Peter Bruce, Andrew Bruce & Peter Gedeck** "Practical Statistics for Data Scientists" O'Reilly Media, Inc., 2nd edition 2020.

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

1. Erwin Kreyszig, "Advanced Engineering Mathematics", John Wiley & Sons, 9th Edition, 2006.
2. B. S. Grewal "Higher Engineering Mathematics", Khanna publishers, 44 th Ed., 2021.
3. G Haribaskaran "Probability, Queuing Theory & Reliability Engineering", Laxmi Publication, Latest Edition, 2006.
4. Irwin Miller & Marylees Miller, John E. Freund's "Mathematical Statistics with Applications" Pearson. Dorling Kindersley Pvt. Ltd. India, 8 th edition, 2014.
5. S C Gupta and V K Kapoor, "Fundamentals of Mathematical Statistics", S Chand and Company, Latest edition.
6. Robert V. Hogg, Joseph W. McKean & Allen T. Craig. "Introduction to Mathematical Statistics", Pearson Education 7 th edition, 2013.
7. Jim Pitman. Probability, Springer-Verlag, 1993.
8. Sheldon M. Ross, "Introduction to Probability Models" 11 th edition. Elsevier, 2014.
9. A.M. Yaglom and I. M. Yaglom, "Probability and Information". D. Reidel Publishing Company. Distributed by Hindustan Publishing Corporation (India) Delhi, 1983.
10. P. G. Hoel, S. C. Port and C. J. Stone, "Introduction to Probability Theory", Universal Book Stall, (Reprint), 2003.
11. S. Ross, "A First Course in Probability", Pearson Education India, 6 th Ed., 2002.
12. W. Feller, "An Introduction to Probability Theory and its Applications", Vol. 1, Wiley, 3rd Ed., 1968.
13. N.P. Bali and Manish Goyal, A Textbook of Engineering Mathematics, Laxmi Publications, Reprint, 2010.
14. Veerarajan T, Engineering Mathematics (for semester III), Tata McGraw-Hill, New Delhi, 2010.

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Web links and Video Lectures (e-Resources):

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

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

http://academicearth.org/

http://www.bookstreet.in.

VTU EDUSAT PROGRAMME – 20

VTU e-Shikshana Program

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

● Programming Assignment

● Seminars

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B.E. COMPUTER SCIENCE AND ENGINEERING			
Choice Based Credit System (CBCS)			
SEMESTER – III			
Digital Design and Computer Organization (3:0:2:0) 4			
(Effective from the academic year 2023 -24)			
Course Code	BCS302	CIE Marks	50
Teaching Hours/Week (L: T:P:S)	3:0:2:0	SEE Marks	50
Total Number of Contact Hours	40 hours Theory + 20 hours practical's	Exam Hours	3 Hours
Examination nature (SEE)	Theory		

Course Objectives:

This course will enable students to:
1.   Read and Write Optimize Boolean equations for logic circuits.
2.   Design combinational and sequential circuits using MSI components.
3.   Simulate and experimentally validate sequential logic circuits.
4.   Understand the structure, function, organization and architecture of modern day computing systems.
5.   Examine the internal architecture and organization of the processor with an extended discussion of computer arithmetic and the instruction set architecture.

Preamble: Computer System Design course is to familiarize with concepts, design, and practical use of digital circuits and components of computer system. Digital circuits are used in designing Microcontrollers, Microprocessor, Embedded system projects and exposed to hardware design which reflects the current industry requirements.

Module – 1

Introduction to Digital Design: Digital Logic Gates, Introduction, The Map Method, Four-Variable Map, Don't-Care Conditions, NAND and NOR Implementation, QM method (tabular), Other Hardware Description Language – Verilog/vhdl Model of a simple circuit.

Text book 1: 1.9, 2.4, 2.5, 2.8, 3.1, 3.2, 3.3, 3.5, 3.6, 3.9   **(8 Hours)**

Module – 2

Combinational Logic: Introduction, Combinational Circuits, Design Proc   dure, Binary Adder-
Subtractor, Decoders, Encoders, Multiplexers (MEV). HDL Models of Co   binational Circuits –
Adder, Multiplexer, Encoder. **Sequential Logic**: Introduction, Seque   ial Circuits, Storage
Elements: Latches, Flip-Flops.

Text book 1: 4.1, 4.2, 4.4, 4.5, 4.9, 4.10, 4.11, 4.12, 5.1, 5.2, 5.3, 5.4.   **(8 Hours)**

Module – 3

Basic Structure of Computers: Functional Units, Basic   Operational Co cepts, Bus structure,
Performance – Processor Clock, Basic Performance Equation,   Cloc   Rate, Performance
Measurement. **Machine Instructions and Programs:** Me ory   Location a d Addresses, Memory
Operations, Instruction and Instruction sequencing, Addre sing Modes.
Text book 2: 1.2, 1.3, 1.4, 1.6, 2.2, 2.3, 2.4, 2.5.   **(8 Hours)**

Module – 4

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

Text book 2: 4.1, 4.2.1, 4.2.2, 4.2.3, 4.4, 5.4, 5.5.1   **(8 Hours)**

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Module – 5
Basic Processing **Unit:** Some Fundamental Concepts: Register Transfers, Performing ALU operations, fetching a word from Memory, Storing a word in memory. Execution of a Complete Instruction. **Pipelining:** Basic concepts, Role of Cache memory, Pipeline Performance. **Text book 2: 7.1, 7.2, 8.1** **Recap/Summary of the Course** (8 Hours)

PRACTICAL COMPONENT OF IPCC

SL. No.	Experiments **Experiments Simulation packages preferred: Xilinx, Modelsim, PSpice or any other relevant**
1	Given a 4-variable logic expression, simplify it using appropriate technique and simulate the same using basic gates.
2	Design a 3- bit full adder and subtractor and si ulate the same using basic gates.
3	Design VHDL/Verilog HDL to implement simple ci cuits using structural, Data flow and Behavioral mod l.
4	Design Binary Adder-Subtractor – Half adder and Half Subtractor and simulate using VHDL/Verilog HDL.
5	Design Decimal adder and simulate using VHDL/Verilog HDL.
6	Design Different types of multiplexer like 2:1, 4:1 and 8:1 and simulate using VHDL/Verilog program.
7	Design and implement various types of De-Multiple er and simulate using VHDL/Verilog
8	Design and simulate VHDL/Verilog program for implementing various types of Flip-Flops such as SR, JK and D.

Course outcomes (Course Skill Set):
At the end of the course, the student will be able to:
   CO1 : Illustrate the various techniques to solve the logic/Boolean expressions
   CO2: Experiment and simulate to realize the digital circuits.
   CO3: Analyse the functionality of various devices in communicating with processor and I/O devices.
   CO4 : Demonstrate the various digital circuits using hardware or software tools.

Suggested Learning Resources:
TextBooks
1. M. Morris Mano & Michael D. Ciletti, Digital Design With an Introduction to Verilog Design, 5e, Pearson Education.
2. Carl Hamacher, ZvonkoVranesic, SafwatZaky, Computer Organization, 5th Edition, Tata McGraw
   Hill.William Stallings Operating Systems: Internals and Design Principles, 6th Edition, Pearson.

Refernces:
   1. Donald P Leach, Albert Paul Malvino & GoutamSaha, Digital Principles and Applications, Tata McGraw Hill, 6th Edition, 2006.

Web links and Video Lectures (e-Resources):
1. **https://cse11-iiith.vlabs.ac.in/**

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning
Assign the group task to Design the various types of counters and display the output
accordingly Assessment Methods
   ϒ Lab Assessment
   ϒ GATE Based Aptitude Test

B.E. COMPUTER SCIENCE AND ENGINEERING			
Choice Based Credit System (CBCS)			
SEMESTER – III			
Operating Systems (3:0:2:0) 4			
(Effective from the academic year 2023 -24)			
Course Code	BCS303	CIE Marks	50
Teaching Hours/Week (L: T:P:S)	3:0:2:0	SEE Marks	50
Total Number of Contact Hours	40 hours Theory + 20 hours Practicals	Exam Hours	3 Hours
Examination Nature	Theory		

Course Objectives:

This course will enable students to:

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

Preamble

Operating systems are the fundamental part of every computing device to run any type of software. The increasing use of computing devices in all areas of life (leisure, work), lead to a variety of operating systems. Yet all operating systems share common principles. These principles are important for computer science students in their understanding of programming languages and software built on top of the operating systems.

This course will be discussing about the Address spaces, System call interface, Process/Threads, Inter Process Communication, Deadlock, Scheduling, Main memory, Virtual memory and File systems.

Module – 1

Introduction to operating systems, System structures: What operating systems do; Computer System organization; Computer System architecture; Operating System structure; Operating System operations; Process management; Memory management; Storage management; Protection and Security; Distributed system; Special-purpose systems; Computing environments.

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

Textbook 1: Chapter – 1 (1.1-1.12), 2 (2.2-2.11) **(8 Hours)**

Module – 2

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

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

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

Textbook 1: Chapter – 3 (3.1-3.4), 4 (4.1-4.4), 5 (5.1 -5.5) **(8 Hours)**

Module – 3

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

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

Textbook 1: Chapter – 6 (6.1-6.6), 7 (7.1 -7.7) **(8 Hours)**

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Module – 4
Memory Management: Memory management strategies: Background; Swapping; Contiguous memory allocation; Paging; Structure of page table; Segmentation.   **Virtual Memory Management:** Background; Demand paging; Copy-on-write; Page replacement; Allocation of frames; Thrashing.   **Textbook 1: Chapter -8 (8.1-8.6), 9 (9.1-9.6)**   **(8 Hours)**
Module – 5
File System, Implementation of File System: File system: File concept; Access methods; Directory and Disk structure; File system mounting; File sharing; Implementing File system: File system structure; File system implementation; Directory implementation; Allocation methods; Free space management.   **Secondary Storage Structure, Protection:** Mass storage structures; Disk structure; Disk attachment; Disk scheduling; Disk management; Protection: Goals of protection, Principles of protection, Domain of protection, Access matrix.   **Recap/Summary of the Course**   **Textbook 1: Chapter – 10 (10.1-10.5) ,11 (11.1-11.5),12 (12.1-12.5), 14 (14.1-14.4)**   **(8 Hours)**

PRACTICAL COMPONENT OF IPCC

Sl. No	Programs List
1	Basic Unix commands: who, ls, ln, cp, rm, mv, chmod, chown, mkdir, rmdir, pwd,cd and so on.
2	Write a C program to demonstrate open (), read (), write () and close () system call.
3	Create the following types of a files using shell command and system call a. soft link (symlink system call) b. hard link (link system call)
4	Write a C program to simulate Race condition.
5	Write a program to print the system resource limits. Use getrlimit system call.
6	a. Write a C program to demonstrate multitasking using fork ( ) system call. b. Write a C program that illustrates how an orphan, zombie processes are created.
7	Write a program to make parent to wait for a specific child process and print the type of termination, if abnormal termination, print the signal number.
8	Write C programs that illustrate communication between two unrelated processes usingnamed pipe (Fl FO file).
9	Write a C program a. To create a message queue and b. To send message to a message queue by mentioning message id, message and message number Receive message from message queue by mentioning message id and message number.

10	Write a program to create a semaphore and initialize value to the semaphore. a. create a binary semaphore b. create a counting semaphore

Course Outcomes:

The students will be able to:

CO 1: Describe the basics of the operating systems services, process, threads and communication.

CO 2: Apply appropriate scheduling methods for process execution and its management.

CO 3: Illustrate suitable methods to handle deadlocks and process synchronization.

CO 4: Analyze memory management techniques and its allocation policies.

CO 5: Discuss various Implementation of File systems, security mechanism with respect to different storage management technologies.

CO 6: Apply APIs related to Process, Files and IPC to develop operating system applications.

Textbooks:

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

Reference Books:

1. Ann McHoes Ida M Fylnn, Understanding Operating System, Cengage Learning, 6th Edition
2. D.M Dhamdhere, Operating Systems: A Concept Based Approach 3rd Ed, McGraw- Hill, 2013.
3. P.C.P. Bhatt, An Introduction to Operating Systems: Concepts and Practice 4th

    Edition, PHI(EEE), 2014.
4. William Stallings Operating Systems: Internals and Design Principles, 6th Edition, Pearson.

Web links and Video Lectures (e-Resources):

1. https://youtu.be/mXw9ruZaxzQ
2. https://youtu.be/vBURTt97EkA
3. https://www.youtube.com/watch?v=783KAB-tuE4&list= PLIemF3uozcAKTgsCIj82voMK3TMR0YE_f
4. https://www.youtube.com/watch?v=3- ITLMMeeXY&list=PL3pGy4HtqwD0n7bQfHjPnsWzkeRn6mk O

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

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

B.E. COMPUTER SCIENCE AND ENGINERING			
Choice Based Credit System (CBCS)			
SEMESTER – III			
Data Structure and Applications (3:0:0:0) 3			
(Effective from the academic year 2023-2024)			
Course Code	BCS305	CIE Marks	50
Teaching Hours/Week (L:T:P)	3:0:0	SEE Marks	50
Total Number of Contact Hours	40	Exam Hours	3

Course Objectives:

This course will enable students to:

1. Explain fundamentals of data structures and their applications essential for programming/problem Solving.
2. Utilize an appropriate data structure like Stack, Queues, Lists, Trees and Graphs to solve a given problem.
3. Demonstrate sorting and searching algorithms.

Preamble: Data Structures are a specialized means of organizing and storing data in computers in such a way that we can perform operations on the stored data more efficiently. Data structures have a wide and diverse scope of usage across the fields of Computer Science and many other fields of Engineering. Data Structures are the main part of many computer science algorithms as they enable the programmers to handle the data in an efficient way. It plays a vital role in enhancing the performance of a software.

Module – 1

Introduction: Significance and scope of Data Structures, Data Structures and Algorithms in Economic growth of Nation, Impact of Data Structures and Algorithms on societal problems, sustainable solutions, Career perspective of Data Structures and Algorithms, current innovations in Data Structures.

Data Structures: Definition, Classification and Operations, Dynamic memory allocation, Dynamic Arrays, Self-referential structures.

Stacks: Definition, Stack Operations, Array Representation of Stacks, Stacks using Dynamic Arrays.

Stack Applications: Polish notation, Infix to postfix conversion, evaluation of postfix expression, Multiple Stacks and Queues. Programming Examples.

Text Book: Chapter-1:1.2 Chapter-2: 2.1 to 2.7 Chapter-3: 3.1,3.2,3.6
Reference Book 1: 1.1 to 1.4   **(8 Hours)**

Module – 2

Queues: Definition, Array Representation, Queue Operations, Circular Queues, Circular queues using Dynamic arrays, De-queues, Priority Queues.

Recursion: Factorial, GCD, Fibonacci Sequence, Tower of Hano, Ackerman's fu tion.

Text Book: Chapter-3: 3.3, 3.4, 3.7 Chapter-4: 4.1 to 4.4   **(8 Hours)**

Module – 3

Linked Lists: Definition, Representation of linked lists in Memory, Memory allocation; Garbage Collection.

Linked list operations: Traversing, Searching, Insertion, and Deletion. Doubly Linked lists, Circular linked lists, and header linked lists. Linked Stacks and Queues. Applications of Linked lists – Polynomials, Sparse matrix representation. Programming Examples.

Text Book: Chapter-4: 4.5,4.7,4.8 Chapter-5: 5.1 to 5.3, 5.5   **(8 Hours)**

Module – 4
Trees: Terminology, Binary Trees, Properties of Binary trees, Array and linked Representation of Tree. **Binary Trees:** Binary Tree Insert Operation, Binary Tree Traversals - Inorder, postorder, preorder, Level Order; Additional Binary tree operations. **Binary Search Trees:** BST Insert and Delete operations, Application of Trees-Evaluation of Expression, Programming Examples. **Text Book: Chapter-5: 5.7 to 5.11 Chapter-6: 6.1, 6.2**   **(8 Hours)**
Module – 5
Graphs: Definitions, Terminologies, Matrix and Adjacency List Representation Of Graphs, Warshal's Algorithm, Floyds Algorithm, Breadth First Search, Depth First Search. **Hashing:** Definition, Hashing Functions, Hash Table, Separate chaining, Collision resolution techniques: Linear Probing, Quadratic Probing, Double Hashing, Rehashing, and Applications of Hashing. **Recap:** Summary of the Course. Text Book: Chapter 8: 8.1 to 8.3 Chapter 9: 9.1, 9.2 Chapter 10: 10.1   **(8 Hours)**

Course Outcomes:

The students will be able to:

CO1: Acquire the knowledge on different data structures and its applications

CO2: Apply different types of linear data structures and its operations to solve a given problem.

CO3: Apply different types of non-linear data structures and its operations to solve a given problem.

CO4: Examine any given problem and implement the solutions using suitable data structures.

CO5: Design and implement applications using suitable data structures.

Textbooks	
1.	Ellis Horowitz and Sartaj Sahni, Fundamentals of Data Structures in C, Universities Press, 2nd edition, 2019
2.	Seymour Lipschutz, Data Structures, Schaum's Outline Series, 1st Edition, 2014.
References	
1.	Gilberg & Forouzan, Data Structures: A Pseudo-code approach with C, Cengage Learning, 2nd edition, 2014.
2.	Jean-Paul Tremblay & Paul G. Sorenson, An Introduction to Data Structures with Applications, McGraw Hill, 2nd Edition, 2013.
3.	Reema Thareja, Data Structures using C, 3 rd Ed, Oxford press, 2012.

Web links and Video Lectures (e-Resources)

- http://elearning.vtu.ac.in/econtent/courses/video/CSE/06CS35.html
- ϒ https://nptel.ac.in/courses/106/105/106105171/
- http://www.nptelvideos.in/2012/11/data-structures-and-algorithms.html
- https://www.youtube.com/watch?v=3Xo6P_V-qns&t=201s
- ϒ https://ds2-iiith.vlabs.ac.in/exp/selection-sort/index.html
- ϒ https://nptel.ac.in/courses/106/102/106102064/
- ϒ https://ds1-iiith.vlabs.ac.in/exp/stacks-queues/index.html
- ϒ https://ds1-iiith.vlabs.ac.in/exp/linked-list/basics/overview.html
- ϒ https://ds1-iiith.vlabs.ac.in/List%20of%20experiments.html
- ϒ https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/index.html
- ϒ https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/depth-first-traversal/dft-practice.html
- ϒ https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_0135015954 2807756812559/overview

B.E. COMPUTER SCIENCE AND ENGINEERING				
Choice Based Credit System (CBCS)				
SEMESTER – III				
DATA STRUCTURES LABORATORY (0:0:2:0) 1				
(Effective from the academic year 2024-25)				
Course Code	BCSL305		CIE Marks	50
Teaching Hours/Week (L:T:P:S)	0:0:2:0		SEE Marks	50
Total Number of Contact Hours	28		Exam Hours	03

Course Objectives:

This course enables students to:
1. Develop linear data structures and their applications such as stacks, queues and lists.
2. **Develop non-linear data structures and their applications such as trees and graphs sorting and searching algorithms.**

Descriptions:

Descriptions: Design, develop, and implement the specified Data Structure as given in the list given below using C Language under LINUX /Windows environment.

Sl. No	Programs List
1	Design, Develop and Implement a menu driven Program in C for the following operations on STACK of Integers (Array Implementation of Stack with maximum size MAX) a. Push an Element on to Stack b. Pop an Element from Stack c. Demonstrate Overflow and Underflow situations on Stack d. Display the status of Stack e. Exit Support the program with appropriate functions for each of the above operations.
2	Design, Develop and Implement a Program in C for converting an Infix Expression to Postfix Expression. Program should support for both parenthesized and free parenthesized expressions with the operators: +, -, *, /, %(Remainder), ^ (Power) and alphanumeric operands. Design,
3	Develop and Implement a Program in C for evaluation of Suffix expression with single digit operands and operators: +, -, *, /, %, ^.
4	Design, Develop and Implement a menu driven Program in C for the following operations on Circular QUEUE of integers (Array Implementation of Queue with maximum size MAX) a. Insert an Element on to Circular QUEUE b. Delete an Element from Circular QUEUE c.Demonstrate Overflow and Underflow situations on Circular QUEUE d. Display the status of Circular QUEUE e. Exit Support the program with appropriate functions for each of the above operations.
5	Design, Develop and Implement a menu driven Program in C for the following operations on Double Ended QUEUE of integers (Array Implementation of Queue with maximum size MAX) a. Perform Insertion / Deletion at front of QUEUE b. Perform Insertion / Deletion at rear of QUEUE c. Display the status of Circular QUEUE d. Exit Support the program with appropriate functions for each of the above operations.

6	Design, Develop and Implement a menu driven Program in C for the following operations on Singly Linked List (SLL) of Student Data with the fields: USN, Name, Branch, Sem, PhNo a. Create a SLL of N Students Data by using front insertion. b. Display the status of SLL and count the number of nodes in it c. Perform Insertion / Deletion at End of SLL d. Perform Insertion / Deletion at Front of SLL(Demonstration of stack) e. Exit
7	Design, Develop and Implement a menu driven Program in C for the following operations on Doubly Linked List (DLL) of Employee Data with the fields: SSN, Name, Dept, Designation, Sal, PhNo a. Create a DLL of N Employees Data by using end insertion. b. Display the status of DLL and count the number of nodes in it c. Perform Insertion and Deletion at End of DLL d. Perform Insertion and Deletion at Front of DLL e. Demonstrate how this DLL can be used as Double Ended Queue f. Exit.
8	Develop a menu driven Program in C for the following operations on Binary Search Tree (BST) of Integers. a. Create a BST of N Integers: 6, 9, 5, 2, 8, 15, 24, 14, 7, 8, 5, 2 b. Traverse the BST in Inorder, Preorder and Post Order c. Search the BST for a given element (KEY) and report the appropriate message d. Exit
9	Design, Develop and Implement a Program in C for the following operations on Graph(G) of Cities a. Create a Graph of N cities using Adjacency Matrix. b. Print all the nodes reachable from a given starting node in a digraph using any traversal method (DFS/BFS).
10	Given a set of N employee records with a set K of Keys (4-digit) which uniquely determine the records. Assume that the records are available in the memory by a Hash Table (HT) of m memory locations with L as the set of memory addresses (2-digit) of locations in HT. Let the keys in K and addresses in L are Integers. Develop a Program in C that uses Hash function H: K →L as H (K) = K mod m (remainder method), and implement hashing technique to map a given key K to the address space L. Resolve the collision (if any) using linear probing.

Course Outcomes:
The student should be able to:
  CO 1: Demonstrate the working nature of different types of data structures and their applications.
  CO2: Apply the appropriate data structure for solving real world problems.

Textbooks	
1.	Ellis Horowitz and Sartaj Sahni, Fundamentals of Data Structures in C, Universities Press, 2nd edition, 2019
2.	P Reema Thareja, Data Structures using C, 3 rd Ed, Oxford press, 2012.

<table>
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Choice Based Credit System (CBCS)
SEMESTER – III</td></tr>
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B.E. COMPUTER SCIENCE AND ENGINEERING			

B.E. COMPUTER SCIENCE AND ENGINEERING
Choice Based Credit System (CBCS)
SEMESTER – III

OOPS with Java (2:0:2:0)3
(Effective from the academic year 2024-25)

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

Note - Students who have undergone "Basics of Java Programming-22CS36A" in first year are not eligible to opt this course

Course objectives:

1. To learn primitive constructs JAVA programming language.

2. To understand Object Oriented Programming Features of JAVA.

3. To gain knowledge on: packages, multithreaded programing and exceptions.

Preamble

The purpose of this course is to enable learners to solve problems by breaking it down to object level while designing software and to implement it using Java. This course covers Object Oriented Principles, Object Oriented Programming in Java, Inheritance, Exception handling, Event handling, multithreaded programming and working with window-based graphics. This course helps the learners to develop Desktop GUI Applications, Mobile applications, Enterprise Applications, Scientific Applications and Web based Applications.

Teaching-Learning Process (General Instructions)

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

1. Use Online Java Compiler IDE: https://www.jdoodle.com/online-java-compiler/ or any other.

2. Demonstration of programing examples.

3. Chalk and board, power point presentations

4. Online material (Tutorials) and video lectures.

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Module-1
An Overview of Java: Object-Oriented Programming (Two Paradigms, Abstraction, The Three OOP Principles), Using Blocks of Code, Lexical Issues (Whitespace, Identifiers, Literals, Comments, Separators, The Java Keywords). **Data Types, Variables, and Arrays:** The Primitive Types (Integers, Floating-Point Types, Characters, Booleans), Variables, Type Conversion and Casting, Automatic Type Promotion in Expressions, Arrays, Introducing Type Inference with Local Variables. **Operators:** Arithmetic Operators, Relational Operators, Boolean Logical Operators, The Assignment Operator, The ? Operator, Operator Precedence, Using Parentheses. **Control Statements:** Java's Selection Statements (if, The Traditional switch), Iteration Statements (while, do-while, for, The For-Each Version of the for Loop, Local Variable Type Inference in a for Loop, Nested Loops), Jump Statements (Using break, Using continue, return). **Text book 1: Chapter 2, 3, 4, 5**   **(5 Hours)**
Module-2
Introducing Classes: Class Fundamentals**,** Declaring Objects**,** Assigning Object Reference Variables**,** Introducing Methods**,** Constructors**,** The this Keyword**,** Garbage Collection. **Methods and Classes:** Overloading Methods, Objects as Parameters, Argument Passing, Returning Objects, Recursion, Access Control, Understanding static, Introducing final **Text book 1: Chapter 6, 7**   **(6 Hours)**
Module-3
Inheritance: Inheritance Basics, Using super, Creating a Multilevel Hierarchy, When Constructors Are Executed, Method Overriding, Dynamic Method Dispatch, Using Abstract Classes, Using final with Inheritance, Local Variable Type Inference and Inheritance, The Object Class. **Interfaces:** Interfaces, Default Interface Methods. **Text book 1: Chapter 8, 9**   **(6 Hours)**
Module-4
Packages: Packages, Packages and Member Access, Importing Packages. **Exceptions:** Exception-Handling Fundamentals**,** Exception Types**,** Uncaught Exceptions**,** Using try and catch, Multiple catch Clauses, Nested try Statements, throw, throws, finally, Java's Built-in Exceptions, Creating Your Own Exception Subclasses, Chained Exceptions. **Text book 1: Chapter 9, 10**   **(5 Hours)**
Module-5
Multithreaded Programming: The Java Thread Model, The Main Thread, Creating a Thread, Creating Multiple Threads, Using is Alive() and join(), Thread Priorities, Synchronization, Inter thread Communication, Suspending, Resuming, and Stopping Threads, Obtaining a Thread's State. **Text book 1: Chapter 11**   **(6 Hours)**
Course outcome (Course Skill Set) At the end of the course, the student will be able to: CO1: Demonstrate the fundamentals of Java programming constructs. CO2: Interpret the object oriented features of Java programming language. CO3 : Apply the object oriented programming constructs to solve complex problems . CO4: Develop the solutions using the OOP concepts for simple to complex problems. CO5: Design applications using Object Oriented programming for real time applications

Programming Experiments (Suggested and are not limited to)

1. Develop a JAVA program to add TWO matrices of suitable order N (The value of N should be read from command line arguments).
2. Develop a stack class to hold a maximum of 10 integers with suitable methods. Develop a JAVA main method to illustrate Stack operations.
3. Develop a JAVA program to create a class named shape. Create three sub classes namely: circle, triangle
4. and square, each class has two member functions named draw () and erase (). Demonstrate polymorphism concepts by developing suitable methods, defining member data and main program.
5. Develop a JAVA program to create an abstract class Shape with abstract methods calculate Area() and calculate Perimeter(). Create subclasses Circle and Triangle that extend the Shape class and implement the respective methods to calculate the area and perimeter of each shape.
6. Develop a JAVA program to create an interface Resizable with methods resize Width(int width) and resize Height(int height) that allow an object to be resized. Create a class Rectangle that implements the Resizable interface and implements the resize methods
7. Develop a JAVA program to raise a custom exception (user defined exception) for Division ByZero using try, catch, throw and finally.
8. Write a program to illustrate creation of threads using runnable class. (start method start each of the newly created thread. Inside the run method there is sleep() for suspend the thread for 500 milliseconds).
9. Develop a program to create a class My Thread in this class a constructor, call the base class constructor, using super and start the thread. The run method of the class starts after this. It can be observed that both main thread and created child thread are executed concurrently

Suggested Learning Resources:

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

Reference Books

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

Web links and Video Lectures (e-Resources):

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

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

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B.E COMPUTER SCIENCE AND ENGINEERING
Choice Based Credit System (CBCS)
SEMESTER – III
OOPS with C++ (2:0:2:0) 3
(Effective from the academic year 2023 -24)

Course Code	BCS306B	CIE Marks	50
Teaching Hours/Week (L: T:P:S)	2:0:2:0(Integrated)	SEE Marks	50
Total Number of Contact Hours	28 Hours Theory + 20 Hours of Practical	Exam Hours	3 Hours
Examination Type	Theory		

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

Course Objectives:

This course will enable students to:

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

Preamble

Object oriented programming is an approach that provides a way of modularizing programs by creating partitioned memory area for both data and functions that can be used as templates for creating copies of such modules on demand. OOP is a base for learning Programming with the rapid changes in technology, there is an increasing need to keep the academia abreast of the skill set requirement of the industry. These concepts are important for computer science students in their understanding of programming languages. This course will be discussing Objects, Classes, Polymorphism, Encapsulation, data abstraction Inheritance etc.

Module – 1

An overview of C++: What is object-Oriented Programming? Introducing C++ Classes, The General Form of a C++ Program. Classes and Objects: Classes, Friend Functions, Friend Classes, Inline Functions, Parameterized Constructors, Static Class Members, When Constructors and Destructors are Executed, The Scope Resolution Operator, Passing Objects to functions, Returning Objects, Object Assignment

(5 Hours)

Module – 2

Arrays, Pointers, References, and the Dynamic Allocation Operators: Arrays of Objects, Pointers to Objects, The this Pointer, Pointers to derived types, Pointers to class members. **Functions Overloading, Copy Constructors:** Functions Overloading, Overloading Constructor Functions. Copy Constructors, Default Function Arguments, Function Overloading and Ambiguity.

(6 Hours)

Module – 3

Operator Overloading: Creating a Member Operator Function, Operator Overloading Using a Friend Function, **Overloading new and delete Inheritance:** Base-Class Access Control, Inheritance and Protected Members, Inheriting Multiple Base Classes , Constructors, Destructors and Inheritance, Granting Access, Virtual Base Classes

(6 Hours)

Module – 4

Virtual Functions and Polymorphism: Virtual Functions, The Virtual Attribute is Inherited, Virtual Functions are Hierarchical, Pure Virtual Functions, Using Virtual Functions, Early vs Late Binding. **Templates**: Generic Functions, Applying Generic Functions, Generic Classes. The type name and export Keywords. The Power of Templates

(5 Hours)

Module – 5

Exception Handling: Exception Handling Fundamentals, Handling Derived-Class Exceptions, Exception Handling Options, Applying Exception Handling. **The C++ I/O System Basics:** C++ Streams, The C++ Classes, Formatted I/O File I/O: and File Classes, Opening and Closing a File, Reading and Writing Text Files, Detecting EOF,

(6 Hours)

Course Outcomes:

The students will be able to:

CO1: Illustrate the basic concepts of object-oriented programming.

CO2: Design appropriate classes for the given real world scenario.

CO3: Apply the knowledge of compile-time / run-time polymorphism to solve the given problem

CO4: Use the knowledge of inheritance for developing optimized solutions

CO5: Apply the concepts of templates and exception handling for the given problem

CO6: Use the concepts of input output streams for file operations.

Practical Component

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

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

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

Web links and Video Lectures (e-Resources):

1. Basics of C++ - https://www.youtube.com/watch?v=BClS40yzssA
2. Functions of C++ -
https://www.youtube.com/watch?v=p8ehAjZWjPw Tutorial Link:
1. https://www.w3schools.com/cpp/cpp_intro.asp
2. https://www.edx.org/course/introduction-to-c-3
3. https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01384364250678886443375_s hared/overview

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

● Group Assignment to develop small projects and demonstrate using C++

Department of Humanities and Social Sciences			
B.E. COMPUTER SCIENCE AND ENGINEERING			
Choice Based Credit System (CBCS)			
SEMESTER – III			
(Common to all branches)			
Social Connect and Responsibility **(Effective for 2022 Scheme)**			
Course Code	**BSCK307**	CIE Marks	**100**
Teaching Hours/Week (L: T:P)	0:0:2	SEE Marks	-
Total Number of Contact Hours	26 Hours	Exam Hours	**-**
Credits	01 - Credit		

Course objectives: The course will enable the students to:

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

Social Connect & Responsibility –All Modules Activity Based Learning

Module-1

Plantation and adoption of a tree: Plantation of a tree that will be adopted for four years by a group of BE / B.Tech students. (ONE STUDENT ONE TREE) They will also make an excerpt either as a documentary or a photo blog describing the plant's origin, its usage in daily life, its appearance in folklore and literature - – Objectives, Visit, case study, report, outcomes.   **(04 Hours)**

Module-2

Heritage walk and crafts corner: Heritage tour, knowing the history and culture of the city, connecting to people around through their history, knowing the city and its craftsman, photo blog and documentary on evolution and practice of various craft forms - – Objectives, Visit, case study, report, outcomes.   **(05 Hours)**

Module-3

Organic farming and waste management: Usefulness   of organic farming, wet waste management in neighboring villages, and implementation in the campus – Objectives, Visit, case study, report, outcomes.   **(06 Hours)**

Module-4

Water conservation: Knowing the present practices in the surrounding villages and implementation in the campus, documentary or photoblog presenting the current practices – Objectives, Visit, case study, report, outcomes.   **(06 Hours)**

Module-5

Food walk: City's culinary practices, food lore, and indigenous materials of the region used in cooking – Objectives, Visit, case study, report, outcomes.   **(05 Hours)**

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

CO1: Communicate and connect to the surrounding.

CO2: Create a responsible connection with society.

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

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

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

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

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

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

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

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Duration: A total of 26 hours engagement per semester is required for the 3rd semester of the B.E./B.Tech. program. The students will be divided into groups. Each group will be handled by faculty mentor. Faculty mentor will design the activities (particularly Jamming sessions open mic, and poetry) Faculty mentors have to design the evaluation system as per VTU guidelines of scheme & syllabus**.**

Guideline for Assessment Process: Continuous Internal Evaluation (CIE): After completion of the course, the student shall prepare with daily diary as reference, a comprehensive report in consultation with the mentor/s to indicate what he has observed and learned in the social connect period. The report should be signed by the mentor. The report shall be evaluated on the basis of the following criteria and/or other relevant criteria pertaining to the activity completed. Marks allotted for the diary are out of 50. Planning and scheduling the social connect Information/Data collected during the social connect Analysis of the information/data and report writing Considering all above points allotting the marks as mentioned below

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

Special Note: **NO Semester End Examination (SEE) – Completely Practical and activities-based evaluation**

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

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

Plan of Action (Execution of Activities)

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

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

Assessment Details for CIE (both CIE and SEE)

Weightage	CIE – 100%	
Field Visit, Plan, Discussion	10 Marks	ϒ Implementation strategies of the project (NSS work).
Commencement of activities and its progress	20 Marks	ϒ The last report should be signed by NSS Officer, the HOD and principal.
Case study-based Assessment Individual performance with report	20 Marks	
Sector wise study & its consolidation 5*5 = 25	25 Marks	ϒ At last report should be evaluated by the NSS officer of the institute.
Video based seminar for 10 minutes by each student at the end of semester with Report. **Activities 1 to 5, 5*5 = 25**	25 Marks	ϒ Finally, the consolidated marks sheet should be sent to the university and also to be made available at LIC visit.
Total marks for the course in each semester	**100 Marks**	

For each activity, 20 marks CIE will be evaluated for IA marks at the end of semester, Report and assessment copy should be made available in the department.
Students should present the progress of the activities as per the schedule in the prescribed practical session in the field. There should be positive progress in the vertical order for the benefit of society in general through activities.

B.E. COMPUTER SCIENCE AND ENGINEERING			
Choice Based Credit System (CBCS)			
SEMESTER – III			
Data Analytics with Excel (0:0:2:0) 1			
(Effective from the academic year 2024-25)			
Course Code	BCS358A	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	0:0:2:0	SEE Marks	50
Total Number of Contact Hours	26	Exam Hours	02
Examination Type	Practical		

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

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

The student should be able to:
CO1: Choose functions and productivity tools to assist in developing worksheets.
CO2: Create and manipulate data lists using Outline and PivotTables in Microsoft Excel.
CO3: Utilize Consolidation features to summarize and report results from multiple worksheets.
CO4: Apply Macros and Auto-filter to solve the given real-world scenario.

1.	Berk & Carey - Data Analysis with Microsoft® Excel: Updated for Office 2007®, Third Edition, © 2010 Brooks/Cole, Cengage Learning, ISBN-13: 978-0-495-39178-4

2.	Wayne L. Winston - Microsoft Excel 2019: Data Analysis And Business Modelling, PHI, ISBN: 9789389347180
3.	Aryan Gupta - Data Analysis in Excel: The Best Guide. (https://www.simplilearn.com/tutorials/excel-tutorial/data-analysis-excel)

B.E. COMPUTER SCIENCE AND ENGINERRING			
Choice Based Credit System (CBCS)			
SEMESTER – III			
Data Analytics with R (0:0:2:0) 1			
(Effective from the academic year 2024-25)			
Course Code	BCS358B	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	0:0:2	SEE Marks	50
Total Number of Contact Hours	25	Exam Hours	02
Examination Nature (SEE)	Practical		

Course Objectives:

This course will enable students to:

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

Preamble: R analytics is data analytics using R programming language, an open-source language used for statistical computing or graphics. This programming language is often used in statistical analysis and data mining It can be used for analytics to identify patterns and build practical models.

Sl. No	Experiments
1	Demonstrate the steps for installation of R and R Studio. Perform the following: a) Assign different type of values to variables and display the type of variable. Assign different types such as Double, Integer, Logical, Complex and Character and understand the difference between each data type. b) Demonstrate Arithmetic and Logical Operations with simple examples. c) Demonstrate generation of sequences and creation of vectors. d) Demonstrate Creation of Matrices e) Demonstrate the Creation of Matrices from Vectors using Binding Function. f) Demonstrate element extraction from vectors, matrices and arrays **Suggested Reading** – Text Book 1 – Chapter 1 (What is R, Installing R, Choosing an IDE – RStudio, How to Get Help in R, Installing Extra Related Software), Chapter 2 (Mathematical Operations and Vectors, Assigning Variables, Special Numbers, Logical Vectors), Chapter 3 (Classes, Different Types of Numbers, Other Common Classes, Checking and Changing Classes, Examining Variables)

2	Assess the Financial Statement of an Organization being supplied with 2 vectors of data: Monthly Revenue and Monthly Expenses for the Financial Year. You can create your own sample data vector for this experiment) Calculate the following financial metrics: a. Profit for each month. b. Profit after tax for each month (Tax Rate is 30%). c. Profit margin for each month equals to profit after tax divided by revenue. d. Good Months – where the profit after tax was greater than the mean for the year. e. Bad Months – where the profit after tax was less than the mean for the year. f. The best month – where the profit after tax was max for the year. g. The worst month – where the profit after tax was min for the year. Note: a. All Results need to be presented as vectors b. Results for Dollar values need to be calculated with $0.01 precision, but need to be presented in Units of $1000 (i.e 1k) with no decimal points c. Results for the profit margin ratio need to be presented in units of % with no decimal point. d. It is okay for tax to be negative for any given month (deferred tax asset) e. Generate CSV file for the data. **Suggested Reading** – Text Book 1 – Chapter 4 (Vectors, Combining Matrices)
3	Develop a program to create two 3 X 3 matrices A and B and perform the following operations a) Transpose of the matrix b) addition c) subtraction d) multiplication **Suggested Reading** – Text Book 1 – Chapter 4 (Matrices and Arrays – Array Arithmetic)
4	Develop a program to find the factorial of given number using recursive function calls. **Suggested Reading** – Reference Book 1 – Chapter 5 (5.5 – Recursive Programming) Text Book 1 – Chapter 8 (Flow Control and Loops – If and Else, Vectorized If, while loops, for loops), Chapter 6 (Creating and Calling Functions, Passing Functions to and from other functions)
5	Develop an R Program using functions to find all the prime numbers up to a specified number by the method of Sieve of Eratosthenes. **Suggested Reading** – Reference Book 1 - Chapter 5 (5.5 – Recursive Programming) Text Book 1 – Chapter 8 (Flow Control and Loops – If and Else, Vectorized If, while loops, for loops), Chapter 6 (Creating and Calling Functions, Passing Functions to and from other functions)
6	The built-in data set mammals contain data on body weight versus brain weight. Develop R commands to: a) Find the Pearson and Spearman correlation coefficients. Are they similar? b) Plot the data using the plot command. c) Plot the logarithm (log) of each variable and see if that makes a difference. **Suggested Reading** – Text Book 1 –Chapter 12 – (Built-in Datasets) Chapter 14 – (Scatterplots) Reference Book 2 – 13.2.5 (Covariance and Correlation)

7	Develop R program to create a Data Frame with following details and do the following operations.

itemCode	itemCategory	itemPrice
1001	Electronics	700
1002	Desktop Supplies	300
1003	Office Supplies	350
1004	USB	400
1005	CD Drive	800

a) Subset the Data frame and display the details of only those items whose price is greater than or equal to 350.
b) Subset the Data frame and display only the items where the category is either "Office Supplies" or "Desktop Supplies"
c) Create another Data Frame called "item-details" with three different fields itemCode, ItemQtyonHand and ItemReorderLvl and merge the two frames
Suggested Reading –Textbook 1: Chapter 5 (Lists and Data Frames) |
| 8 | Let us use the built-in dataset air quality which has Daily air quality measurements in New York, May to September 1973. Develop R program to generate histogram by using appropriate arguments for the following statements.
a) Assigning names, using the air quality data set.
b) Change colors of the Histogram
c) Remove Axis and Add labels to Histogram
d) Change Axis limits of a Histogram
e) Add Density curve to the histogram
Suggested Reading –Reference Book 2 – Chapter 7 (7.4 – The ggplot2 Package), Chapter 24 (Smoothing and Shading) |
| 9 | Design a data frame in R for storing about 20 employee details. Create a CSV file named "input.csv" that defines all the required information about the employee such as id, name, salary, start_date, dept. Import into R and do the following analysis.
a) Find the total number rows & columns
b) Find the maximum salary
c) Retrieve the details of the employee with maximum salary
d) Retrieve all the employees working in the IT Department.
e) Retrieve the employees in the IT Department whose salary is greater than 20000 and write these details into another file "output.csv"
Suggested Reading – Text Book 1 – Chapter 12(CSV and Tab Delimited Files) |

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

Course outcomes:

The students will be able to:

CO1: Explain the fundamental syntax of R data types, expressions and the usage of the R-Studio IDE.
CO2: Develop a program in R with programming constructs: conditionals, looping and functions.
CO3: Apply the list and data frame structure of the R programming language.
CO4: Use visualization packages and file handlers for data analysis.

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

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

	B.E. COMPUTER SCIENCE AND ENGINEERING

<table>
<tr><td colspan="5" align="center">B.E. COMPUTER SCIENCE AND ENGINEERING
Choice Based Credit System (CBCS)
SEMESTER – III</td></tr>
<tr><td colspan="5" align="center">VERSION CONTROLLER WITH GIT (0:0:2:0) 1
(Effective from the academic year 2024-25)</td></tr>
<tr><td>Course Code</td><td>BCS358C</td><td>CIE Marks</td><td colspan="2">50</td></tr>
<tr><td>Teaching Hours/Week (L:T:P:S)</td><td>0:0:2:0</td><td>SEE Marks</td><td colspan="2">50</td></tr>
<tr><td>Total Number of Contact Hours</td><td>26</td><td>Exam Hours</td><td colspan="2">02</td></tr>
<tr><td>Examination Nature</td><td>Practical</td><td colspan="3"></td></tr>
</table>

Course Objectives:

This course will enable students to:
1. Familiar with the basic command of Git.
2. Create and manage branches.
3. Understand how to collaborate and work with Remote Repositories.
4. Familiar with version controlling commands.

Preamble

In today's fast-paced world of software development and project management, the ability to efficiently manage your project's source code and collaborate with team members is crucial. Git has become the industry standard for version control, enabling seamless project tracking, code collaboration, and problem resolution.

Sl. No	Experiments
1	**Setting Up and Basic Commands** Initialize a new Git repository in a directory. Create a new file and add it to the staging area and commit the changes with an appropriate commit message.
2	**Creating and Managing Branches** Create a new branch named "feature-branch." Switch to the "master" branch. Merge the "feature-branch" into "master."
3	**Creating and Managing Branches** Write the commands to stash your changes, switch branches, and then apply the stashed changes.
4	**Collaboration and Remote Repositories** Clone a remote Git repository to your local machine.
5	**Collaboration and Remote Repositories** Fetch the latest changes from a remote repository and rebase your local branch onto the updated remote branch.
6	**Collaboration and Remote Repositories** Write the command to merge "feature-branch" into "master" while providing a custom commit message for the merge.
7	**Git Tags and Releases** Write the command to create a lightweight Git tag named "v1.0" for a commit in your local repository.
8	**Advanced Git Operations** Write the command to cherry-pick a range of commits from "source-branch" to the current branch.
9	**Analysing and Changing Git History** Given a commit ID, how would you use Git to view the details of that specific commit, including the author, date, and commit message?
10	**Analysing and Changing Git History** Write the command to list all commits made by the author "JohnDoe" between "2023-01-01" and "2023-12-31."

11	**Analysing and Changing Git History** Write the command to display the last five commits in the repository's history.
12	**Analysing and Changing Git History** Write the command to undo the changes introduced by the commit with the ID "abc123".

Course outcomes:

The students will be able to:

CO1: Use the basics commands related to Git repository
CO2: Create and manage the branches
CO3: Apply commands related to Collaboration and Remote Repositories
CO4: Use the commands related to Git Tags, Releases and advanced Git operations
CO5: Analyze and change the Git history

Textbooks	
1.	Version Control with Git, 3rd Edition, by Prem Kumar Ponuthorai, Jon Loeliger Released October 2022, Publisher(s): O'Reilly Media, Inc.
2.	Pro Git book, written by Scott Chacon and Ben Straub and published by Apress https://git-scm.com/book/en/v2

References	
1.	https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_013094443347369984 2782_shared/overview
2.	https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_013301347121774592 11926_shared/overview

	B.E. COMPUTER SCIENCE AND ENGINEERING
	Choice Based Credit System (CBCS)
	SEMESTER – III

<table>
<tr><td colspan="4" align="center">Data Visualization with Python (0:0:2:0) 1
(Effective from the academic year 2024-25)</td></tr>
<tr><td>Course Code</td><td>BCS358D</td><td>CIE Marks</td><td>50</td></tr>
<tr><td>Teaching Hours/Week (L:T:P: S)</td><td>0:0:2:0</td><td>SEE Marks</td><td>50</td></tr>
<tr><td>Credits</td><td>01</td><td>Exam Hours</td><td>2</td></tr>
<tr><td>Examination type (SEE)</td><td colspan="3">Practical</td></tr>
</table>

Course objectives:

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

- CLO 2. Using Python programming language to develop programs for solving real-world problems

- CLO 3. Implementation of Matplotlib for drawing different Plots

- CLO 4. Demonstrate working with Seaborn, Bokeh.

Preamble:

Data Visualization with Python course i a gateway to the captivating world of visualizing data using the power of Python. In this journey, you'll uncover the art and science of transforming raw data into meaningful and engaging visual representations. Throughout this course, we will equip you with the skills and knowledge to create informative, insightful, and aesthetically pleasing data visualizations. Whether you're a data scientist, analyst, or enthusiast, the ability to present data effectively is a valuable skill.

Sl. No	Experiments
1.	a) Write a python program to find the best of two test average marks out of three test's marks accepted from the user. b) Develop a Python program to check whether a given number is palindrome or not andalso count the number of occurrences of each digit in the input number. Datatypes: https://www.youtube.com/watch?v=gCCVsvgR2KU Operators: https://www.youtube.com/watch?v=v5MR5JnKcZI Flow Control: https://www.youtube.com/watch?v=PqFKRqpHrjw For loop: https://www.youtube.com/watch?v=0ZvaDa8eT5s While loop: https://www.youtube.com/watch?v=HZARImviDxg Exceptions: https://www.youtube.com/watch?v=6SPDvPK38tw
2.	a) Defined as a function F as Fn = Fn-1 + Fn-2. Write a Python program which accepts a value for N (where N >0) as input and pass this value to the function. Display suitable error message if the condition for input value is not followed.

	b) Develop a python program to convert binary to decimal, octal to hexadecimal using functions. Functions:https://www.youtube.com/watch?v=BVfCWuca9nw Arguments:https://www.youtube.com/watch?v=ijXMGpoMkhQ Return value: https://www.youtube.com/watch?v=nuNXiEDnM44
3.	a) Write a Python program that accepts a sentence and find the number of words, digits, uppercase letters and lowercase letters. b) Write a Python program to find the string similarity between two given strings Sample Output: Sample Output: Original string: Original string: Python Exercises Python Exercises Python Exercises Python Exercise Similarity between two said strings: Similarity between two said strings:1.0 0.967741935483871 Strings: https://www.youtube.com/watch?v=lSItwlnF0eU String functions: https://www.youtube.com/watch?v=9a3CxJyTq00
4.	a) Write a Python program to Demonstrate how to Draw a Bar Plot using Matplotlib. b) Write a Python program to Demonstrate how to Draw a Scatter Plot using Matplotlib. https://www.youtube.com/watch?v=RRHQ6Fs1b8w&list=PLjVLYmrlmjGcC0B_FP3bkJJIPkV5GuZR&index=3 https://www.youtube.com/watch?v=7ABCuhWO9II&list=PLjVLYmrlmjGcC0B_FP3bkJJIPkV5GuZR&index=4
5.	a) Write a Python program to Demonstrate how to Draw a Histogram Plot using Matplotlib. b) Write a Python program to Demonstrate how to Draw a Pie Chart using Matplotlib. https://www.youtube.com/watch?v=Qk7caotaQUQ&list=PLjVLYmrlmjGcC0B_FP3bkJJIPkV5GuZR&index=6 https://www.youtube.com/watch?v=PSji21jUNO0&list=PLjVLYmrlmjGcC0B_FP3bkJJIPkV5GuZR&index=7
6.	a) Write a Python program to illustrate Linear Plotting using Matplotlib. b) Write a Python program to illustrate liner plotting with line formatting using Matplotlib. https://www.youtube.com/watch?v=UO98lJQ3QGI&list=PL-osiE80TeTvipOqomVEeZ1HRrcEvtZB_
7.	Write a Python program which explains uses of customizing seaborn plots with Aesthetic functions. https://www.youtube.com/watch?v=6GUZXDef2U0
8.	Write a Python program to explain working with bokeh line graph using Annotations and Legends. a) Write a Python program for plotting different types of plots using Bokeh. https://www.youtube.com/watch?v=HDvxYoRadcA

	Python (Full Course): https://www.youtube.com/watch?v=_uQrJ0TkZlc
Pedagogy	For the above experiments the following pedagogy can be considered. Problem based learning, Active learning, MOOC, Chalk &Talk

Course outcomes   (Course Skill Set):

At the end of the co rse the student will be able to:

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

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

CO 3. Analyze datas ts and draw various plots using different libraries.

CO 4. Design various visualization graphs and plots for various Data sets.

CO 5. Demonstratio   and visualization of real time Time Series analysis.

Textbooks:

1. Al Sweigart, "Automate the Boring Stuff with Python",1stEdition, No Starch Press, 2015.

(Available under CC-BY-NC-SA license at https://automatetheboringstuff.com/)

2. Reema Thareja "Python Programming Using Problem Solving Approach" Oxford University Press.

3. Allen B. Downey, "Think Python: How to Think Like a Computer Scientist",

2nd Edition, Green Tea Press, 2015. (Available under CC-BY-NC license

at http://greenteapress.com/thinkpython2/thinkpython2.pdf)

4. Jake VanderPlas "Python Data Science Handbook" 1st Edition, O'REILLY

9.	Write a Python program to draw 3D Plots using Plotly Libraries. https://www.youtube.com/watch?v=cCck7hCanpw&list=PLE50-dh6JzC4onXqkv9H3HtPbBVA8M94&index=
10.	a) Write a Python program to draw Time Series using Plotly Libraries. b) Write a Python program for creating Maps using Plotly Libraries. https://www.youtube.com/watch?v=xnJ2TNrGYik&list=PLE50-dh6JzC4onXqkv9H3HtPbBVA8M94&index=5 https://www.youtube.com/watch?v=D35m2CdMhVs&list=PLE50-dh6JzC4onXqkv9H3HtPbBVA8M94&index=6

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Department of Humanities and Social Sciences			
B.E. COMPUTER SCIENCE AND ENGINEERING			
Choice Based Credit System (CBCS)			
SEMESTER – III to VI			
NSS			
(Common to all branches)			
(Effective for the 2022 scheme)			
Course Code	**BNSK359/459/559/659**	CIE Marks	100
Teaching Hours/Week (L:T:P)	0:0:2	SEE Marks	-
Total Number of Contact Hours	26	Exam Hours	-
Mandatory Course (Non-Credit)			
(Completion of the course shall be mandatory for the award of degree)			

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

Module – 1

Introduction to NSS
History and growth of NSS, Philosophy of NSS, Objectives of NSS, Meaning of NSS Logo, NSS Programs and activities, administrative structure of NSS, Planning of programs / activities, implementation of NSS programs / activities, National & State Awards for NSS College / Program Officer / Volunteers.
(04 Hours)

Module – 2

Overview of NSS Programs
Objectives, special camping – Environment enrichment and conservation, Health, Family, Welfare and Nutrition program. Awareness for improvement of the status of women, Social Service program, production-oriented programs, Relief & Rehabilitation work during natural calamities, education and recreations, Selection of the problem to be addressed.
(**04 Hours)**

Module – 3

NSS Activities - Group Contributions to Society / community (Activity based Learning)
Organic Farming, Indian agriculture (Past, Present, Future) Connectivity for marketing, Waste management– Public, Private and Govt. organization, 5 R's. Water conservation techniques – role of different stakeholders – implementation, preparing an actionable business proposal for enhancing the village income and approach for implementation. Helping local schools to achieve good results and enhance their enrolment in Higher/ technical/ vocational education.
(06 Hours)

Module – 4

National Level Activities for Society / Community at large (Activity based Learning)
Developing Sustainable Water management system for rural areas and implementation approaches. Contribution to any national level initiative of Government of India. Foreg. Digital India, Skill India, Swachh Bharat, Atmanirbhar Bharath, Make in India, Mudra scheme, Skill development programs etc.
(06 Hours)

	Module – 5

Individual Activities for Local Voice (Activity based learning)

Govt. school Rejuvenation and helping them to achieve good infrastructure, Plantation and adoption of plants. Know your plants. Spreading public awareness under rural outreach programs, National integration and social harmony events. **(06 Hours)**

Course outcomes (Course Skill Set):

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

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

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

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

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

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

Teaching Practice:
- ϒ Classroom teaching (Chalk and Talk)
- ϒ ICT – Power Point Presentation
- ϒ Audio & Video Visualization Tools

	CIE – 100%
	20 Marks
– PHASE – 2	**20 Marks**
Case Study based Assessment – Individual performance	**20 Marks**
	20 Marks
Video based seminar for 10 minutes by each student at the end of the course with Report	**20 Marks**

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

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES   **B.E. COMPUTER SCIENCE AND ENGINEERING**   **Choice Based Credit System (CBCS)**   SEMESTER – III to VI

Sports (Common to all Branches) (Effective for the 2022 scheme)			
Course Code	BPEK359/459/559/659	CIE Marks	100
Teaching Hours/Week (L: T:P)	0:0:2	SEE Marks	--
Total Number of Contact Hours	26	Exam Hours	--

Mandatory Course (Non-Credit)
(Completion of the course shall be mandatory for the award of
degree)

Course Objectives: The course will enable students to
1. Develop a healthy life style.
2. Acquire Knowledge about various stages of sports and games.
3. Focus on modern technology in sports.

Module – 1

Introduction of the game: Aim of sports and games, Brief history of the game, Nature of the game,Terminology & Modern trends of the game, Fitness & Skill tests along with Game Performance.

(06 Hours)

Module – 2

Offensive and Defensive Techno Tactical Abilities: Fitness, Fundamentals & Techniques of the game with the implementation of Biomechanics, Tactics- Drills for the Techno Tactical abilities, Individual and Group, Miner games- to implement the Techniques, Tactics and Motor abilities.

(05 Hours)

Module – 3

Team tactics and Rules of the Game: Rules and Regulations of the Game: Game rules as well as sequence of officiating, Team tactics: Offensive and Defensive team strategies and scrimmages, Practice Matches: among the group, Analysis of Techno Tactical abilities: Correction and implementation of skills and Sports Injuries and rehabilitation: First aid, PRICE treatment,

(05 Hours)

Module – 4

OSports Training: Introduction of Sports Training, Principles of Sports performance, how to increase and sustain the sports performance, Training Load & Recovery- How to increase the training load (volume/Intensity) and means and methods for Recovery, Periodization: Shorts, Medium and Long term,

Physiological changes: Changes in Lung capacity, heart beats etc…

Course outcomes:

The students will be able to:

1. Understand the importance of sports and games, inculcate healthy habits of daily exercise & fitness, Self-hygiene, good food habits, Create awareness of Self-assessment of fitness.
2. Develops individual and group techno tactical abilities of the game.
3. Increases the team combination and plan the strategies to play against opponents.
4. Outline the concept of sports training and how to adopt technology to attain high level performance.
5. Summarize the basic principles of organising sports events and concept of technology implemented to organise competitions in an unbiased manner.

Teaching Practice:

ϒ   Classroom teaching (Chalk and Talk)
ϒ   ICT – Power Point Presentation and video analysing.
ϒ   Practical classes in outdoor and indoor as per requirement.

CIE: 100 Marks

ϒ   CIE 1 for 40 marks – A theory paper which is MCQ / Descriptive conducted during the semester.
ϒ   CIE 2 for 60 marks – A practical test conducted at the end of the semester in which the student has to give fitness and skill tests and his performance in game will be assessed.

Textbooks

1. Barbara Bushman, "ACSM's complete guide to Fitness & Health", 2011, Human Kinetics USA
2. **Pankaj Vinayak Pathak, "*Sports and Games - Rules and Regulation*", 2019, Khel Sahitya Kendra.**
3. Hardayal Singh, *"Sports Training, General Theory & Methods"*, 1984 "Netaji Subhas, National Institute of Sports".
4. Keith A. Brown, "International Handbook of Physical Education and Sports Science",

1. Tudor O Bompa,*" Periodization Training for Sports*", 1999, Human Kinetics, USA
2. Michael Boyle, "New Functional Training for Sports" 2016, Human Kinetics USA
3. Michael Kjaer, Michael Rogsgaard, Peter Magnusson, Lars Engebretsen & 3 more, "Text book of Sports Medicine: Basic Science and Clinical Aspects of Sports Injury and Physical Activity", 2002, Wiley Blackwell.
4. Scott L. Delp and Thomas K. Uchida, "Biomechanics of Movement: The Science of Sports, Robotics, and Rehabilitation", 2021, The MIT Press
5. MCARDLE W.D. "Exercise Physiology Nutrition Energy And Human Performance" 2015, LWW IE (50)

Department of Humanities and Social Sciences			
B.E. COMPUTER SCIENCE AND ENGINEERING			
Choice Based Credit System (CBCS)			
SEMESTER – III to VI			
Yoga			
(Common to all Branches)			
(Effective for the 2022 scheme)			
Course Code	**BYOK359/459/559/659**	CIE Marks	100
Teaching Hours/Week (L:T:P)	0:0:2	SEE Marks	-
Total Number of Contact Hours	26	Exam Hours	-

Course Objectives:

This course will enable students to:
6. Understand the importance of practicing yoga in day-to-day life.
7. Be aware of therapeutic and preventive value of Yoga.
8. Have a focussed, joyful and peaceful life.
9. Maintain physical, mental and spiritual fitness.
10. Develop self-confidence to take up initiatives in their lives.

Module – 1

Introduction to Yoga: Introduction, classical and scientific aspects of yoga, Importance, Types, Healthy Lifestyle, Food Habits, Brief Rules, Sithalikarana Practical classes. **(04 Hours)**

Module – 2

Ph Physical Health: Introduction, Pre-requisites, Asana-Standing, Sitting, Supine and Prone, Practical classes. **(06 Hours)**

Module – 3

Psychological Health: Introduction Thought Forms, Kriya (Kapalabhati), Preparation to Meditation, Practical classes. **(06 Hours)**

Module – 4

Therapeutic Yoga: Mudra Forms, Acupressure therapy, Relaxation techniques
Practical classes.

(06 Hours)

Module – 5

Spirituality & Universal Mantra: Introduction, Being Human, Universal Mantra, Universal LOVE, Benefits of practice of Spirituality in day-to-day life, practical classes. **(04 Hours)**

Course Outcomes:

Students will be able to:
1. Understand the requirement of practicing yoga in their day-to-day life.
2. Apply the yogic postures in therapy of psychosomatic diseases
3. Train themselves to have a focussed, joyful and peaceful life.
4. Demonstrate the fitness of Physical, Mental and Spiritual practices.
5. Develops self-confidence to take up initiatives in their lives.

Teaching Practice:
ϒ   Classroom teaching (Chalk and Talk)
ϒ   ICT – Power Point Presentation
ϒ   Audio & Video Visualization Tools

CIE: 100 Marks

ϒ CIE 1 for 40 marks – A theory paper which is MCQ / Descriptive conducted during the semester.

ϒ CIE 2 for 60 marks – A practical test conducted at the end of the semester in which the student have to perform asanas.

Textbooks
1. George Feuerstein: The yoga Tradition (Its history, literature, philosophy and practice.)
2. Sri Ananda: The complete Book of yoga Harmony of Body and Mind. (Orient paper Backs: vision Books Pvt.Ltd., 1982.
3. B.K.S Iyenkar: Light on the Yoga sutras of patanjali (Haper Collins Publications India Pvt.,Ltd., New Delhi.)
4. Science of Divinity and Realization of Self – Vethathiri Publication, (6-11) WCSC, Erode

References
1. Principles and Practice of Yoga in Health Care, Publisher: Handspring Publishing Limited, ISBN: 9781909141209, 9781909141209
2. Basavaraddi I V: Yoga in School Health, MDNIY New Delhi, 2009
3. Dr. HR. Nagendra: Yoga Research and applications (Vivekanda Kendra Yoga Prakashana Bangalore)
4. Dr. Shirley Telles: Glimpses of Human Body (Vivekanda Kendra Yoga Prakashana Bangalore)

Web resources
Web links and Video Lectures (e-Resources): Refer links
1. **https://youtu.be/KB-TYlgd1wE**
2. **https://youtu.be/aa-TG0Wg1Ls**

Music
(Common to all Branches)
(Effective for the 2022 scheme)

Course Code	BMUK359/459/559/659	CIE Marks	100
Teaching Hours/Week (L: T:P)	0:0:2	SEE Marks	-
Total Number of Contact Hours	26	Exam Hours	-

Mandatory Course (Non-Credit)
(Completion of the course shall be mandatory for the award of the Degree)

Course Objectives:

The course will enable the students to:

1. Identify the major traditions of Indian music, both through notations and aurally.
2. Analyze the compositions with respect to musical and lyrical content.
3. Demonstrate an ability to use music technology appropriately in a variety of settings.

Module – 1

Preamble: Contents of the curriculum intend to promote music as a language to develop an analytical, creative, and intuitive understanding. For this the student must experience music through study and direct participation in improvisation and composition.

Origin of the Indian Music: Evolution of the Indian music system, Understanding of Shruthi, Nada, Swara, Laya, Raga, Tala, Mela. **(03 Hours)**

Module – 2

Compositions: Introduction to the types of compositions in Carnatic Music - Geethe, Jathi Swara, Swarajathi, Varna, Krithi, and Thillana, Notation system.

(03 Hours)

Module – 3

Composers: Biography and contributions of Purandaradasa, Thyagaraja, Mysore Vasudevacharya. **(03 Hours)**

Module – 4

Music Instruments: Classification and construction of string instruments, wind instruments, percussion instruments, Idiophones (Ghana Vaadya), Examples of each class of Instruments

(03 Hours)

Module – 5

Abhyasa Gana: Singing the swara exercises (Sarale Varase Only), Notation writing for Sarale Varase and Suladi Saptha Tala (Only in Mayamalavagowla Raga), Singing 4 Geethein Malahari, and one Jathi Swara, One Nottu Swara OR One krithi in a Mela raga, a patriotic song **(14 Hours)**

Course Outcomes (COs):

The students will be able to:

CO1: Discuss the Indian system of music and relate it to other genres (Cognitive Domain)

CO2: Experience the emotions of the composer and develop empathy (Affective Domain)

CO3: Respond to queries on various patterns in a composition (Psycho-Motor Domain)

Teaching Practice:
- Classroom teaching
- ICT – PowerPoint Presentation
- Audio & Video Visualization Tools

CIE: 100 Marks

- ϒ **CIE 1** for 40 marks – A theory paper which is MCQ / Descriptive conducted during the semester
- ϒ **CIE 2** for 60 marks – A practical test conducted at the end of the semester in which the student has to recite one Sarale Varase mentioned by the examiner in three speeds. Sing / Play the Geethe in Malahari. Singing / Playing Jathi Swara / Krithi.

Textbooks
1. Vidushi Vasantha Madhavi, "Theory of Music", Prism Publication, 2007.
2. T Sachidevi and T Sharadha (Thirumalai Sisters), Karnataka Sangeetha Dharpana - Vol. 1 (English), Shreenivaasa Prakaashana, 2018.

References
1. Lakshminarayana Subramaniam, Viji Subramaniam, "Classical Music of India: A Practical Guide", Tranquebar 2018.
2. R. Rangaramanuja Ayyangar, "History of South Indian (Carnatic) Music", Vipanci Charitable Trust; Third edition, 2019.
3. Ethel Rosenthal, "The Story of Indian Music and Its Instruments: A Study of the Present and a Record of the Past", Pilgrims Publishing, 2007.
4. Carnatic Music, National Institute of Open Schooling, 2019.

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
B.E. COMPUTER SCIENCE AND ENGINEERING
Choice Based Credit System (CBCS)
SEMESTER – III to VI

NCC
(Common to all Branches)
(Effective for the 2022 scheme)

Course Code	BNCK359/459/559/659	CIE Marks	100
Teaching Hours/Week (L: T:P:S)	0:0:2:0	SEE Marks	-
Total Number of Contact Hours	26	Exam Hours	-

Mandatory Course (Non-Credit)
(Completion of the course shall be mandatory for the award of degree)

Course Objectives:
This course will enable students to:
- ϒ Understand the vision of NCC and its functioning.
- ϒ Understand the security set up and management of Border/Coastal areas.
- ϒ Acquire knowledge about the Armed forces and general awareness.

Module– 1

Introduction to National Cadet Corp: What is NCC, who can join NCC, benefits, Establishment, history, 3 wings, motto, core values, Aims, flag, song, pledge, cardinals, Organization, Director General NCC, Directorates, Uniform and Cadet ranks, Camps, Certificate exams, Basic aspects of drill.

National Integration: Importance of national integration, Factors affecting national integration, Unity in diversity, Role of NCC in nation building.

Disaster Management: What is a Disaster, Natural and Man-made disasters, Earthquake, Floods. **(04 Hours)**

Module– 2

Indian Army: Introduction to Indian Army, Command and control, Fighting & supporting arms, Rank structure, Major Regiments of the Army, Major Wars and Battles, Entry to the Indian Army, Renowned leaders and Gallantry Awardees.

(02 Hours)

Module– 3

Indian Air Force: Introduction to Indian Air Force, Command and control, Rank structure, Major Aircrafts, Entry to the Indian Air Force, Renowned leaders.

Indian Navy: Introduction to Indian Navy, Command and control, Rank structure, Major Ships and Submarines, Entry to the Indian Navy, Renowned leaders. **(02 Hours)**

Module– 4

Health and Hygiene: First Aid Protocols - CPR, Understanding Types of Bandages, Fire Fighting
Field & Battle Crafts: Field Signals using hands, Judging distance -Types of Judging Distance, Section formations-types of Section Formation **(10 Hours)**

Module– 5

Drill Practicals: Savdhan, Vishram, Salute, Turning, Marching.
(08 Hours)

Course outcomes:

The students will be able to:

CO1: Develop qualities like character, comradeship, discipline, leadership, secular outlook, spirit of adventure, ethics and ideals of selfless service.

CO2: Get motivated and trained to exhibit leadership qualities in all walks of life and be always available for the service of the nation.

CO3: Familiarize on the issues related to social & community development and disaster management and equip themselves to provide solutions.

CO4: Get an insight of the defense forces and further motivate them to join the defense forces.

Teaching Practice:

- Blackboard/Multimedia Assisted Teaching.
- Class Room Discussions, Brainstorming Sessions, Debates.
- Activity: Organizing/Participation in Social Service Programs.
- On Ground: Drill training.

CIE: 100 Marks

ϓ CIE 1 for 40 marks – A theory paper which is MCQ / Descriptive conducted during the semester.

ϓ CIE 2 for 60 marks – A practical test conducted at the end of the semester.

Textbooks:

1. NCC Cadets Handbook –Common Directorate General of NCC, New Delhi.
2. NCC Cadets Handbook –Special(A), Directorate General of NCC, New Delhi.

References:

ϓ Chandra B. Khanduri, "Field Marshal KM Cariappa: a biographical sketch", Dev Publications,2000.

ϓ Gautam Sharma, "Valour and Sacrifice: Famous Regiments of the Indian Army", Allied Publishers,1990.

<table>
<tr><td colspan="4" align="center">Department of Humanities and Social Sciences
Choice Based Credit System (CBCS)
SEMESTER – III</td></tr>
<tr><td colspan="4" align="center">English Communications Skill I
(Common to all Branches, for Lateral Entry Diploma students)
(Effective from the academic year 2024-2025)</td></tr>
<tr><td>Course Code</td><td>BENGDIP1</td><td>CIE Marks</td><td>100</td></tr>
<tr><td>Teaching Hours/Week (L: T:P)</td><td>0:0:2 - NCMC</td><td>SEE Marks</td><td>-</td></tr>
<tr><td>Total Number of Lecture Hours</td><td>26</td><td>Total Marks</td><td>100</td></tr>
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Course objectives:

This course will enable students to

1. Familiarise with basic English Grammar and Communication Skills in general.
2. Identify the nuances of phonetics, intonation and enhance pronunciation skills
3. Enhance English vocabulary and language proficiency for better communication skills.
4. Learn about Techniques of Information Transfer through presentation

Module – 1: Fundamentals of Communication

Introduction, Communication-an overview, Definition of communication, Features of successful professional communication, Importance of communication, Purpose of professional communication, Rule of critical and creative thinking in effective communication, Role of emotions in communication, Role of Inter-Cultural Communication, Different forms of communication, Communication network in an organization, Barriers to communication, Some remedies.

Non-verbal communication: Introduction, Body language, Paralinguistic features, Proxemics/ Space distance, Haptics.   **4 Hours**

Module – 2: Grammar Essentials and Phonetics

Grammar: Essentials and Applications

Introduction, Parts of Speech, Articles and Prepositions, Modals, Sentences and their types, Subject-verb, Concord, using tenses, Moods of Verbs, Active passive voice, Direct indirect speech, Clause and its types, Using non-Finites.

Basic of Phonetics: Introduction, Reasons for incorrect pronunciations, received pronunciation, Misconceptions about sounds, Transcriptions, Problems of Indian English, Syllables, Word stress, How to transcribe, Weak forms, Intonation and rhythm, Difference between British American and Indian spoken English**.**   **6 Hours**

Module – 3: Reading and Listening Skills

Reading skills: Introduction, need for developing efficient reading skills, Benefits of effective reading, Speed of reading, four basic steps to effective reading, overcoming common obstacles, Types, Approaches to efficient reading, Tips for effective reading, employing different reading skills, Understanding the authors point of view, Identifying the central idea, inferring lexical and contextual meaning, employing discourse analysis, Worked out passages.

Listening skills: Introduction, Listening is an art, Listening vs hearing, Poor vs effective listening, Advantages of good listening, Process of listening, Types of listening. Intensive listening vs extensive listening, Barriers to effective listening, five steps of active listening techniques for effective listening, Listening and not taking.   **8 Hours**

Module – 4: Paragraphs and Precis Writing
Introduction, precise, Summary, Abstract, Synopsis, Paraphrasing, Art of condensation, Some working principles, Seven step ladder to writing an effective precis, Writing precise for given passages, Structure of a paragraph, Construction of a paragraph, Features of a paragraph, Descriptive writing techniques, Augmentative paragraph, Analytical paragraph. **4 hours**
Module – 5: Professional Presentations and Writing
Professional Presentations: Introduction, combating stage fright, preparing PPT slides, Describing objects, Situations and people, Individual and group presentations, Delivering JAMs **Essays, Letters, Resumes:** Introduction, Types of essays, Characteristic features of an essay, Stages in essay writing, Components comprising an essay, Essay writing-guiding principles, Business letters and resumes- Importance, Elements of structure, Layout. Business letters- Elements of style, Types of business letters, Resume preparation. **4 Hours**
Course Outcomes: The students will be able to: 1. Understand and apply basic English grammar for effective communication. 2. Identify the nuances of phonetics, intonation, and enhance pronunciation skills. 3. Understand and use all types of English vocabulary and language proficiency. 4. Enhance their knowledge about techniques of information transfer through presentations.

Textbooks
  1. Meenakshi Raman and Sangeeta Sharma, Technical Communication Principles and Practice, Oxford Publications, 3rd Edition, 2015
  2. Sanjay Kumar and Pushpa Lata, Communication Skills, Oxford University Press,
  3. A Textbook of English Language Communication Skills, (ISBN-978-81-955465-2-7), Published by Infinite Learning Solutions, Bengaluru - 2022.
References
  1. Gajendra Singh Chauhan, Technical Communication Cengage Learning India Pvt Limited, Latest Revised Edition, 2019
  2. Michael Swan, Practical English Usage, Oxford University Press, 2016
  3. N.P.Sudharshana and C.Savitha, English for Engineers, Cambridge University Press, 2018