

**BIRLA INSTITUTE OF TECHNOLOGY & SCIENCE, PILANI**

**WORK INTEGRATED LEARNING PROGRAMMES**

**COURSE HANDOUT (Flipped)**

**Part A: Content Design**

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| --- | --- |
| **Course Title** | Agile Software Process |
| **Course No(s)** | SE ZG544 |
| **Credit Units** | 4 (1 + 1 + 2)  (Class Hour + Assignment Hour + Student Preparation Hours) / week (Avg.) |
| **Course Author** | K G Krishna |
| **Version No** | 1.1 |
| **Date** | 18/02/2018 |

**Course Objectives**

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| --- | --- |
| **No** | **Objective** |
| **CO1** | To make software engineers trained in legacy software development practices adopt Agile Methodologies for rapid development and deployment of products and services |
| **CO2** | To expose various Agile Methods currently in practice and their applicability in various scenarios of software development and testing |
| **CO3** | To enable software engineers and project managers decide on the right tools and techniques considering the implementation challenges, pros and cons of each. |

**Course Contents**

Introduction to Agile; Basics of Agile Software Development Approaches; Principles of Agile; Agile Methodologies; Release Planning; Roles and Artifacts in Agile; Agile Requirements; Iteration Planning and Ceremonies; Executing a Sprint; Agile Metrics; Agile Testing and Maintenance; Agile Pitfalls; Ensuring Agile Success

**Text/Reference Books**

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| --- | --- |
| T1 | Agile and Iterative Development A Manager’s Guide - Craig Larman / Pearson Education - 2004. |
| T2 | Agile Project Management for Dummies - [Mark C. Layton](http://library.books24x7.com/SearchResults.aspx?qdom=author&scol=%7ball%7d&qstr=Mark%20C.%20Layton), [John Wiley & Sons](http://library.books24x7.com/books.aspx?imprintid=35) - 2012 |
| R1 | Agile Testing: How to Succeed in an Extreme Testing Environment - [John Watkins](http://library.books24x7.com/SearchResults.aspx?qdom=author&scol=%7ball%7d&qstr=John%20Watkins), [Cambridge University Press](http://library.books24x7.com/books.aspx?imprintid=204) 2009 |
| R2 | Managing Agile Projects [,](http://library.books24x7.com/SearchResults.aspx?qdom=author&scol=%7ball%7d&qstr=Kevin%20Aguanno%20(ed)) [Multi-Media Publications](http://library.books24x7.com/books.aspx?imprintid=689)  2004 |

\*\* Course-code specific to collaborating organization

**Glossary of Terms**

|  |  |  |
| --- | --- | --- |
| **Module** | **M** | Module is a standalone quantum of designed content. A typical course is delivered using a string of modules (typically 10 – 15). M2 means module 2. |
| **Lecture Session** | **LS** | A Module consists of several Lecture Sessions (LS) in sequence; Each LS covers a particular topic in its entirety; All Lecture Sessions are video recorded content and are available online for anytime-anywhere viewing by Students;  LS1.2 denotes Lecture Session number 2 in Module 1 |
| **Video Segment** | **VS** | Each Lecture Session (LS) may further be divided into several small (~10-20min) Video Segments (VS) illustrating one sub-topic or concept; LS 1.2 VS 3 (or LS1.2.3) indicates Video Segment number 3 of Lecture Session 2 of Module 1; There may be short-quizzes in between Video Segments to assess Students’ understanding of the topic |
| **Contact session** | **CS** | Contact sessions refer to physical class-room sessions meant for elaboration of difficult-to-understand concepts, discussions on case-problems, case-studies, and Q&A session with students etc., to be taken up by the course instructor during the contact hours. A Contact Session is built by stringing a bunch of contact session topics.  CS3.2 = Contact session sub-module 2 associated with Module 3  CS3.0 = Contact session associated with all sub-modules of Module 3 |
| **Case Problem** | **CP** | Case problems/topics (experienced by practising Usability Professionals/Product Designers) to be discussed in the class |
| **Self-Study** | **SS** | Specific content assigned for self-study by the Student |
| **Homework** | **HW** | Specific problems/assignments/lab exercises assigned by Instructor as homework to Students |

**Teaching Methodology**

Flipped Model of Learning (Video Lectures + Case-Studies/Tutorials in Contact Sessions)

**Course Organization**

**Introductory Video/Document:** *<< Introduction of Instructors, overview of the course, structure and organization of topics, guidance for navigating the content, and expectations from students>>*

**<*Module #*>.<*Lecture Sequence #*>.<*Video Segment #*>**

**Lecture Sessions**: Each of the Lecture Sessions (LSx.y) are delivered via series of several pre-recorded **Video Segments** (VS) of **15 – 20mins** duration followed by:

**Contact Sessions:** Each of the Contact Session (CSx.y) of 1.5-2Hr each for Illustrating the concepts discussed in the videos with exercises, tutorials and discussion on case-problems (wherever appropriate); contact sessions (CS) may cover more than one Lecture Session (LS). The schedule of Contact Sessions will be prepared and distributed by the Instructor before commencement of the course (Refer Part-B of this Handout.)

**Module Description/Topics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module #** | **Module Title** | **LS #** | **Lecture Title** | **Duration**  **(~mins)** | **Text/Chap**  **Ref \*** |
| 1 | Agile Methods - An Introduction | 1.1 | Traditional Software Development Practices | 30 | T2-Chap1 |
|  |  | 1.2 | Need for Agile Methods | 20 |
|  |  | 1.3 | Benefits of Agile Methods | 20 |
| 2 | Agile Software Development | 2.1 | Iterative & Incremental Approaches | 35 | T1-Chap5  T2-Chap4 |
|  |  | 2.2 | Popular Agile Methods | 35 |
| 3 | Agile Principles and Manifesto | 3.1 | Vision and Principles and Manifesto | 50 | T1-Chap3 |
| 4 | Agile Methodologies | 4.1 | Overview of SCRUM Methodology | 40 | T1-Chap7,8 |
|  |  | 4.2 | Extreme Programming (XP) | 25 |
|  |  | 4.3 | Test-Driven Development (TDD) | 25 |
| 5 | Agile Requirements | 5.1 | Requirements Management | 30 | T1-Chap5,  T2-Chap7,11 |
|  |  | 5.2 | Effort Estimation | 30 |
| 6 | Release Planning in Agile | 6.1 | Characteristics of Agile Planning | 20 | T1-Chap7,  T2-Chap7,8 |
|  |  | 6.2 | Agile Release Planning | 40 |
| 7 | Iteration Planning | 7.1 | Sprint as an Iteration | 25 | T2-Chap8 |
|  |  | 7.2 | Velocity and Capacity based Planning | 15 |
|  |  | 7.3 | Release Sprint Planning | 20 |
| 8 | Executing a Sprint | 8.1 | Sprint Ceremonies | 30 | T2-Chap9,10 |
|  |  | 8.2 | Sprint Reviews and Retrospectives | 15 |
| 9 | Agile Metrics and Tools | 9.1 | Overview of Agile Metrics | 30 | T2-Chap19,  T1-Chap14 |
|  |  | 9.2 | Tools for Agile Project Management | 15 |
| 10 | Quality Management in Agile | 10.1 | Managing Quality in Agile Project | 30 | T2-Chap14 |
|  |  | 10.2 | Managing Risks in Agile | 30 |
| 11 | Agile Myths and Pitfalls | 11.1 | Common Mistakes and Myths in Agile | 40 | T1-Chap2,7,8,11 |
|  |  | 11.2 | Predictive Planning vs Adaptive Planning | 15 |
|  |  | 11.3 | Distributed Agile | 20 |
| 12 | Ensuring Agile Success | 12.1 | Managing Change | 45 | T2-Chap16,17 |
|  |  | 12.2 | Evolution of Agile with Times | 25 |

*\* While effort is made to ensure the topics covered in this course are in alignment with referenced text-books, due to changing technologies and emerging practices in this field, it is strongly advised that students refer to their own sources on the net or their own organizations for comprehensive understanding of the concepts.*

**Content Structure** *(Pre-recorded Video Modules - Contact-Sessions)*

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| --- | --- | --- |
| **Module #** | **ModuleTitle** | **Contact Session (CS) Topics** |
| 1 | Agile Methods - An Introduction | **CS1: Discuss** the motivation behind Agile Methods and why the traditional Waterfall model was felt not relevant to modern day computing (post 2000, in particular); Is Agile Process a watered-down method or does it compromise the defintion of Process; Let students reflect on their own practical constraints/issues they face when they have to meet challenges of time-to-market product development effort. |
| 2 | Agile Software Development | **CS2**: Let students **debate** on how the Iterative and Incremental methods espoused during 'Waterfall' era (as discussed in the classic Roger Pressman's book on SE) is transformed in the Agile era; **discuss** why customer will feel more comfortable with Agile; Is Agile a quick-and-dirty method or an evolutionary approach to complex software product? |
| 3 | Agile Principles and Manifesto | **CS3: Discuss** the vision of Agile champions in the late 90's and how it got acceptance over time; by walking through the Manifesto, make it clear to students that being Agile is more about flexibility, adaptation and customer-orientation rather than down-playing process and its associated documentation overheads. |
| 4 | Agile Methodologies | **CS4:** By **discussing** some recent examples of Agile practices (shared by students), classify them into one of the Agile Methods; Demystify Agile as not just one method or 'process', but a set of Techniques/Practices such as Extreme Programming, Pair Programming, TDD, etc. |
| 5 | Agile Requirements | **CS5: Hands-on Exercise:** by listing a hypothetical software product (say, mobile app), let students articulate the requirements as a set of 'user experiences' or stories by sketching or narrating the actual end-users's screen navigation; compare each students' stories and how they actually connect to user's pain-points or goal; also illustrate the importance of 'Usability' or 'User Experience' design as part of this exercise |
| 6 | Release Planning in Agile | **CS6: Case-study** of one Project following Agile Practices; breaking down the requirements into a set of Releases and the criteria used for prioritizing the Releases; how applying a Game metaphor to software development transforms project into a collaborative and knowledge-sharing endeavour with active participation of all participants. |
| 7 | Iteration Planning | **CS7: Discuss** why today's software product can't be developed in one instance or cycle; how to capture real users' intent or pain-points; how do you decide how many iterations are required; what happens when the development is not time-boxed as Sprints |
| 8 | Executing a Sprint | **CS8: Discuss and Debate** how one executing one Sprint is differerent or same as executing a project using Waterfall model for that Sprint duration; role of Scrum master vs traditional Project Manager;  **Role-Play**: let students identify themselves different roles in the 'Agile Project Game' and describe their activities and how they collaborate with each other towards their common goal. |
| 9 | Agile Metrics and Tools | **CS9: Discuss** the role of Metrics in Project Management and how are they different in Agile Methods; let students share the metrics used in their own projects and how they are related to project goals; are metrics unique to organization or universal, discuss. |
| 10 | Quality Management in Agile | **CS10: Discuss** how Testing Methodologies they learnt as part of Software Testing course can be tuned to Agile Methods; can Testing and development integrated into one phase, if so, does it imply compromising the quality of the product? |
| 11 | Agile Myths and Pitfalls | **CS11: Discuss** when adopting Agile Methods is the best strategy and its potential drawbacks; debate can Agile teams be distributed, if so how to ensure effective communication and collaboration; let students explore the current methods of DevOps, Microservices & Cloud-based app development and use of Low/No-code platforms integrate into Agile philosophy |
| 12 | Ensuring Agile Success | **CS12: Discuss** the role of cohesive team and the 'flexible' work environments demanded by today's millenial generation; how to ensure team-work if members are geographically distributed; continuous learning of best practices from industry peers and updating oneself professionally by attending conferences in this field; the role played by organizational culture and incentives, discuss. |

**Part B: Course Handout**

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| **Academic Term** | Second Semester 2020-2021 |
| **Course Title** | Agile Software Process |
| **Course No** | SS ZG544 |
| **Lead Instructor** | TANMAYA |
| **Instructor(s)** |  |

**Learning Outcomes**

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| --- | --- |
| **LO1** | Students to understand and adopt Agile Methods in their projects by understanding the benefits and challenges involved |
| **LO2** | Project Managers to be able to better estimate software projects using Agile Methods and manage changing requirements |
| **LO3** | Engineers involved in Testing and Maintenance projects to be able to implement Agile Test-Driven Development (TDD) |

**Course Introduction & Motivation**

This course--consisting of lecture-videos, case-studies and tutorials --aims to introduce Agile Methods for development of software systems. Agile Methods are set of Practices, Techniques and Processes which are based on Iterative model of development with emphasis on continuous collaboration and communication to address the inherent limitations of traditional Waterfall-based software development methodologies. Beginning in the early 2000s, Agile Methodologies have started gaining traction and Scrum—one of the most popular Agile Process—has now become the de facto model of development in many IT organizations.

This course is highly recommended for all software engineers and project managers engaged in the design, development and testing of software products and services meeting time-to-market constraints in today’s competitive environment accommodating changing customer requirements and time-to-market constraints. This course covers the follows the topics:

* Traditional Development Methodologies vs. Agile Methods
* Principles of Agile & Agile Manifesto
* Requirements Management in Scrum
* Product and Release Planning in Scrum
* Scrum Ceremonies
* Metrics for Agile Project Management
* Test-Driven Development
* Common Agile Myths and Pitfalls
* Emerging Practices using Agile

**Teaching Methodology *(Flipped Learning Model)***

The pedagogy for this course is centred around flipped learning model in which the traditional class-room instruction is replaced with recorded lectures to be watched at home as per the student’s convenience and the erstwhile home-working or tutorials become the focus of classroom contact sessions. In this model, in addition to walking-through the topic-centric exercises and filling the gaps in student’s comprehension, the contact sessions are also enriched with discussion on organization-specific practices and case-problems experienced by typical practising professionals in the industry.

A catalogue of such case-studies with continuous update based on inputs from collaborating organizations is maintained by the lead instructor. In addition, **problem-sets** are made available by the instructor as take-home exercises for student’s practice.

As part of evaluation, 2-4 week long **take-home assignments** of interest to individual student organizations are provided and at the end of which students are expected to prepare a detailed report or make a presentation to the class.

**Course Delivery (by Instructor *via Contact Sessions*)**

* There are 12 Contact Sessions (of 1.5 - 2 hours each)--6 before mid-semester and 6 post-mid-semester over a period of 22 weeks with alternate weeks for home-watching of Recorded Lecture Sessions (LS)
* The 6th & 12th Contact Sessions are planned for review of topics pre-mid-semester and pre-end-semester examinations
* The students are expected to watch the prescribed recorded Lecture Sessions (LS) before attending the above Contact Sessions

**Instruction Delivery *(via Recorded Lecture Sessions)***

* Students are expected to watch the pre-recorded digital content (below Modules/Lecture Sessions) at their own pace before attending scheduled Contact Sessions (CS)
* Minimum of one Contact Session (topics listed under CSx) is to be planned for each core module (M1…M12)

**Pre-recorded Modules/Lecture Sessions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
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|  |  | 12.2 | Evolution of Agile with Times | 25 |

**Contact Session Plan**

* Each Module (M#) covers an independent topic and module may encompass more than one Recorded Lecture Session (LS).
* Contact Sessions **(1.5 - 2hrs each week)** are scheduled **alternate weeks** after the student watches all Recorded Lecture Sessions (LS) of the specified Modules during the previous week
* In the flipped learning model, Contact Sessions (CSx) are meant for in-classroom discussions of case-studies, tutorials/exercises to be done by students or responding to student’s questions on topics--may cover more than one Module/LS as per the pace of Instructor/Students’ learning

|  |  |  |  |
| --- | --- | --- | --- |
| **Date / Week#** | **Contact**  **Session(CS)** | **Topics# for CS**  **(by Instructor)** | **Pre-CS Preparation**  **(by Students)** |
| Week 1 | 1 | CS1 | M1 |
| Week 3 | 2 | CS2 | M2 |
| Week 5 | 3 | CS3 | M3 |
| Week 7 | 4 | CS4 | M4 |
| Week 9 | 5 | CS5 | M5 |
| Week 11 | 6 | **CS6** | **M6** |
| **<<Mid-Sem Examination / Syllabus: M1 🡪 M6>>** | | | |
| Week 13 | 7 | CS7 | M7 |
| Week 15 | 8 | CS8 | M8 |
| Week 17 | 9 | CS9 | M9 |
| Week 19 | 10 | CS10 | M10 |
| Week 21 | 11 | CS11 | M11 |
| Week 23 | 12 | CS12 | M12 |
| **<<End-Sem Examination / Syllabus All Modules (M1🡪M12)>>** | | | |

**#**: In addition to the listed topics under CSx, refer the below list of topics for experiential learning, they can be given as assignments to students or taken up for discussion in contact sessions

**Experiential Learning Components:**

The ELCs can be used by the Instructor for discussion in the Contact Sessions or used by Students as examples of self-study or given as take-home assignments by Instructors. Typical examples of ELCs can be:

* Case study of actual Project Implementation using any one of the Agile Methods (SCRUM, Pair-Programming, TDD, etc.)
* Let Students share their own experiences in adopting Agile Methods (such as Pair-Programming) and how QA is ensured without compromising on schedule or cost
* The Instructor to illustrate the role of user-stories in managing Requirements for today’s application development in mobile/cloud infrastructure environment.

**Assignments**

* Each student is given an individual assignment on any of the topics discussed in the class; Assignment Topics are based on practical problems experienced or part of work-items or tools used by collaborating organizations
* Assignments are take-home and deadline-driven (typically of 2-4 weeks duration) announced post Mid-semester examination
* Students to spend at least 16 hours of work in study, research, building prototypes, discussion and preparation of the model/report and presentation.
* As part of deliverables for evaluation, the student is expected to demonstrate or prepare a report and make a short-presentation in the class

**Evaluation Scheme**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **EC #** | **Name** | **Type** | **Weight** | **Duration** | **Schedule** |
| EC-1A | Quiz-1 | Online | 5% | 1 Week | February 1-15, 2021 |
| EC-1B | Quiz-2 | Online | 5% | 1 Week | March 1-15, 2021 |
| EC–1C | Assignment | Take-home | 15% | 2-4 Weeks | April 1-15, 2021 |
| EC-2 | Mid-Sem Exam. | Closed Book | 30% | 2 Hrs. | Saturday, 06/03/2021 (AN)  2 PM – 4 PM |
| EC-3 | End-Sem Exam. | Open Book | 50% | 3 Hrs. | Saturday, 01/05/2021 (AN)  2 PM – 5 PM |

EC: Evaluation Component <TBA>: To Be Announced in the class/online

**BITS-Pilani eLearn Site**: All the recorded Lecture Sessions (LS) are accessible via BITS-Pilani eLearn.site (<http://elearn.bits-pilani.ac.in/user/>) for all registered students; All materials and communication regarding the course (announcements, assignment submission, online quizzes, and Instructor materials, Session Presentations, etc.) are provided on eLearn site only.

**Communication Policy:** Students are expected to use Q/A and Discussion Forums in the above eLearn site for all student-instructor communication; No personal emails or mobile calls to instructors will be entertained; Issues related to site access and other administrative issues to be directed to the specified WILP contacts on BITS-Pilani website

**Closed Book:** No reference material of any kind will be permitted inside the exam hall.

**Open Book:** Use of any printed Text/Ref Books and hand-written material (notebooks) will be permitted inside the exam hall. Loose sheets, Photocopies and Laser printouts of any material will not be permitted. Computers of any kind will not be allowed inside the exam hall. Use of calculators will be allowed in all exams. No exchange of any material will be allowed.

**Self-Study:** It shall be the responsibility of the individual student to be regular in maintaining the self-study schedule (watching of Recorded Lectures before the scheduled contact sessions) as given in the course handout.

**Instructor**