

## VISVESVARAYA TECHNOLOGICAL UNIVERSITY, BELAGAVI

## B.E. in Computer Science and Engineering

## Scheme of Teaching and Examinations 2021

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

(Effective from the academic year 2021 - 22)

## VI SEMESTER

PROGRAM PLAN												
Sl. No	Course and Course Code	Course Title	Teaching Department (TD) and Question Paper Setting Board (PSB)	Teaching Hours /Week				Examination				Credits
				Theory Lecture	Tutorial	Practical/ Drawing	Self -Study	Duration in hours	CIE Marks	SEE Marks	Total Marks	
				L	T	P	S					
1	HSMC 21CS61	Software Engineering & Project Management	Any CS Board Department	2	2	0		03	50	50	100	3
2	IPCC 21CS62	Fullstack Development		3	0	2		03	50	50	100	4
3	PCC 21CS63	Computer Graphics and Fundamentals of Image Processing		3	0	0		03	50	50	100	3
4	PEC 21XX64x	Professional Elective Course-I		3	0	0		03	50	50	100	3
5	OEC 21XX65x	Open Elective Course-I	Concerned Department	3	0	0		03	50	50	100	3
6	PCC 21CSL66	Computer Graphics and Image Processing Laboratory	Any CS Board Department	0	0	2		03	50	50	100	1
7	MP 21CSMP67	Mini Project		Two contact hours /week for interaction between the faculty and students.				--	100	--	100	2
8	INT 21INT68	Innovation/Entrepreneurship /Societal Internship	Completed during the intervening period of IV and V semesters.					--	100	--	100	3
Total								500	300	800	22	

## Professional Elective - I

21CS641	Agile Technology	21CS643	Advanced Computer Architecture
21CS642	Advanced JAVA Programming	21CS644	Data science and Visualization

## Open Electives – I offered by the Department to other Department students

21CS651	Introduction to Data Structures	21CS653	Introduction to Cyber Security
21CS652	Introduction to Database Management Systems	21CS654	Programming in JAVA

**Note:** HSMC: Humanity and Social Science & Management Courses, IPCC: Integrated Professional Core Course, PCC: Professional Core Course, PEC: Professional Elective Courses, OEC–Open Elective Course, MP –Mini Project, INT –Internship.

L –Lecture, T – Tutorial, P - Practical / Drawing, S – Self Study Component, CIE: Continuous Internal Evaluation, SEE: Semester End Examination.

**Integrated Professional Core Course (IPCC):** Refers to Professional Theory Core Course Integrated with Practical of the same course. Credit for IPCC can be 04 and its Teaching – Learning hours (L : T : P) can be considered as (3 : 0 : 2) or (2 : 2 : 2). The theory part of the IPCC shall be evaluated both by CIE and SEE. The practical part shall be evaluated by CIE only and there shall be no SEE. For more details, the regulation governing the Degree of Bachelor of Engineering /Technology (BE/B.Tech) 2021-22 may be referred.

## Professional Elective Courses (PEC):

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

## Open Elective Courses:

Students belonging to a particular stream of Engineering and Technology are not entitled for the open electives offered by their parent Department. However, they can opt an elective offered by other Departments, provided they satisfy the prerequisite condition if any. Registration to open electives shall be documented under the guidance of the Program Coordinator/ Advisor/Mentor.

Selection of an open elective shall **not be allowed** if,

- (i) The candidate has studied the same course during the previous semesters of the program.
- (ii) The syllabus content of open electives is similar to that of the Departmental core courses or professional electives.
- (iii) A similar course, under any category, is prescribed in the higher semesters of the program.

In case, any college is desirous of offering a course (not included in the Open Elective List of the University) from streams such as Law, Business

(MBA), Medicine, Arts, Commerce, etc., can seek permission, at least one month before the commencement of the semester, from the University by submitting a copy of the syllabus along with the details of expertise available to teach the same in the college. The minimum students' strength for offering open electives is 10. However, this conditional shall not be applicable to cases where the admission to the programme is less than 10.

**Mini-project work:** Mini Project is a laboratory-oriented course which will provide a platform to students to enhance their practical knowledge and skills by the development of small systems/applications.

Based on the ability/abilities of the student/s and recommendations of the mentor, a single discipline or a multidisciplinary Mini- project can be assigned to an individual student or to a group having not more than 4 students.

**CIE procedure for Mini-project:**

**(i) Single discipline:** The CIE marks shall be awarded by a committee consisting of the Head of the concerned Department and two faculty members of the Department, one of them being the Guide. The CIE marks awarded for the Mini-project work shall be based on the evaluation of project report, project presentation skill, and question and answer session in the ratio of 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.

**(ii) Interdisciplinary:** Continuous Internal Evaluation shall be group-wise at the college level with the participation of all the guides of the project. The CIE marks awarded for the Mini-project, shall be based on the evaluation of project report, project presentation skill, and question and answer session in the ratio 50:25:25. The marks awarded for the project report shall be the same for all the batch mates.

**No SEE component for Mini-Project.**

### VII semester Classwork and Research Internship /Industry Internship (21INT82)

#### Swapping Facility

Institutions can swap VII and VIII Semester Scheme of Teaching and Examinations to accommodate research internship/ industry internship after the VI semester.

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

#### Elucidation:

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

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

The mandatory Research internship /Industry internship is for 24 weeks. The internship shall be considered as a head of passing and shall be considered for the award of degree. Those, who do not take up/complete the internship shall be declared fail and shall have to complete during the subsequent University examination after satisfying the internship requirements.

#### INT21INT82 Research Internship/ Industry Internship/Rural Internship

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

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

**Rural internship:** A long-term goal, as proposed under the AICTE rural internship programme, shall be counted as rural internship activity.

The student can take up Interdisciplinary Research Internship or Industry Internship.

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

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

## VI Semester

SOFTWARE ENGINEERING & PROJECT MANAGEMENT			
Course Code	21CS61	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
<b>Course Learning Objectives</b> CLO 1. Outline software engineering principles and activities involved in building large software programs. Identify ethical and professional issues and explain why they are of concern to Software Engineers. CLO 2. Describe the process of requirement gathering, requirement classification, requirement specification and requirements validation. CLO 3. Infer the fundamentals of object oriented concepts, differentiate system models, use UML diagrams and apply design patterns.5 CLO 4. Explain the role of DevOps in Agile Implementation. CLO 5. Discuss various types of software testing practices and software evolution processes. CLO 6. Recognize the importance Project Management with its methods and methodologies. CLO 7. Identify software quality parameters and quantify software using measurements and metrics. List software quality standards and outline the practices involved			
<b>Teaching-Learning Process (General Instructions)</b>  These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"><li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li><li>6. Introduce Topics in manifold representations.</li><li>7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them.</li><li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li></ol>			
<b>Module-1</b>			
<b>Software and Software Engineering: The nature of Software, The unique nature of WebApps, Software Engineering, The software Process, The software Engineering practice, The software myths, How it all starts</b> <b>Textbook 1: Chapter 1: 1.1 to 1.7</b> <b>Process Models: A generic process model, Process assessment and improvement</b> , Prescriptive process models, Waterfall model, Incremental process models, Evolutionary process models, Concurrent models, Specialized process models. <b>Textbook 1: Chapter 2: 2.1 to 2.4</b>			

<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Problem based learning
<b>Module-2</b>	
<b>Understanding Requirements:</b> Requirements Engineering, Establishing the ground work, Eliciting Requirements, Developing use cases, Building the requirements model, Negotiating Requirements, Validating Requirements <b>Textbook 1: Chapter 5: 5.1 to 5.7</b> <b>Requirements Modeling Scenarios, Information and Analysis classes:</b> Requirement Analysis, Scenario based modeling, UML models that supplement the Use Case, Data modeling Concepts class Based Modeling. <b>Textbook 1: Chapter 6: 6.1 to 6.5</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration
<b>Module-3</b>	
<b>AGILE DEVELOPMENT:</b> What is Agility?, Agility and the cost of change. What is an agile Process?, Extreme Programming (XP), Other Agile Process Models, A tool set for Agile process <b>Principles that guide practice: Software Engineering Knowledge, Core principles, Principles that guide each framework activity</b> <b>Textbook 1: Chapter 3: 3.1 to 3.6, Chapter 4: 4.1 to 4.4</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration
<b>Module-4</b>	
<b>Introduction to Project Management:</b> Introduction, Project and Importance of Project Management, Contract Management, Activities Covered by Software Project Management, Plans, Methods and Methodologies, Some ways of categorizing Software Projects, Stakeholders, Setting Objectives, Business Case, Project Success and Failure, Management and Management Control, Project Management life cycle, Traditional versus Modern Project Management Practices. <b>Textbook 2: Chapter 1: 1.1 to 1.17</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Active Learning, Demonstration
<b>Module-5</b>	
<b>Software Quality:</b> Introduction, The place of software quality in project planning, Importance of software quality, Defining software quality, quality models, ISO 9126, product and process metrics, product versus process quality management, Quality Management systems, process capability models, techniques to enhance software quality, testing, Software reliability, quality plans. <b>Textbook 2: Chapter 13: (13.1 to 13.14)</b>	

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

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**Semester VI**

RENEWABLE ENERGY POWER PLANTS (OPEN ELECTIVE)			
Course Code	21ME652	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3-0-0-0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
<b>Course objectives:</b> <ul style="list-style-type: none"><li>To introduce the concepts and principles of solar energy, its radiation, collection, storage and application.</li><li>To understand application aspects of Wind, Biomass, Geothermal, hydroelectric and Ocean energy.</li><li>To examine energy sources and systems, including fossil fuels and nuclear energy, and then focus on other forms of alternate energy sources.</li></ul>			
<b>Teaching-Learning Process (General Instructions)</b> <p>These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"><li>Adopt different types of teaching methods to develop the outcomes through PowerPoint presentations and Video demonstrations or Simulations.</li><li>Chalk and Talk method for Problem Solving.</li><li>Adopt flipped classroom teaching method.</li><li>Adopt collaborative (Group Learning) learning in the class.</li><li>Adopt Problem Based Learning (PBL), which fosters students’ analytical skills and develops thinking skills such as evaluating, generalizing, and analyzing information.</li></ol>			
<b>Module-1</b>			
<b>Introduction:</b> Energy sources (including fossil fuels and nuclear energy), India’s production and reserves of commercial energy sources, need for nonconventional energy sources, energy alternatives, Indian and global energy scenario.			
<b>Solar Radiation &amp; Measurement:</b> Extra-Terrestrial radiation, spectral distribution of extra-terrestrial radiation, solar constant, solar radiation at the earth’s surface, beam, diffuse and global radiation, solar radiation data. Pyrometer, shading ring Pyrheliometer, sunshine recorder, schematic diagrams, and principle of working, actinometer and bolometer.			
<b>Teaching-Learning Process</b>	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board		
<b>Module-2</b>			
<b>Solar Radiation Geometry:</b> Flux on a plane surface, latitude, declination angle, surface azimuth angle, hour angle, zenith angle, solar altitude angle, expressions for the angle between the incident beam and the normal to a plane surface (No derivation) local apparent time, apparent motion of sun, day length, numerical problems.			
<b>Solar Thermal Systems:</b> Flat plate collector, Evacuated Tubular Collector, Solar air collector, Solar concentrator, Solar distillation, Solar cooker, Thermal energy storage systems, Solar Pond, Solar Chimney (Tower).			
<b>Solar Photovoltaic Systems:</b> Introduction, Solar cell Fundamentals, Characteristics and classification, Solar cell: Module, panel and array construction.			
<b>Teaching-Learning</b>	1. Power-point Presentation, 2. Video demonstration or Simulations,		

<b>Process</b>	3. Chalk and Talk are used for Problem Solving. /White board
<b>Module-3</b>	
<p><b>Wind Energy:</b> Properties of wind, availability of wind energy in India, wind velocity and power from wind; major problems associated with wind power, wind machines; Types of wind machines and their characteristics, horizontal and vertical axis windmills, elementary design principles; coefficient of performance of a windmill rotor, design aspects, numerical examples.</p> <p><b>Energy from Biomass:</b> Energy plantation, biogas production from organic wastes by anaerobic fermentation, description of bio-gas plants, transportation of biogas, problems associated with bio-gas production, application of biogas, application of biogas in engines, cogeneration plant, advantages &amp; disadvantages.</p>	
<b>Teaching-Learning Process</b>	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
<b>Module-4</b>	
<p><b>Hydroelectric plants:</b> Advantages &amp; disadvantages of waterpower, Hydrographs and flow duration curves-numericals, Storage and pondage, General layout of hydel power plants- components such as Penstock, surge tanks, spill way and draft tube and their applications, pumped storage plants, Detailed classification of hydroelectric plants.</p> <p><b>Tidal Power:</b> Tides and waves as energy suppliers and their mechanics, fundamental characteristics of tidal power, harnessing tidal energy, limitations of tidal energy.</p> <p><b>Energy from ocean waves:</b> Wave energy conversion, Wave energy technologies, advantages, and disadvantages.</p>	
<b>Teaching-Learning Process</b>	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
<b>Module-5</b>	
<p><b>Ocean Thermal Energy Conversion:</b> Principle of working, Rankine cycle, OTEC power stations in the world, problems associated with OTEC, case studies.</p> <p><b>Geothermal energy:</b> Introduction, Principle of working, types of geothermal stations with schematic diagram Estimates of Geothermal Power, Nature of geothermal fields, Geothermal resources, Hydrothermal, Resources Geo pressured resources, Hot dry rock resources of petro-thermal systems, Magma Resources-Interconnection of geothermal fossil systems, Advantages, and disadvantages of geothermal energy over other energy forms, Geothermal stations in the world</p>	
<b>Teaching-Learning Process</b>	1. Power-point Presentation, 2. Video demonstration or Simulations, 3. Chalk and Talk are used for Problem Solving. /White board
<p><b>Course outcome (Course Skill Set)</b></p> <p>At the end of the course the student will be able to :</p> <ul style="list-style-type: none"> <li>• Describe the various forms of non-conventional energy resources.</li> <li>• Apply the fundamental knowledge of mechanical engineering to design various renewable energy systems</li> <li>• Analyze the implications of renewable energy forms for selecting an appropriate system for a specific application</li> <li>• Discuss on the environmental aspects and impact of non-conventional energy resources, in comparison with various conventional energy systems, their prospects and limitations.</li> </ul>	

## VI Semester

FULLSTACK DEVELOPMENT			
Course Code	21CS62	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 T + 20 P	Total Marks	100
Credits	04	Exam Hours	03
<b>Course Learning Objectives:</b> CLO 1.Explain the use of learning full stack web development. CLO 2.Make use of rapid application development in the design of responsive web pages. CLO 3.Illustrate Models, Views and Templates with their connectivity in Django for full stack web development. CLO 4.Demonstrate the use of state management and admin interfaces automation in Django. CLO 5.Design and implement Django apps containing dynamic pages with SQL databases.			
<b>Teaching-Learning Process (General Instructions)</b>  These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.  <div><div>1.</div><div>Lecturer method (L) does not mean only traditional lecture method, but different type of teaching methods may be adopted to develop the outcomes.</div></div> <div><div>2.</div><div>Show Video/animation films to explain functioning of various concepts.</div></div> <div><div>3.</div><div>Encourage collaborative (Group Learning) Learning in the class.</div></div> <div><div>4.</div><div>Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</div></div> <div><div>5.</div><div>Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.</div></div> <div><div>6.</div><div>Topics will be introduced in a multiple representation.</div></div> <div><div>7.</div><div>Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.</div></div> <div><div>8.</div><div>Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</div></div>			
<b>Module-1: MVC based Web Designing</b>  Web framework, MVC Design Pattern, Django Evolution, Views, Mapping URL to Views, Working of Django URL Confs and Loose Coupling, Errors in Django, Wild Card patterns in URLs.  <b>Textbook 1: Chapter 1 and Chapter 3</b>			
<b>Laboratory Component:</b> <div><div>1.</div><div>Installation of Python, Django and Visual Studio code editors can be demonstrated.</div></div> <div><div>2.</div><div>Creation of virtual environment, Django project and App should be demonstrated</div></div> <div><div>3.</div><div>Develop a Django app that displays current date and time in server</div></div> <div><div>4.</div><div>Develop a Django app that displays date and time four hours ahead and four hours before as an offset of current date and time in server.</div></div>			
<b>Teaching-Learning Process</b>	<div><div>1.</div><div>Demonstration using Visual Studio Code</div></div> <div><div>2.</div><div>PPT/Prezi Presentation for Architecture and Design Patterns</div></div> <div><div>3.</div><div>Live coding of all concepts with simple examples</div></div>		
<b>Module-2: Django Templates and Models</b>  Template System Basics, Using Django Template System, Basic Template Tags and Filters, MVT Development Pattern, Template Loading, Template Inheritance, MVT Development Pattern.			

Configuring Databases, Defining and Implementing Models, Basic Data Access, Adding Model String Representations, Inserting/Updating data, Selecting and deleting objects, Schema Evolution

**Textbook 1: Chapter 4 and Chapter 5**

**Laboratory Component:**

1. Develop a simple Django app that displays an unordered list of fruits and ordered list of selected students for an event
2. Develop a layout.html with a suitable header (containing navigation menu) and footer with copyright and developer information. Inherit this layout.html and create 3 additional pages: contact us, About Us and Home page of any website.
3. Develop a Django app that performs student registration to a course. It should also display list of students registered for any selected course. Create students and course as models with enrolment as ManyToMany field.

**Teaching-Learning Process**

1. Demonstration using Visual Studio Code
2. PPT/Prezi Presentation for Architecture and Design Patterns
3. Live coding of all concepts with simple examples
4. Case Study: Apply concepts learnt for an Online Ticket Booking System

**Module-3: Django Admin Interfaces and Model Forms**

Activating Admin Interfaces, Using Admin Interfaces, Customizing Admin Interfaces, Reasons to use Admin Interfaces.

Form Processing, Creating Feedback forms, Form submissions, custom validation, creating Model Forms, URLConf Ticks, Including Other URLConfs.

**Textbook 1: Chapters 6, 7 and 8**

**Laboratory Component:**

1. For student and course models created in Lab experiment for Module2, register admin interfaces, perform migrations and illustrate data entry through admin forms.
2. Develop a Model form for student that contains his topic chosen for project, languages used and duration with a model called project.

**Teaching-Learning Process**

1. Demonstration using Visual Studio Code
2. PPT/Prezi Presentation for Architecture and Design Patterns
3. Live coding of all concepts with simple examples

**Module-4: Generic Views and Django State Persistence**

Using Generic Views, Generic Views of Objects, Extending Generic Views of objects, Extending Generic Views.

MIME Types, Generating Non-HTML contents like CSV and PDF, Syndication Feed Framework, Sitemap framework, Cookies, Sessions, Users and Authentication.

**Textbook 1: Chapters 9, 11 and 12**

**Laboratory Component:**

1. For students enrolment developed in Module 2, create a generic class view which displays list of students and detailview that displays student details for any selected student in the list.
2. Develop example Django app that performs CSV and PDF generation for any models created in previous laboratory component.

**Teaching-Learning Process**

1. Demonstration using Visual Studio Code
2. PPT/Prezi Presentation for Architecture and Design Patterns



	<ol style="list-style-type: none"> <li>3. Live coding of all concepts with simple examples</li> <li>4. Project Work: Implement all concepts learnt for Student Admission Management.</li> </ol>
<b>Module-5: jQuery and AJAX Integration in Django</b>	
Ajax Solution, Java Script, XMLHttpRequest and Response, HTML, CSS, JSON, iFrames, Settings of Java Script in Django, jQuery and Basic AJAX, jQuery AJAX Facilities, Using jQuery UI Autocomplete in Django	
<b>Textbook 2: Chapters 1, 2 and 7.</b>	
<b>Laboratory Component:</b> <ol style="list-style-type: none"> <li>1. Develop a registration page for student enrolment as done in Module 2 but without page refresh using AJAX.</li> <li>2. Develop a search application in Django using AJAX that displays courses enrolled by a student being searched.</li> </ol>	
<b>Teaching-Learning Process</b>	<ol style="list-style-type: none"> <li>1. Demonstration using Visual Studio Code</li> <li>2. PPT/Prezi Presentation for Architecture and Design Patterns</li> <li>3. Live coding of all concepts with simple examples</li> <li>4. Case Study: Apply the use of AJAX and jQuery for development of EMI calculator.</li> </ol>
<b>Course outcome (Course Skill Set)</b> At the end of the course the student will be able to: <ol style="list-style-type: none"> <li>CO 1. Understand the working of MVT based full stack web development with Django.</li> <li>CO 2. Designing of Models and Forms for rapid development of web pages.</li> <li>CO 3. Analyze the role of Template Inheritance and Generic views for developing full stack web applications.</li> <li>CO 4. Apply the Django framework libraries to render nonHTML contents like CSV and PDF.</li> <li>CO 5. Perform jQuery based AJAX integration to Django Apps to build responsive full stack web applications,</li> </ol>	
<b>Assessment Details (both CIE and SEE)</b>  The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together  <b>Continuous Internal Evaluation:</b>  Three Unit Tests each of <b>20 Marks (duration 01 hour)</b> <ol style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ol> Two assignments each of <b>10 Marks</b> <ol style="list-style-type: none"> <li>4. First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>5. Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ol>	

Practical Sessions need to be assessed by appropriate rubrics and viva-voce method. This will contribute to **20 marks**.

- Rubrics for each Experiment taken average for all Lab components – 15 Marks.
- Viva-Voce– 5 Marks (more emphasized on demonstration topics)

The sum of three tests, two assignments, and practical sessions will be out of 100 marks and will be **scaled down to 50 marks**

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

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

#### **Semester End Examination:**

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

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

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

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

##### **Textbooks**

1. Adrian Holovaty, Jacob Kaplan Moss, The Definitive Guide to Django: Web Development Done Right, Second Edition, Springer-Verlag Berlin and Heidelberg GmbH & Co. KG Publishers, 2009
2. Jonathan Hayward, Django Java Script Integration: AJAX and jQuery, First Edition, Pack Publishing, 2011

##### **Reference Books**

1. Aidas Bendroraitis, Jake Kronika, Django 3 Web Development Cookbook, Fourth Edition, Packt Publishing, 2020
2. William Vincent, Django for Beginners: Build websites with Python and Django, First Edition, Amazon Digital Services, 2018
3. Antonio Mele, Django3 by Example, 3<sup>rd</sup> Edition, Pack Publishers, 2020
4. Arun Ravindran, Django Design Patterns and Best Practices, 2<sup>nd</sup> Edition, Pack Publishers, 2020.
5. Julia Elman, Mark Lavin, Light weight Django, David A. Bell, 1<sup>st</sup> Edition, Oreily Publications, 2014

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

1. MVT architecture with Django: <https://freevideolectures.com/course/3700/django-tutorials>
2. Using Python in Django: <https://www.youtube.com/watch?v=2BqoLiMT3Ao>
3. Model Forms with Django: <https://www.youtube.com/watch?v=gMM1rtTwKxE>
4. Real time Interactions in Django: <https://www.youtube.com/watch?v=3gHmfoeZ45k>
5. AJAX with Django for beginners: <https://www.youtube.com/watch?v=3VaKNyjlxAU>

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

1. Real world problem solving - applying the Django framework concepts and its integration with AJAX to develop any shopping website with admin and user dashboards.

***Short Preamble on Full Stack Web Development:***

*Website development is a way to make people aware of the services and/or products they are offering, understand why the products are relevant and even necessary for them to buy or use, and highlight the striking qualities that set it apart from competitors. Other than commercial reasons, a website is also needed for quick and dynamic information delivery for any domain. Development of a well-designed, informative, responsive and dynamic website is need of the hour from any computer science and related engineering graduates. Hence, they need to be augmented with skills to use technology and framework which can help them to develop elegant websites. Full Stack developers are in need by many companies, who knows and can develop all pieces of web application (Front End, Back End and business logic). MVT based development with Django is the cutting-edge framework for Full Stack Web Development. Python has become an easier language to use for many applications. Django based framework in Python helps a web developer to utilize framework and develop rapidly responsive and secure web applications.*

## VI Semester

COMPUTER GRAPHICS AND FUNDAMENTALS OF IMAGE PROCESSING			
Course Code	21CS63	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
<b>Course Objectives:</b> CLO 1. Overview of Computer Graphics along with its applications. CLO 2. Exploring 2D and 3D graphics mathematics along with OpenGL API's. CLO 3. Use of Computer graphics principles for animation and design of GUI's . CLO 4. Introduction to Image processing and Open CV. CLO 5. Image segmentation using Open CV.			
<b>Teaching-Learning Process (General Instructions)</b>  These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes. <ol style="list-style-type: none"><li>1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyse information rather than simply recall it.</li><li>6. Introduce Topics in manifold representations.</li><li>7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.</li><li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li></ol>			
<b>Module-1</b>			
<b>Overview:</b> Computer Graphics hardware and software and OpenGL: Computer Graphics: Video Display Devices, Raster-Scan Systems Basics of computer graphics, Application of Computer Graphics. OpenGL: Introduction to OpenGL, coordinate reference frames, specifying two-dimensional world coordinate reference frames in OpenGL, OpenGL point functions, OpenGL line functions, point attributes, line attributes, curve attributes, OpenGL point attribute functions, OpenGL line attribute functions, Line drawing algorithms(DDA, Bresenham's).			
<b>Textbook 1: Chapter -1,2,3, 5(1 and 2 only)</b> <b>Self-study topics :</b> Input devices, hard copy devices, coordinate representation, graphics functions, fill area primitives, polygon fill areas, pixel arrays, Parallel Line algorithms			
<b>Teaching-Learning Process</b>	Chalk & board, Active Learning Virtual Lab		
<b>Module-2</b>			
<b>2D and 3D graphics with OpenGL:</b> 2D Geometric Transformations: Basic 2D Geometric Transformations, matrix representations and homogeneous coordinates, 2D Composite transformations, other 2D transformations, raster methods for geometric transformations, OpenGL raster transformations, OpenGL geometric transformations function,			
<b>3D Geometric Transformations:</b> Translation, rotation, scaling, composite 3D transformations, other 3D transformations, OpenGL geometric transformations functions			

<b>Textbook 1: Chapter -6, 8</b> <b>Self-study topics:</b> Transformation between 2D coordinate system, OpenGL geometric-transformation, Transformation between 3D coordinate system.	
<b>Teaching-Learning Process</b>	Chalk & board, Active Learning, Problem based learning Virtual Lab:
<b>Module-3</b>	
<b>Interactive Input Methods and Graphical User Interfaces:</b> Graphical Input Data ,Logical Classification of Input Devices, Input Functions for Graphical Data , Interactive Picture-Construction Techniques, Virtual-Reality Environments, OpenGL Interactive Input-Device Functions, OpenGL Menu Functions , Designing a Graphical User Interface.	
<b>Computer Animation :</b> Design of Animation Sequences, Traditional Animation Techniques, General Computer-Animation Functions, Computer-Animation Languages, Character Animation, Periodic Motions, OpenGL Animation Procedures.	
<b>Textbook 1: Chapter -11, 18</b> <b>Self-study topics:</b> Raster methods for computer animation, Key frame systems, Motion specification.	
<b>Teaching-Learning Process</b>	Chalk & board, MOOC, Active Learning
<b>Module-4</b>	
<b>Introduction to Image processing:</b> overview, Nature of IP, IP and its related fields, Digital Image representation, types of images.	
<b>Digital Image Processing Operations:</b> Basic relationships and distance metrics, Classification of Image processing Operations.	
<b>Text book 2: Chapter 3</b>  <i>( Below topics is for experiential learning only , No questions in SEE)</i> <b>Computer vision and OpenCV:</b> What is computer vision, Evolution of computer vision, Application of Computer vision, Feature of OpenCV, OpenCV library modules, OpenCV environment, Reading, writing and storing images using OpenCV. OpenCV drawing Functions. OpenCV Geometric Transformations.	
<u><b>(Note : Computer vision and OpenCV for experimental learning or Activity Based Learning using web sources, Preferred for assignments. No questions in SEE )</b></u> <b>Web Source:</b> <a href="https://www.tutorialspoint.com/opencv/">https://www.tutorialspoint.com/opencv/</a>	
<b>Teaching-Learning Process</b>	Chalk& board, Problem based learning Lab practice for OpenCV for basic geometric objects and basic image operation
<b>Module-5</b>	
<b>Image Segmentation:</b> Introduction, classification, detection of discontinuities, Edge detection (up to canny edge detection(included)). <b>Text Book 2: Chapter 9: 9.1 to 9.4.4.4</b>  <i>( Below topics is for experiential learning only , No questions in SEE)</i> <b>Image processing with Open CV:</b> Resizing , Rotation/ Flipping, Blending, Creating region of Interest (ROI), Image Thresholding, Image Blurring and smoothing, Edge Detection, Image contours and Face Detection on images using OpenCV.	

**(Note :Image Processing withOpenCV for experimental learning or Activity Based Learning using web sources, Preferred for assignments. No questions in SEE)**

Web source: <https://medium.com/analytics-vidhya/introduction-to-computer-vision-opencv-in-python-fb722e805e8b>

<b>Teaching-Learning Process</b>	Chalk & board, MOOC Lab practice on image processing. Virtual Lab:
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**Course Outcomes:**

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

- CO 1. Construct geometric objects using Computer Graphics principles and OpenGL APIs.
- CO 2. Use OpenGL APIs and related mathematics for 2D and 3D geometric Operations on the objects.
- CO 3. Design GUI with necessary techniques required to animate the created objects
- CO 4. Apply OpenCV for developing Image processing applications.
- CO 5. Apply Image segmentation techniques along with programming, using OpenCV, for developing simple applications.

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

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

**Continuous Internal Evaluation:**

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

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

Two assignments each of **10 Marks**

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

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

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

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

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

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

**Semester End Examination:**

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

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

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

**Suggested Learning Resources:**

**Textbooks**

1. Donald D Hearn, M Pauline Baker and WarrenCarithers: Computer Graphics with OpenGL 4th Edition, Pearson, 2014
2. S. Sridhar, Digital Image Processing, second edition, Oxford University press 2016.

**Reference Books**

1. Edward Angel: Interactive Computer Graphics- A Top Down approach with OpenGL, 5th edition. Pearson Education, 2008
2. James D Foley, Andries Van Dam, Steven K Feiner, John F Huges Computer graphics with OpenGL: Pearson education

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

1. <https://nptel.ac.in/courses/106/106/106106090/>
2. <https://nptel.ac.in/courses/106/102/106102063/>
3. <https://nptel.ac.in/courses/106/103/106103224/>
4. <https://nptel.ac.in/courses/106/102/106102065/>
5. <https://www.tutorialspoint.com/opencv/> (Tutorial, Types of Images, Drawing Functions )

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

2. Mini project on computer graphics using Open GL/Python/Open CV.

## VI Semester

ADVANCED COMPUTER ARCHITECTURE			
Course Code	21CS643	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
<b>Course Learning Objectives</b>			
CLO 1. Describe computer architecture.			
CLO 2. Measure the performance of architectures in terms of right parameters.			
CLO 3. Summarize parallel architecture and the software used for them			
<b>Teaching-Learning Process (General Instructions)</b>			
These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.			
<ol style="list-style-type: none"><li>1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.</li><li>2. Use of Video/Animation to explain functioning of various concepts.</li><li>3. Encourage collaborative (Group Learning) Learning in the class.</li><li>4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.</li><li>5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.</li><li>6. Introduce Topics in manifold representations.</li><li>7. Show the different ways to solve the same program</li><li>8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.</li></ol>			
<b>Module-1</b>			
Theory of Parallelism: Parallel Computer Models, The State of Computing, Multiprocessors and Multicomputer, Multivector and SIMD Computers, PRAM and VLSI Models, Program and Network Properties, Conditions of Parallelism, Program Partitioning and Scheduling, Program Flow Mechanisms, System Interconnect Architectures, Principles of Scalable Performance, Performance Metrics and Measures, Parallel Processing Applications, Speedup Performance Laws. For all Algorithm or mechanism any one example is sufficient.			
<b>Chapter 1 (1.1to 1.4), Chapter 2( 2.1 to 2.4) Chapter 3 (3.1 to 3.3)</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Online demonstration, Problem based learning		
<b>Module-2</b>			
Hardware Technologies 1: Processors and Memory Hierarchy, Advanced Processor Technology, Superscalar and Vector Processors, Memory Hierarchy Technology, Virtual Memory Technology. For all Algorithms or mechanisms any one example is sufficient.			
<b>Chapter 4 ( 4.1 to 4.4)</b>			
<b>Teaching-Learning Process</b>	Chalk and board, Online Demonstration		
<b>Module-3</b>			
Hardware Technologies 2: Bus Systems, Cache Memory Organizations, Shared Memory Organizations, Sequential and Weak Consistency Models, Pipelining and Superscalar Techniques, Linear Pipeline Processors, Nonlinear Pipeline Processors. For all Algorithms or mechanisms any one example is sufficient.			



<b>Chapter 5 (5.1 to 5.4) Chapter 6 (6.1 to 6.2)</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Online Demonstration
<b>Module-4</b>	
Parallel and Scalable Architectures: Multiprocessors and Multicomputers, Multiprocessor System Interconnects, Cache Coherence and Synchronization Mechanisms, Message-Passing Mechanisms, Multivector and SIMD Computers, Vector Processing Principles, Multivector Multiprocessors, Compound Vector Processing, Scalable, Multithreaded, and Dataflow Architectures, Latency-Hiding Techniques, Principles of Multithreading, Fine- Grain Multicomputers. For all Algorithms or mechanisms any one example is sufficient.	
<b>Chapter 7 (7.1,7.2 and 7.4) Chapter 8( 8.1 to 8.3) Chapter 9(9.1 to 9.3)</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Online Demonstration
<b>Module-5</b>	
Software for parallel programming: Parallel Models, Languages, and Compilers ,Parallel Programming Models, Parallel Languages and Compilers, Dependence Analysis of Data Arrays. Instruction and System Level Parallelism, Instruction Level Parallelism, Computer Architecture, Contents, Basic Design Issues, Problem Definition, Model of a Typical Processor, Compiler-detected Instruction Level Parallelism ,Operand Forwarding ,Reorder Buffer, Register Renaming ,Tomasulo's Algorithm. For all Algorithms or mechanisms any one example is sufficient.	
<b>Chapter 10(10.1 to 10.3) Chapter 12( 12.1 to 12.9)</b>	
<b>Teaching-Learning Process</b>	Chalk and board, Online Demonstration
<b>Course Outcomes</b> At the end of the course the student will be able to: <ul style="list-style-type: none"> <li>CO 1. Explain the concepts of parallel computing</li> <li>CO 2. Explain and identify the hardware technologies</li> <li>CO 3. Compare and contrast the parallel architectures</li> <li>CO 4. Illustrate parallel programming concepts</li> </ul>	
<b>Assessment Details (both CIE and SEE)</b> The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination (SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together <b>Continuous Internal Evaluation:</b> Three Unit Tests each of <b>20 Marks (duration 01 hour)</b> <ul style="list-style-type: none"> <li>1. First test at the end of 5<sup>th</sup> week of the semester</li> <li>2. Second test at the end of the 10<sup>th</sup> week of the semester</li> <li>3. Third test at the end of the 15<sup>th</sup> week of the semester</li> </ul> Two assignments each of <b>10 Marks</b> <ul style="list-style-type: none"> <li>4. First assignment at the end of 4<sup>th</sup> week of the semester</li> <li>5. Second assignment at the end of 9<sup>th</sup> week of the semester</li> </ul> Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for <b>20 Marks (duration 01 hours)</b> <ul style="list-style-type: none"> <li>6. At the end of the 13<sup>th</sup> week of the semester</li> </ul> The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be <b>scaled down to 50 marks</b> (to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).	

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

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

**Suggested Learning Resources:**

**Textbooks**

1. Kai Hwang and Naresh Jotwani, Advanced Computer Architecture (SIE): Parallelism, Scalability, Programmability, McGraw Hill Education 3/e. 2015

**Reference Books:**

1. John L. Hennessy and David A. Patterson, Computer Architecture: A quantitative approach, 5th edition, Morgan Kaufmann Elseveir, 2013

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

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

## VI Semester

COMPUTER GRAPHICS AND IMAGE PROCESSING LABORATORY			
Course Code	21CSL66	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Total Hours of Pedagogy	24	Total Marks	100
Credits	1	Exam Hours	03
<b>Course Objectives:</b> CLO 1: Demonstrate the use of Open GL. CLO 2: Demonstrate the different geometric object drawing using OpenGL CLO 3: Demonstration of 2D/3D transformation on simple objects. CLO 4: Demonstration of lighting effects on the created objects. CLO 5: Demonstration of Image processing operations on image/s.			
<b>Sl. No.</b>	<b>Practise Programs</b>		
	<ul style="list-style-type: none"> <li>• Installation of OpenGL /OpenCV/ Python and required headers</li> <li>• Simple programs using OpenGL (Drawing simple geometric object like line, circle, rectangle, square)</li> <li>• Simple programs using OpenCV (operation on an image/s)</li> </ul>		
	<b>PART A</b> <i>List of problems for which student should develop program and execute in the Laboratory using OpenGL/openCV/ Python</i>		
1.	Develop a program to draw a line using Bresenham's line drawing technique		
2.	Develop a program to demonstrate basic geometric operations on the 2D object		
3.	Develop a program to demonstrate basic geometric operations on the 3D object		
4.	Develop a program to demonstrate 2D transformation on basic objects		
5.	Develop a program to demonstrate 3D transformation on 3D objects		
6.	Develop a program to demonstrate Animation effects on simple objects.		
7.	Write a Program to read a digital image. Split and display image into 4 quadrants, up, down, right and left.		
8.	Write a program to show rotation, scaling, and translation on an image.		
9.	Read an image and extract and display low-level features such as edges, textures using filtering techniques.		
10.	Write a program to blur and smoothing an image.		
11.	Write a program to contour an image.		
12.	Write a program to detect a face/s in an image.		
	<b>PART B</b> <b>Practical Based Learning</b>		
	Student should develop a mini project and it should be demonstrate in the laboratory examination, Some of the projects are listed and it is not limited to: <ul style="list-style-type: none"> <li>➤ Recognition of License Plate through Image Processing</li> <li>➤ Recognition of Face Emotion in Real-Time</li> <li>➤ Detection of Drowsy Driver in Real-Time</li> <li>➤ Recognition of Handwriting by Image Processing</li> <li>➤ Detection of Kidney Stone</li> <li>➤ Verification of Signature</li> <li>➤ Compression of Color Image</li> <li>➤ Classification of Image Category</li> <li>➤ Detection of Skin Cancer</li> <li>➤ Marking System of Attendance using Image Processing</li> <li>➤ Detection of Liver Tumor</li> <li>➤ IRIS Segmentation</li> <li>➤ Detection of Skin Disease and / or Plant Disease</li> <li>➤ Biometric Sensing System .</li> <li>➤ Projects which helps to formers to understand the present developments in agriculture.</li> </ul>		