



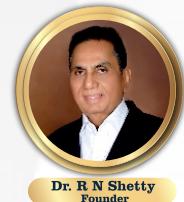
# RNS INSTITUTE OF TECHNOLOGY

Autonomous Institution affiliated to Visvesvaraya Technological University, Belagavi

Approved By AICTE, New Delhi. Accredited by NAAC 'A+' Grade

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**DEPARTMENT OF CSE - CYBER SECURITY**

## BACHELOR OF ENGINEERING

Scheme and Syllabus of III & IV Semesters

# 2024 SCHEME





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Accredited with NAAC A+ Grade

ESTD:2001

**Department of CSE (Cyber Security)**

Autonomous Scheme (Effective from Academic Year 2024 – 25)

# Scheme and Syllabus

## Batch 2024 - 2028

(As per NEP-2020)  
(Effective from the academic year 2024 – 25)

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## About RNSIT

RNS Institute of Technology, familiar as RNSIT was established in the year 2001. It is the brainchild of Dr. R. N. Shetty, a well-known industrialist, and a great philanthropist. The institution was established with the sole purpose of imparting quality education in Engineering, Technology and Management. Being one of the premier engineering colleges in the country RNSIT is marching towards placing itself in the global map by excelling in academics and placements.

Lush green campus, state of the art infrastructure, well equipped laboratories, hundreds of activities, numerous new initiatives, consistent VTU ranks, path breaking placements, cultural extravaganza, Sports events, 5600 + students and 300 + faculty – with all these RNSIT has become dream destination for engineering aspirants across the country.

## Vision

Building RNSIT into a World Class Institution

## Mission

To impart high quality education in Engineering, Technology and Management with a difference, enabling students to excel in their career by

- Attracting quality Students and preparing them with a strong foundation in fundamentals so as to achieve distinctions in various walks of life leading to outstanding contributions
- Imparting value based, need based, choice based and skill based professional education to the aspiring youth and carving them into disciplined, World class Professionals with social responsibility
- Promoting excellence in Teaching, Research and Consultancy that galvanizes academic consciousness among Faculty and Students
- Exposing Students to emerging frontiers of knowledge in various domains and make them suitable for Industry, Entrepreneurship, Higher studies, and Research & Development
- Providing freedom of action and choice for all the Stakeholders with better visibility

## About CSE (Cyber Security)

The Department of CSE – Cyber Security was started with the notion of establishing a complete cyber security ecosystem. In an era of exponential digital expansion, the corporate landscape has transitioned into a digitally driven operational framework. This metamorphosis has ushered in a parallel surge in cyber threats, compelling organizations to fortify their cybersecurity posture. As the demand for cybersecurity expertise reaches new heights, our program, in collaboration with industry luminaries, offers a specialized curriculum. It equips students with cutting-edge skills, spanning cryptography, API security, software fortification, network defense, identity and access management, cloud security, hardware safeguards, malware forensics, ransomware mitigation, vulnerability assessments, penetration testing, and more. This program empowers graduates to become agile defenders against the relentless evolution of cyber threats, ensuring the security of invaluable organizational assets in the contemporary industrial landscape.

## Vision

To be a global leader in imparting Cyber Security education, research & development and empowering young minds to safeguard the digital world

## Mission

- Empower students with Cyber Security essentials through hands-on facilities and a strong ethical foundation.
- Facilitate collaborative learning environment, teamwork, and global certifications for real-time challenges.
- Drive innovation in Cyber Security through state-of-the-art research, fostering a culture of exploration through higher learning and entrepreneurship.
- Promote students to possess qualities of interpersonal, interdisciplinary, leadership, and societal responsibilities.

## Programme Educational Objectives

A Graduate of Computer Science and Engineering (Cyber Security) will be able to:

- **PEO1:** Demonstrate technical skills and problem-solving capabilities in the field of cyber security, effectively addressing complex challenges.
- **PEO2:** Develop strong communication skills, collaborative spirit to convey technical concepts and findings effectively to stakeholders, to foster employability in cyber security and related fields.

- **PEO3:** Incorporate ethical, legal, and social aspects into their professional practice, recognizing the implications of their actions on individuals, organizations, and society.
- **PEO4:** Actively engage in activities that foster the continuous development of their computing and cyber security skills, staying abreast of emerging technologies, best practices, and evolving threats to maintain their effectiveness as professionals in the field.

### Program Outcomes (Revised)

1. **PO1: Engineering Knowledge:** Apply knowledge of mathematics, natural science, computing, engineering fundamentals and an engineering specialization as specified in WK1 to WK4 respectively to develop to the solution of complex engineering problems.
2. **PO2: Problem Analysis:** Identify, formulate, review research literature and analyze complex engineering problems reaching substantiated conclusions with consideration for sustainable development. (WK1 to WK4)
3. **PO3: Design/Development of Solutions:** Design creative solutions for complex engineering problems and design/develop systems/components/processes to meet identified needs with consideration for the public health and safety, whole-life cost, net zero carbon, culture, society and environment as required. (WK5)
4. **PO4: Conduct Investigations of Complex Problems:** Conduct investigations of complex engineering problems using research-based knowledge including design of experiments, modelling, analysis & interpretation of data to provide valid conclusions. (WK8).
5. **PO5: Engineering Tool Usage:** Create, select and apply appropriate techniques, resources and modern engineering & IT tools, including prediction and modelling recognizing their limitations to solve complex engineering problems. (WK2 and WK6)
6. **PO6: The Engineer and The World:** Analyze and evaluate societal and environmental aspects while solving complex engineering problems for its impact on sustainability with reference to economy, health, safety, legal framework, culture and environment. (WK1, WK5, and WK7).
7. **PO7: Ethics:** Apply ethical principles and commit to professional ethics, human values, diversity and inclusion; adhere to national & international laws. (WK9)
8. **PO8: Individual and Collaborative Teamwork:** Function effectively as an individual, and as a member or leader in diverse/multi-disciplinary teams.
9. **PO9: Communication:** Communicate effectively and inclusively within the engineering community and society at large, such as being able to comprehend and write effective



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reports and design documentation, make effective presentations considering cultural, language, and learning differences

10. **PO10: Project Management and Finance:** Apply knowledge and understanding of engineering management principles and economic decision-making and apply these to one's own work, as a member and leader in a team, and to manage projects and in multidisciplinary environments.
11. **PO11: Life-Long Learning:** Recognize the need for and have the preparation and ability for i) independent and life-long learning ii) adaptability to new and emerging technologies and iii) critical thinking in the broadest context of technological change. (WK8)

### Programme Specific Outcomes (PSOs)

The CSE – Cyber Security graduates will have

1. **PSO1:** Proficiency in applying principles of software development to deliver efficient software solutions.
2. **PSO2:** Competency in securing information, systems, and networks through the implementation of cybersecurity best practices.

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### B.E. in CSE (Cyber Security): Autonomous Scheme and Syllabus

#### 3<sup>rd</sup> Semester

SL NO	COURSE	COURSE CODE	COURSE TITLE	TD/ PSB	TEACHING HOURS PER WEEK				EXAMINATION			CREDITS	
					THEORY LECTURE (L)	TUTORIAL (T)	PRACTICAL (P)	(TW + SL)*/Sem (S)	DURATION IN HOURS	CIE MARKS	SEE MARKS		
1	PCC	BCS301	DISCRETE MATHEMATICS AND STATISTICAL INFERENCE	CSE - CY / MATHS	3	0	0	45	3	50	50	100	3
2	IPCC	BCS302	LOGIC DESIGN AND COMPUTER ORGANIZATION	CSE – CY	3	0	2	45	3	50	50	100	4
3	IPCC	BCS303	OPERATING SYSTEMS	CSE – CY	3	0	2	45	3	50	50	100	4
4	PCC	BCS304	DATA STRUCTURES AND APPLICATIONS	CSE – CY	3	0	0	45	3	50	50	100	3
5	PCCL	BCSL305	DATA STRUCTURES LABORATORY	CSE – CY	0	0	2	0	3	50	50	100	1
6	ESC	BXX306X	ESC/ETC/PLC (BUCKET LIST – A PROVIDED)	CSE – CY	3	0	0	45	3	50	50	100	3
					2	0	2	30					
7	UHV	BSCK307	SOCIAL CONNECT AND RESPONSIBILITY	ANY	0	0	2	0	2	100	0	100	1
8	AEC/ SEC	BXXX/ L358X	BUCKET LIST – B PROVIDED	CSE – CY	IF COURSE IS THEORY				2	50	50	100	1
					1	0	0	15					
					IF COURSE IS PRACTICAL				3				
					0	0	2	0					
9	MC	BNSK359	NATIONAL SERVICE SCHEME (NSS)	ANY	0	0	2	0	100	0	100	0	0
		BPEK359	PHYSICAL EDUCATION (PE) (SPORTS AND ATHLETICS)	PED									
		BYOK359	YOGA	PED									
					<b>TOTAL</b>				<b>550</b>	<b>350</b>	<b>900</b>	<b>20</b>	

\* TW – Term Work, SL – Self Learning



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### EMERGING SCIENCE COURSES / EMERGING TECHNOLOGY COURSES BUCKET LIST - A

BCS306A	OBJECT ORIENTED PROGRAMMING USING JAVA
BCD306B	UNIX SYSTEM PROGRAMMING
BCD306C	DATA ANALYTICS WITH R
BCY306D	INTRODUCTION TO DATA COMMUNICATION

### ABILITY ENHANCEMENT COURSES / SKILL DEVELOPMENT COURSES BUCKET LIST - B

BFLC358A	FOREIGN LANGUAGE COURSE 1- GERMAN
BFLC358B	FOREIGN LANGUAGE COURSE 1- SPANISH
BCIL358C	AI TOOLS AND APPLICATIONS
BCYL358D	DEVOPS 1
BCYT358E	CYBER CRIME AND CYBER LAWS
BCYT358F	INCIDENT MANAGEMENT AND RESPONSE

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<b>4<sup>th</sup> Semester</b>													
<b>SL NO</b>	<b>COUR SE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TD/ PSB</b>	<b>TEACHING HOURS PER WEEK</b>				<b>EXAMINATION</b>			<b>CREDITS</b>	
					<b>THEORY LECTURE (L)</b>	<b>TUTORIAL (T)</b>	<b>PRACTICAL (P)</b>	<b>TW + SL /Sem (S)</b>	<b>DURAT ION IN HOURS</b>	<b>CIE MARKS</b>	<b>SEE MARKS</b>		
1	PCC	BCS401	DESIGN AND ANALYSIS OF ALGORITHMS	CSE - CY	3	2	0	45	3	50	50	100	4
2	IPCC	BCS402	DATABASE MANAGEMENT SYSTEMS	CSE - CY	3	0	2	45	3	50	50	100	4
3	IPCC	BCS403	MICROCONTROLLERS AND IOT	CSE - CY	3	0	2	45	3	50	50	100	4
4	PCCL	BCSL404	DESIGN AND ANALYSIS OF ALGORITHMS LABORATORY	CSE - CY	0	0	2	0	3	50	50	100	1
5	ESC	BXX405X	ESC/ETC/PLC (BUCKET LIST – C PROVIDED)	CSE - CY / Maths	3	0	0	45	3	50	50	100	3
					2	0	2	30					
6	AEC/ SEC	BXXT/L45 6X	BUCKET LIST – D PROVIDED	CSE - CY	<b>IF COURSE IS THEORY</b>				2	50	50	100	1
					1	0	0	15					
					<b>IF COURSE IS PRACTICAL</b>				3	50	50	100	1
					0	0	2	0					
7	BSC	BENS407/ BBOE407	ENVIRONMENTAL STUDIES / BIOLOGY FOR ENGINEERS	CIV / CSE - CY	2	0	0	30	2	50	50	100	2
8	UHV	BUHV408	UNIVERSAL HUMAN VALUES	ANY	0	0	2	0	2	50	50	100	1
9	MC	BNSK459	NATIONAL SERVICE SCHEME (NSS)	ANY	0	0	2	0	-	100	0	100	0
		BPEK459	PHYSICAL EDUCATION (PE) (SPORTS AND ATHLETICS)	PED									
		BYOK459	YOGA	PED									
		<b>TOTAL</b>								<b>550</b>	<b>350</b>	<b>900</b>	<b>20</b>

**NOTE:** (i) 1<sup>st</sup> semester Chemistry cycle sections will study "ENVIRONMENTAL STUDIES" in 4<sup>th</sup> semester and "BIOLOGY FOR ENGINEERS" in 5<sup>th</sup> semester  
(ii) 1<sup>st</sup> semester Physics cycle sections will study "BIOLOGY FOR ENGINEERS" in 4<sup>th</sup> semester and "ENVIRONMENTAL STUDIES" in 5<sup>th</sup> semester



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EMERGING SCIENCE COURSES / EMERGING TECHNOLOGY COURSES BUCKET LIST - C	
BCS405A	LINEAR ALGEBRA
BCS405B	GRAPH THEORY
BCS405C	METRIC SPACES
BCS405D	GAME THEORY

ABILITY ENHANCEMENT COURSES / SKILL DEVELOPMENT COURSES BUCKET LIST - D	
BFAT456A	FINANCE AND ACCOUNTING
BCYT456B	FIREWALL AND MDR SOLUTIONS
BCYL456C	DEVOPS 2
BCSL456D	ADVANCED JAVA

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# III SEMESTER SUBJECTS

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<b>B.E. (CSE and Allied Branches)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – III</b>			
<b>Course Title:</b> Discrete Mathematics and Statistical Inference			
<b>Course Code:</b>	<b>BCS301</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L : T : P) + SL</b>	<b>(3:0:0) + (45 Hours/Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>3</b>	<b>EXAM HOURS</b>	<b>3</b>
<b>COURSE LEARNING OBJECTIVES:</b> The objectives of the course are to facilitate the learners to <ol style="list-style-type: none"> <li>1. To help students to understand discrete and continuous mathematical structures.</li> <li>2. To impart basics of relations and functions.</li> <li>3. To facilitate students in applying principles of Recurrence Relations to find the generating functions and solve the Recurrence relations.</li> <li>4. To provide the principles of statistical inferences and the basics of hypothesis testing with emphasis on some commonly encountered hypothesis.</li> </ol>			
<b>Module-1</b>			<b>9 Hours</b>
The Fundamentals of Logic: Basic Connectives and Truth Tables, Logic Equivalence – The Laws of Logic, Logical Implication – Rules of Inference. The Use of Quantifiers, Quantifiers, Definitions and Proofs of Theorems.			
<b>Textbook 1: Ch - 2.1 to 2.5</b>			
<b>Module-2</b>			<b>9 Hours</b>
Mathematical Induction, The Well Ordering Principle – Mathematical Induction, Recursive Definitions.  Fundamental Principles of Counting: The Rules of Sum and Product, Permutations, Combinations –  The Binomial Theorem, Combinations with Repetition.			
<b>Textbook 1: Ch- 1.1 to 1.41, 4.1 to 4.21</b>			
<b>Module-3</b>			<b>9 Hours</b>
Cartesian Products and Relations, Functions – Plain and One-to-One, Onto Functions.  The Pigeon-hole Principle, Function Composition and Inverse Functions.  Properties of Relations, Computer Recognition – Zero-One Matrices and Directed Graphs, Partial Orders – Hasse Diagrams, Equivalence Relations and Partitions.			
<b>Textbook 1: Ch - 5.1 to 5.3, 5.6 to 5.11</b>			
<b>Module-4</b>			<b>9 Hours</b>
The Principle of Inclusion and Exclusion, Generalizations of the Principle, Derangements – Nothing is in its Right Place, Rook Polynomials.  Recurrence Relations: First Order Linear Recurrence Relation, The Second Order Linear Homogeneous Recurrence Relation with Constant Coefficients.			
<b>Textbook 1: Ch - 8.1 to 8.5, 10.1 to 10.2</b>			



<b>Module-5</b>	<b>9 Hours</b>
Introduction to Statistical Inference, Point Estimation, Confidence Intervals, Hypothesis Testing - Basics: Null and Alternative Hypothesis, Type I and Type II Errors, z – test for large samples, t-Test (One-Sample, Two-Sample, Paired), Chi-Square Test for Independence & Goodness-of-Fit.	

**Textbook 2: Ch- 27.1 to 27.8**

### COURSE OUTCOMES:

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	<b>Apply</b> logical reasoning and various proof strategies (direct, contradiction, induction) to validate mathematical theorems and logical statements.
<b>CO2</b>	<b>Explain and analyze</b> discrete structures such as sets, logic, and combinatorics to identify their role in solving computational problems.
<b>CO3</b>	<b>Apply and analyze</b> relations, functions, and partially ordered sets to model and interpret discrete mathematical structures in computing systems.
<b>CO4</b>	<b>Solve and evaluate</b> recurrence relations and generating functions in the context of algorithm analysis and problem modelling.
<b>CO5</b>	<b>Apply and interpret</b> statistical estimation and hypothesis testing to assess engineering problems and evaluate conclusions using confidence intervals.

<b>ASSESSMENT DETAILS (Both CIE and SEE)</b>			
<b>Assessment Type</b>	<b>Maximum Marks</b>	<b>Minimum Passing Marks</b>	<b>Evaluation Details</b>
CIE – IA Tests (A)	30	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 30 marks.
Continuous and Comprehensive Evaluation (B)	20	-	Any two Assessment methods as per 24RNBE4.2 (*if it is project based, one assignment shall be given), scaled to 20 marks.
<b>Total CIE (A+B)</b>	<b>50</b>	<b>20</b>	<b>CIE Evaluation is done for a maximum of 50 marks</b>
<b>SEE (C)</b>	<b>50</b>	<b>18</b>	<b>SEE is a theory exam conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.</b>
<b>CIE + SEE</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of



(A+B+C)			marks scored in Components <b>A, B and C.</b>
<ul style="list-style-type: none"><li>• The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE.</li><li>• <b>If any courses of 3 credits are of Integrated Course type, for such courses the method suggested for 4 credits IPCC shall be followed.</b></li></ul>			

### Textbooks

1. **Ralph P. Grimaldi:** "Discrete and Combinatorial Mathematics", 5th Edition, Pearson Education. 2004.
2. **B. S. Grewal:** "Higher Engineering Mathematics", Khanna publishers, 44th Ed., 2021.

### Reference Books

1. **Ralph P. Grimaldi, B V Ramana:** "Discrete Mathematical Structures an Applied Introduction", 5th Edition, Pearson Education, 2004.
2. **B. V. Ramana:** "Higher Engineering Mathematics" McGraw-Hill Education, 11th Ed., 2017.
3. **S C Gupta, V K Kapoor:** "Fundamentals of Mathematical Statistics", Sultan Chand & Sons Publication, 12<sup>th</sup> edition.
4. **H. K. Dass and Er. Rajnish Verma:** "Higher Engineering Mathematics" S. Chand Publication, 3rd Ed., 2014.

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

1. <http://nptel.ac.in/courses.php?disciplineID=111>
2. [http://www.class-central.com/subject/math\(MOOCs\)](http://www.class-central.com/subject/math(MOOCs))
3. <http://academicearth.org/>
4. <http://www.themathpage.com/>
5. <http://www.abstractmath.org/>
6. <http://www.ocw.mit.edu/courses/mathematics/>

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

- Quizzes
- Assignments
- Seminar



<b>B.E. (CSE and Allied Branches)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – III</b>			
<b>Course Title:</b>	<b>Logic Design and Computer Organization</b>		
<b>Course Code:</b>	<b>BCS302</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L : T : P) + SL</b>	<b>(3:0:2) + (45 Hours/Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>4</b>	<b>EXAM HOURS</b>	<b>3</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<i>The purpose of the course is to facilitate the learner to:</i>			
<ol style="list-style-type: none"> <li>Demonstrate the functionalities of binary logic system</li> <li>Explain the working of combinational and sequential logic system</li> <li>Realize the basic structure of computer system</li> <li>Illustrate the working of I/O operations and processing unit</li> </ol>			
<b>Module-1</b>			<b>9 Hours</b>
<b>Introduction to Digital Design:</b> Binary Logic, Axiomatic Definition of Boolean Algebra, Basic Theorems and Properties of Boolean Algebra, Boolean Functions, Digital Logic Gates <b>Gate Level Minimization:</b> Introduction, The Map Method, Four-Variable Map, Don't-Care Conditions, NAND and NOR Implementation, Exclusive-OR Function <b>Hardware Description Language – Verilog</b> Model of a simple circuit. <b>Textbook 1:</b> Chapter-1(1.9), Chapter-2(2.3-2.5,2.8), Chapter-3(3.1- 3.3, 3.6-3.7, 3.9, 3.11)			
<b>Module-2</b>			<b>9 Hours</b>
<b>Combinational Logic:</b> Introduction, Combinational Circuits, Design Procedure, Binary Adder- Subtractor, Decimal adder, Decoders, Encoders, Multiplexers. <b>HDL (Verilog) Models of Combinational Circuits</b> – Adder, Multiplexer, Decoder. <b>Sequential Logic:</b> Introduction, Sequential Circuits, Storage Elements: Latches, Flip-Flops- JK, Characteristic Tables <b>Textbook 1:</b> Chapter-4(4.1-4.2, 4.4-4.6, 4.9-4.12), Chapter-5(5.1-5.4)			
<b>Module-3</b>			<b>9 Hours</b>
<b>Registers:</b> Registers, 4 bit Register with parallel load, shift Register: 4 bit shift Register, Serial transfer, Serial Addition <b>Counters:</b> Ripple Counters: Design of 4-Bit Binary ripple counter using D & T Flip-flops <b>Synchronous Counters:</b> 4 bit Binary counter, 4 Bit Up/Down Binary counter, Design of Counter with Unused States <b>Textbook 1:</b> Chapter-6(6.1- 6.5)			
<b>Module-4</b>			<b>9 Hours</b>

**Basic Structure of Computers:** Functional Units, Basic Operational Concepts, Bus structure, Performance – Processor Clock, Basic Performance Equation, Clock Rate, Performance Measurement.

**Machine Instructions and Programs:** Memory Location and Addresses, Memory Operations, Instruction and Instruction sequencing, Addressing Modes.

**Text book 2: Chapter-1(1.2-1.4, 1.6), Chapter-2(2.2-2.5)**

**Module-5**

**9 Hours**

**Input/output Organization:** Accessing I/O Devices, Interrupts – Interrupt Hardware, Enabling and Disabling Interrupts, Handling Multiple Devices, Direct Memory Access: Bus Arbitration. Cache memory, Mapping functions- Direct, Associative, Set-associative

**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.

**Text book 2:Chapter-4(4.1, 4.2.1, 4.2.2, 4.2.3, 4.4), Chapter-5(5.5, 5.5.1), Chapter-7(7.1-7.2)**

### PRACTICAL COMPONENT OF IPCC

Sl. No.	EXPERIMENTS
<b>PART A</b>	
1	Realization of Logic gates AND, OR, NOT, NAND, NOR, XOR and XNOR using Verilog HDL
2	Given a 4-Variable logic expression, simplify it using appropriate technique and simulate the same using Basic gates in Verilog HDL.
3	Design Verilog HDL to implement simple circuits using Structural, Data flow and Behavioural model.
4	Design Verilog HDL to implement Half and Full Adder.
5	Design Verilog HDL to implement Half and Full Subtractor.
<b>PART B</b>	
6	Design Verilog HDL to implement 4 bit Binary Full adder, a 4 bit Binary Subtractor and simulate the same using basic gates.
7	Design Verilog HDL to implement Different types of Multiplexer - 2:1, 4:1 and 8:1.
8	Design Verilog HDL to implement Different types of De-Multiplexer- 1:2, 1:4 and 1:8
9	Design Verilog HDL for implementing various types of Flip-Flops such as JK and D
10	Design a 4 bit Ripple counter and implement with Verilog HDL
<b>Demo Experiment</b>	
1	Verilog implementation of AND, OR, and NOT logic gates using a MacCulloch-Pitts Perceptron model (single-layer Feedforward Neural Network).

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## COURSE OUTCOMES:

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Apply the fundamental concepts of Binary logic, Boolean algebra, and logic gate minimization using Karnaugh Map (K-MAP) techniques.
<b>CO2</b>	Design and analyse Combinational and Sequential circuits.
<b>CO3</b>	Develop and evaluate the functionality of registers and counters.
<b>CO4</b>	Elaborate the fundamental structure and key performance parameters of a computer system.
<b>CO5</b>	Describe the concepts of Input/Output (I/O) organization and the process of instruction execution in a basic processing unit.

## ASSESSMENT AND EVALUATION REGULATIONS OF IPCC

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE- IA Tests (A)	20	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 20 marks.
Continuous and Comprehensive Evaluation (B)	10	-	Any one Assessment methods as per 24RNBE4.2 scaled to 10 marks.
<b>Total CIE Theory (A+B)</b>	<b>30</b>	<b>12</b>	<b>Marks of Tests and Assignments awarded for a maximum of 30.</b>
CIE Practical	12	-	Marks awarded for Weekly Conduction of Experiments and Submission of Laboratory records, scaled to 12 marks.
CIE Practical Test	8	-	Average of marks of Two tests, each conducted for 100 marks covering all experiments, scaled to 8.
<b>Total CIE Practical (C)</b>	<b>20</b>	<b>8</b>	<b>Marks of Experiments, Record and Test awarded for a maximum of 20 marks.</b>
<b>CIE: Theory + Practical (A + B + C)</b>	<b>50</b>	<b>20</b>	<b>CIE Evaluation is done for a maximum of 50 marks.</b>
SEE (D)	50	18	SEE is a theory exam, conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE+SEE (A+B+C+D)</b>	<b>100</b>	<b>40</b>	<b>Final marks shall be the sum of marks scored in Components A, B, C and D</b>



- The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included in their respective modules only.

### Textbooks

1. M. Morris Mano and Michael D. Ciletti, “Digital Design with an Introduction to Verilog Design”, 5<sup>th</sup> Edition, Pearson Education, 2013.
2. Carl V. Hamacher, Zvonko G. Vranesic, and Safwat G. Zaky, “Computer Organization”, 5<sup>th</sup> Edition, Tata McGraw-Hill, 2002.
3. William Stallings, “Computer Organization and Architecture- designing for performance”, 8<sup>th</sup> Edition, Prentice Hall, New Jersey, 2010.

### Reference Books

1. M. Morris Mano and Charles R. Kime, “Logic and Computer Design Fundamentals”, 4<sup>th</sup> Edition, Pearson Education, 2008.
2. David A. Patterson and John L. Hennessy, “Computer Organization and Design”, 4<sup>th</sup> Edition, Morgan Kaufmann Publishers, 2009.
3. Andrew S. Tanenbaum, “Structured Computer Organization”, 5<sup>th</sup> Edition, Pearson Education, 2006

### Weblinks:

1. <https://cse02-iiith.vlabs.ac.in/>
2. <https://ocw.mit.edu/courses/6-111-introductory-digital-systems-laboratory-fall-2006/>
3. <https://circuitverse.org/>
4. <https://www.geeksforgeeks.org/computer-organization-and-architecture-tutorials/>
5. [NPTEL: https://nptel.ac.in/courses/117105080](https://nptel.ac.in/courses/117105080)
6. [NPTEL: https://nptel.ac.in/courses/106102062](https://nptel.ac.in/courses/106102062)

### Self – Study topics:

- Finite State Machine (FSM) Design Using Verilog- Implementation of Mealy and Moore machines for real-time applications.
- RISC vs. CISC Architectures- Comparative study of instruction sets, execution efficiency, and real-world processor examples.
- Introduction to FPGA-Based Digital Design- Basics of Field Programmable Gate Arrays (FPGAs) and using HDL for hardware synthesis.
- Pipelining in CPU Design- Study of instruction pipeline stages, pipeline hazards, and performance improvement techniques.

### Activity Based Learning

- Flipped Classroom
- Group Discussion (GD)
- Student Seminars



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## Department of CSE (Cyber Security)

Autonomous Scheme (Effective from Academic Year 2024 – 25)

- Project Based Learning
- **Peer Teaching** - Make Groups and give crosswords related to the subject by using <https://www.ohmydots.com/creator-crossword.html>
- Hands-on Practical Session using IC Trainer Kit- To provide students with real-time exposure to implementing digital logic circuits using physical ICs and wiring on a trainer kit.



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<b>B.E. (CSE and Allied Branches)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – III</b>			
<b>Course Title:</b> Operating Systems			
<b>Course Code:</b>	BCS303	<b>CIE MARKS</b>	<b>50</b>
(L : T : P) + SL	(3:0:2) + (45 Hours/Sem)	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>4</b>	<b>EXAM HOURS</b>	<b>3</b>
<b>COURSE LEARNING OBJECTIVES:</b> <i>The purpose of the course is to facilitate the learner to:</i> <ol style="list-style-type: none"> <li>Understand the fundamental concepts and architecture of operating systems, including system structure, services, and system calls.</li> <li>Analyse and apply concepts of process, thread, and CPU scheduling, along with inter-process communication and synchronization techniques.</li> <li>Explain and evaluate memory management strategies, including paging, segmentation, and virtual memory techniques.</li> <li>Demonstrate knowledge of file systems, storage structures, and protection mechanisms, and use relevant system-level commands and APIs for managing OS resources</li> </ol>			
<b>Module-1</b>			<b>9 Hours</b>
<b>Introduction to operating systems, System structures:</b> What operating systems do; Computer System organization; Computer System architecture; Operating System structure; Operating System operations. <b>Operating System Services:</b> User - Operating System interface; System calls; Types of system calls; System programs; Operating system design and implementation; Operating System structure.			
<b>Textbook 1: Chapter-1(1.1-1.5), Chapter-2(2.2-2.7)</b>			<b>9 Hours</b>
<b>Module-2</b>			<b>9 Hours</b>
<b>Process Management:</b> Process concept; Process scheduling; Operations on processes; Inter process communication. <b>Multi-threaded Programming:</b> Overview; Multithreading models; Thread Libraries; Threading issues. <b>Process Scheduling:</b> Basic concepts; Scheduling Criteria; Scheduling Algorithms; Multiple-processor scheduling.			
<b>Textbook 1: Chapter-3(3.1-3.4), Chapter-4(4.1-4.4), Chapter-5(5.1 -5.3,5.5)</b>			<b>9 Hours</b>
<b>Module-3</b>			<b>9 Hours</b>
<b>Process Synchronization:</b> Synchronization: The critical section problem; Peterson's solution; Synchronization hardware; Semaphores; Classical problems of synchronization. <b>Deadlocks:</b> System model; Deadlock characterization; Methods for handling deadlocks; Deadlock prevention; Deadlock avoidance; Deadlock detection and recovery from deadlock.			



<b>Textbook 1: Chapter-6 (6.1-6.6), Chapter-7(7.1 -7.7)</b>	<b>Module-4</b>	<b>9 Hours</b>
<b>Memory Management:</b> Memory management strategies: Background; Swapping; Contiguous memory allocation; Paging; Structure of page table; Segmentation.		
<b>Virtual Memory Management:</b> Background; Demand paging; Copy-on-write; Page replacement; Allocation of frames; Thrashing.		
<b>Textbook 1: Chapter -8(8.1-8.6), Chapter 9(9.1-9.6)</b>	<b>Module-5</b>	<b>9 Hours</b>
<b>File System, Implementation of File System:</b> File system: File concept; Access methods; Directory and Disk structure		
<b>Implementing File system:</b> File system structure; File system implementation; Directory implementation; Allocation methods; Free space management.		
<b>Secondary Storage Structure, Protection:</b> Mass storage structures; Disk structure; Disk Attachment, Disk scheduling;		
<b>Protection:</b> Goals of protection, Principles of protection, Domain of protection, Access matrix.		
<b>Textbook 1: Chapter-10(10.1-10.3) , Chapter-11(11.1-11.5), Chapter-12(12.1-12.4), Chapter-14(14.1-14.4)</b>		

### PRACTICAL COMPONENT OF IPCC

EXPERIMENTS		
Sl. No	PART A	
1.	Develop a C program to implement the Process system calls (fork (), exec (), wait(), create process, terminate process)	
2.	Simulate the following CPU scheduling algorithms to find turnaround time and waiting time: a) FCFS                    b) Round Robin	
3.	Develop a C program to simulate producer-consumer problem using semaphores.	
4.	Develop a C program which demonstrates interprocess communication between a reader process and a writer process. Use mkfifo, open, read, write and close APIs in your program.	
5.	Develop a C program to simulate the Linked file allocation strategies.	
6.	Develop a C program to simulate SCAN disk scheduling algorithm.	
PART B (Case Study Based Learning)		
1.	<b>CPU Scheduling – Priority, SJF, SRTF</b> A real-time OS for a medical monitoring device needs responsive CPU scheduling for patient alerts, logging, and UI display. <b>Questions:</b> <ul style="list-style-type: none"> <li>a. Given a set of processes with burst time and priorities, simulate execution under Priority Scheduling, SJF, and SRTF.</li> <li>b. Which algorithm ensures minimum response time for emergency alerts? Can starvation occur in any algorithm? Propose a solution.</li> </ul>	



2.	<b>Multithreading</b> You're developing a multithreaded application for online proctoring that must record video, monitor mouse movement, and detect tab switching concurrently. <b>Questions:</b> <ol style="list-style-type: none"><li>Identify tasks that can run as separate threads.</li><li>How would you manage shared resources like logs or video buffers?</li><li>Design a synchronization scheme to avoid race conditions during thread execution.</li></ol>
3.	<b>Banker's Algorithm for Deadlock Avoidance</b> An automated research lab has robotic arms (resources) allocated to multiple experiment modules (processes). The system must avoid deadlocks when assigning robotic arms. <b>Questions:</b> <ol style="list-style-type: none"><li>Given a snapshot of allocated and maximum resources, apply Banker's algorithm to determine if the system is in a safe state.</li><li>What should the system do if a new module requests more resources?</li><li>Modify the scenario to include resource preemption. How does this impact safety?</li></ol>
4.	<b>Dining Philosopher Problem</b> Your company is designing an automated restaurant system where robotic arms represent philosophers sharing limited cooking utensils (forks). <b>Questions:</b> <ol style="list-style-type: none"><li>How will you model the utensil access to prevent deadlocks?</li><li>If one philosopher is replaced by a “VIP” who should never wait, how would you modify your synchronization logic?</li><li>Simulate one round of execution and analyze if any philosopher starves.</li></ol>
5.	<b>Contiguous Memory Allocation</b> A company is developing an embedded system for an industrial robot. The robot's operating system must load real-time control programs into memory using contiguous memory allocation for speed and predictability. <b>Questions:</b> <ol style="list-style-type: none"><li>The control programs vary in size. How should the OS manage memory to minimize fragmentation?</li><li>Which allocation strategy (First Fit, Best Fit, Worst Fit) would be most efficient here and why?</li><li>After 10 load-unload cycles, analyze the state of memory. How can compaction help in this scenario?</li></ol>
6.	<b>Page Replacement Algorithms</b> An educational software company is optimizing a virtual memory system for an e-learning tablet. Students often multitask between notes, browser, and video lectures. <b>Questions:</b>



	<ul style="list-style-type: none"> <li>a. Simulate page accesses using FIFO, LRU, and Optimal algorithms. Compare page faults.</li> <li>b. In real-time usage, which algorithm would you implement and why?</li> <li>c. How will the choice of algorithm impact user experience when switching apps?</li> </ul>
7.	<p><b>File Allocation</b>  A cloud storage service stores small to medium files for academic institutions. Different strategies (contiguous, linked, indexed) impact retrieval time and fragmentation.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>a. Given a set of file sizes and disk blocks, demonstrate how each method allocates space.</li> <li>b. Which method performs best for random access vs. sequential access?</li> <li>c. How will the system handle file growth in each case?</li> </ul>
8.	<p><b>Directory Structure</b>  Designing a multi-user OS for a campus intranet requires an efficient and secure directory structure.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>a. Which directory structure (single-level, two-level, tree-structured) would best suit departmental file segregation?</li> <li>b. How would you implement access permissions for faculty vs. students?</li> <li>c. What are the limitations of a tree-structured directory if symbolic links are introduced?</li> </ul>
9.	<p><b>Disk Scheduling Algorithms</b>  A university server handles high-volume read/write requests for students accessing online lab submissions.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>a. Using a queue of 10 disk I/O requests (randomly ordered), simulate FCFS, SSTF, and SCAN algorithms.</li> <li>b. Which algorithm minimizes seek time and why?</li> <li>c. What trade-offs would you consider for fairness vs. efficiency?</li> </ul>
10.	Build a simplified version of the ls command using only system calls (no standard library functions like opendir()).

## COURSE OUTCOMES

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Interpret and explain the interactions among operating system components, including kernel functions, system calls, and user interfaces, within typical system operations.
<b>CO2</b>	Apply CPU Scheduling algorithms and process synchronization mechanisms to manage concurrent execution.
<b>CO3</b>	Analyse memory management techniques such as paging and segmentation to optimize memory utilization.



<b>CO4</b>	Evaluate file system structures and I/O management strategies to enhance overall system performance.
<b>CO5</b>	Simulate key operating system functionalities and system-level tasks using software tools and utilities.

## ASSESSMENT AND EVALUATION REGULATIONS OF IPCC

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE- IA Tests (A)	20	-	<b>Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 20 marks.</b>
Continuous and Comprehensive Evaluation (B)	10	-	<b>Any one Assessment methods as per 24RNBE4.2 scaled to 10 marks.</b>
Total CIE Theory (A+B)	30	12	<b>Marks of Tests and Assignments awarded for a maximum of 30.</b>
CIE Practical	12	-	<b>Marks awarded for Weekly Conduction of Experiments and Submission of Laboratory records, scaled to 12 marks.</b>
CIE Practical Test	8	-	<b>Average of marks of Two tests, each conducted for 100 marks covering all experiments, scaled to 8.</b>
Total CIE Practical (C)	20	8	<b>Marks of Experiments, Record and Test awarded for a maximum of 20 marks.</b>
CIE: Theory + Practical (A + B + C)	50	20	<b>CIE Evaluation is done for a maximum of 50 marks.</b>
SEE (D)	50	18	<b>SEE is a theory exam, conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.</b>
CIE+SEE (A+B+C+D)	100	40	<b>Final marks shall be the sum of marks scored in Components A, B, C and D</b>
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included in their respective modules only.</li> </ul>			

**Textbooks**

1. Abraham Silberschatz, Peter Baer Galvin, Greg Gagne, “Operating System Concepts”, 8<sup>th</sup> Edition, Wiley-India, 2015.

**Reference Books**

1. P.C.P. Bhatt, “An Introduction to Operating Systems: Concepts and Practice”, 4th Edition, PHI(EEE), 2014.
2. William Stallings, “Operating Systems: Internals and Design Principles”, 6<sup>th</sup> Edition, Pearson.
3. A.S. Tanenbaum, H. Bos ,2014, “Modern Operating Systems”, 4th Edition, Prentice-Hall of India, New Delhi.

**Weblinks**

1. <https://pages.cs.wisc.edu/~remzi/OSTEP/>
2. <https://www.geeksforgeeks.org/operating-systems/>
3. [https://www.tutorialspoint.com/operating\\_system/index.htm](https://www.tutorialspoint.com/operating_system/index.htm)
4. <https://www.scaler.com/topics/operating-system/>
5. <https://www.youtube.com/watch?v=yK1uBHPdp30>
6. <https://www.youtube.com/watch?app=desktop&t=1s&v=dOiA2nNJpc0>

**Self-Study Topics**

1. Virtual Machines

Study the concept of virtualization, including the architecture and functionality of virtual machines (VMs), and understand how VMs help in efficient resource utilization and system isolation.

2. Basic Linux Commands

Gain hands-on experience with essential Linux terminal commands used for file management, user permissions, process control, and system monitoring.

3. Multithreading Demonstration using Programming Languages

Implement and compare multithreading concepts using:

- a. Java – via Thread class and Runnable interface
- b. Python – using the threading module

4. C Programming – using POSIX threads (pthreads)

Overview of Different Operating Systems

**Compare architecture, scheduling, memory management, and file systems** across these OS types: Linux, Windows, Unix, Android, MacOS, iOS, RTOS, Chrome OS, Solaris, Haiku OS, TinyOS

**Alternate Assessment Methods**

1. **Certifications (Skill-Based)** -industry-recognized certifications (e.g. CISCO, NPTEL, Infosys Springboard).
2. **Assignments / Problem Solving Sheets**



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## Department of CSE (Cyber Security)

Autonomous Scheme (Effective from Academic Year 2024 – 25)

3. Quiz
4. Mini Projects
5. Group Activities / Peer Evaluation
6. Presentations / Tech Talks



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<b>B.E. (CSE and Allied Branches)</b> <b>Outcome Based Education(OBE) and Choice Based Credit System(CBCS)</b> <b>SEMESTER – III</b>			
<b>Course Title:</b> Data Structures and Applications			
<b>Course Code:</b>	<b>BCS304</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L : T : P) + SL</b>	<b>(3:0:0) + (45 Hours / Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>3</b>	<b>EXAM HOURS</b>	<b>3</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<i>The purpose of the course is to facilitate the learner to:</i> <ol style="list-style-type: none"> <li>1. Explain the fundamental concepts, classifications, and operations of data structures.</li> <li>2. Implement arrays, pointers, and strings for efficient data representation and manipulation.</li> <li>3. Apply linear data structures such as stacks, queues, and linked lists to solve problems.</li> <li>4. Construct and traverse non-linear data structures including trees and graphs.</li> <li>5. Utilize advanced data structures like hashing and balanced trees to design optimized solutions.</li> </ol>			
<b>Module-1</b>			<b>9 Hours</b>
<b>Introduction To Data Structures:</b> Data Structures, Classifications (Primitive & Non-Primitive), Data structure Operations, Review of pointers and dynamic Memory Allocation <b>Arrays and Structures:</b> Arrays, Sorting using arrays: Insertion sort, Radix sort, Dynamic Allocated Arrays, Structures and Unions, Polynomials, Sparse Matrices, representation of Multidimensional Arrays, Strings <b>Textbook 1: Chapter-2 (2.4-2.5)</b> <b>Textbook 2: Chapter-2 (2.1-2.3), Chapter-3 (3.1-3.13), Chapter-4 (4.1-4.4), Chapter-5 (5.1-5.8), Chapter-14(14.8-14.12)</b>			
<b>Module-2</b>			<b>9 Hours</b>
<b>Stacks:</b> Stacks, Stacks Using Dynamic Arrays, Evaluation and conversion of Expressions, Recursion <b>Queues:</b> Queues, Circular Queues using Dynamic Arrays, Priority Queue, Multiple Stacks and queues. <b>Textbook 1:Chapter-3 (3.1- 3.7)</b>			
<b>Module-3</b>			<b>9 Hours</b>
<b>Linked Lists:</b> Singly Linked, Lists and Chains, Representing Chains in C, Linked Stacks and Queues, Polynomials, Additional List Operations, Sparse Matrices, Doubly Linked List. <b>Textbook 1:Chapter-4 (4.1- 4.5, 4.7-4.8)</b>			
<b>Module-4</b>			<b>9 Hours</b>
<b>Trees:</b> Introduction, Binary Trees, Binary Tree Traversals, Threaded Binary Trees., Binary Search trees, Selection Trees, Forests. <b>Textbook 1:Chapter-5 (5.1-5.3, 5.5, 5.7-5.9)</b>			
<b>Module-5</b>			<b>9 Hours</b>
<b>Multiway Search Trees:</b> B-Trees, B+-Trees			



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**Graphs:** The Graph Abstract Data Types, Elementary Graph Operations.

**Hashing:** Introduction, Static Hashing, Dynamic Hashing

**Textbook 1: Chapter-6 (6.1-6.2), Chapter -8 (8.1 - 8.3), Chapter -9 (9.1-9.2), Chapter -11( 11.2,11.3)**

### COURSE OUTCOMES:

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Implement fundamental data structures and perform operations using arrays, pointers, and strings.
<b>CO2</b>	Apply stacks and queues to evaluate expressions and solve linear data structure problems.
<b>CO3</b>	Develop memory-efficient programs using singly and doubly linked lists.
<b>CO4</b>	Construct and traverse tree-based structures to model and analyse hierarchical relationships.
<b>CO5</b>	Design solutions using graphs, balanced trees, and hashing techniques to address real-world computational problems.

### ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	30	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 30 marks
Continuous and Comprehensive Evaluation (B)	20	-	Any two Assessment methods as per 24RNBE4.2 (*if it is project based, one assignment shall be given), scaled to 20 marks.
Total CIE (A+B)	50	20	CIE Evaluation is done for a maximum of 50 marks
SEE (C)	50	18	SEE is a theory exam conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
CIE + SEE (A+B+C)	100	40	Final marks shall be the sum of marks scored in Components A, B and C.

The minimum marks to be secured in CIE are 20 (40%) out of allotted 50 marks to appear for SEE, with minimum 40 % scored in every component of CIE.



### Textbooks

1. Ellis Horowitz, Sartaj Sahni and Susan Anderson-Freed, “Fundamentals of Data Structures in C”, 2<sup>nd</sup> Edition, Universities Press, 2014.
2. Reema Thareja, “Data Structures using C”, 2<sup>nd</sup> Edition, Oxford press, 2014.

### Reference Books

1. Seymour Lipschutz, “Data Structures Schaum's Outlines”, Revised 1<sup>st</sup> Edition, McGraw Hill, 2014
2. Gilberg & Forouzan, “Data Structures: A Pseudo-code approach with C”, 2<sup>nd</sup> Edition, Cengage Learning, 2014
3. Jean-Paul Tremblay & Paul G. Sorenson, “An Introduction to Data Structures with Applications”, 2<sup>nd</sup> Edition, McGraw Hill, 2013
4. A M Tanenbaum, “Data Structures using C”, PHI, 1989

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

1. [https://youtu.be/S47aSEqm\\_0I?si=34alu47wCWGdsxwN](https://youtu.be/S47aSEqm_0I?si=34alu47wCWGdsxwN)
2. <https://ds2-iiith.vlabs.ac.in/exp/selection-sort/index.html>
3. <https://ds1-iiith.vlabs.ac.in/exp/stacks-queues/index.html>
4. <https://ds1-iiith.vlabs.ac.in/exp/linked-list/basics/overview.html>
5. <https://ds1-iiith.vlabs.ac.in>List%20of%20experiments.html>
6. <https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/index.html>
7. <https://ds1-iiith.vlabs.ac.in/exp/tree-traversal/depth-first-traversal/dft-practice.html>
8. [https://onlinecourses-archive.nptel.ac.in/noc18\\_cs25/preview](https://onlinecourses-archive.nptel.ac.in/noc18_cs25/preview)

### Self-Study Topics:

Recursion, AVL Trees, Red Black Trees.

### Activity Based Learning: The following is shown as examples only but not limited to:

1. LeetCode - The World's Leading Online Programming Learning Platform
2. HackerRank - Online Coding Tests and Technical Interviews

### Continuous and Comprehensive Evaluation (B)

Component	Weightage	Evaluation Method
HackerRank / LeetCode Problems	10 Marks	- Solve 2–3 DS problems per module. - Submit screenshots + short explanation. - Marks based on test cases passed + clarity.
MOOC Certification	10 Marks	- Complete an approved MOOC (NPTEL / Coursera / edX). - Submit certificate + short reflective report. - Marks based on completion
<b>Total</b>	<b>20 Marks</b>	Alternate Assessment (CIE)

**B.E. (CSE and Allied Branches)****Outcome Based Education (OBE) and Choice Based Credit System(CBCS)****SEMESTER – III**

<b>Course Title:</b>	<b>Data Structures Laboratory</b>		
<b>Course Code:</b>	<b>BCSL305</b>	<b>CIE MARKS</b>	<b>50</b>
<b>L :T : P</b>	<b>0:0:2</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>1</b>	<b>EXAM HOURS</b>	<b>3</b>

**COURSE LEARNING OBJECTIVES:**

*The purpose of the course is to facilitate the learner to:*

1. Understand and implement dynamic memory management techniques in C.
2. Apply linear data structures (stacks, queues, linked lists) to solve computational problems.
3. Analyse and utilize non-linear data structures such as trees and graphs for applications.
4. Design practical solutions to real-world problems using suitable data structures.

**Program 1 – Weekly Planner**

A student needs a simple Weekly Planner System to keep track of their weekly schedule. For each day, the planner should store: name of the day (e.g., Monday, Tuesday...), date of the day (numeric format) and the activity planned for that day (e.g., class, event, meeting).

Develop a C program to implement this weekly planner using the following functions.

- a. create() to initialize the weekly planner.
- b. read() to input the details (day name, date, activity) from the user.
- c. display() to generate and print the Weekly Activity Report on screen.

**Program 2 –Pattern Matching**

A publishing company is developing a simple tool to edit documents by replacing certain words or phrases. Design a C program that performs find-and-replace operations on text without using built-in string functions.

- a. Read a main string (STR), a pattern string (PAT), and a replacement string (REP) from the user.
- b. Search the main string for all occurrences of PAT.
- c. Replace every occurrence of PAT in STR with REP.
- d. If PAT does not exist in STR, display an appropriate message.

**Program 3- Parcel Storage System**

A courier office needs a simple Parcel Storage System to manage parcels efficiently. Each parcel is assigned an integer ID for identification. Design a C program that supports the following operations:

- a. push() – Add a parcel ID onto the stack when a new parcel arrives.
- b. pop() – Remove the last parcel ID from the stack when a parcel is taken out.
- c. display() – Show all parcel IDs currently stored in the stack.
- d. Display suitable messages when the stack is full (overflow) or empty (underflow).

**Program 4 - Calculator Application**

In modern calculators, mathematical expressions are usually entered in infix notation, where operators are written between operands (e.g.,  $3 + 4 * 2$ ). However, calculators and computer systems evaluate these expressions more efficiently in postfix notation, where operators follow operands (e.g.,  $3\ 4\ 2\ * \+$ ).

To simulate this process, develop a C program that converts any valid infix expression into its equivalent postfix expression. The program should support alphanumeric operands and the following operators:  $-$ ,  $+$ ,  $*$ ,  $/$ ,  $\%$ ,  $^$ .

**Program 5 - Call Center Help Desk**

A call center assigns a ticket number to every incoming call. Since only a limited number of calls can be handled at a time, the calls are placed in a queue. When a representative becomes free, the next call in the queue is served.

Design and implement a C program to simulate this system using a circular queue. The program should support the following operations:

- Add a new call to the queue (enqueue)
- Serve the next call (dequeue)
- Display all waiting calls

The program must also handle queue overflow and underflow conditions properly.

**Program 6 - Student Information Management System**

A university wants to maintain a dynamic record of its students for academic and administrative purposes. Each student record contains the following details: **USN, Name, Programme, Semester, and Phone Number**. Since the number of students may vary frequently due to admissions and withdrawals, a **singly linked list (SLL)** is chosen for efficient memory usage and flexible data management.

To simulate this system, develop a **menu-driven C program** that performs the following operations on the student database:

- Create a Singly Linked List of  $N$  student records using **front insertion**.
- Display all student records and **count** the number of nodes in the list.
- Insert or delete a student record at the **end** of the list.
- Insert or delete a student record at the **front** of the list (demonstrating **stack operations**).

**Program 7 - Employee Record Management System**

A company maintains details of its employees for administrative and payroll purposes. Each employee record contains the following fields: SSN, Name, Department, Designation, Salary, and Phone Number. Since employees may frequently join, leave, or change positions, a Doubly Linked List (DLL) provides a flexible way to manage these records efficiently in both directions.

To simulate this process, design and implement a menu-driven C program that performs the following operations on the employee database:



- a. Create a Doubly Linked List of  $N$  employee records using end insertion.
- b. Display all employee records and count the total number of nodes.
- c. Insert or delete an employee record at the end of the list.
- d. Insert or delete an employee record at the front of the list.
- e. Demonstrate how the DLL can be used as a Double Ended Queue (Deque).

**Program 8 – Library Book Management System**

Design and implement a menu-driven C program to manage a Library Book Database using a Binary Search Tree (BST). Each record should store the following details: ISBN Number and Book Title.

The program should support the following operations:

- a. Insert a new book into the BST
- b. Traverse the BST using Inorder, Preorder, and Postorder
- c. Search for a book by its ISBN number and print the title.

**Program 9 - City Connectivity using Graph Traversal**

In a city transportation system, each city can be represented as a node and the direct roads between them as edges of a graph. To analyse connectivity, it is important to know which cities can be reached from a given starting city.

Develop a C program to:

- a. Represent N cities using an Adjacency Matrix
- b. Display all cities reachable from a specified city using DFS or BFS traversal.

**Program 10 - Collision Handling in Vehicle Registration System**

In a vehicle registration system, each vehicle is assigned a unique 4-digit registration number. To support quick storage and retrieval, these records are organized in a hash table with  $m$  storage locations.

Develop a C program to:

1. Store vehicle registration numbers in the hash table using linear probing and quadratic probing for collision handling.
2. Display the final state of the hash table after all insertions.

**Mini Project**

- a. Students must form teams of 2 to 3 members.
- b. Each team must identify and finalize a real-world problem that can be solved using appropriate data structures.
- c. Teams must analyze the problem and design the solution using suitable data structures such as arrays, stacks, queues, linked lists, trees, or graphs.
- d. The project must be implemented entirely in C language.
- e. Modular programming practices, file handling, and inclusion of at least one innovative or optimized component are mandatory.
- f. The complete project including source code, README file with instructions, and



- sample output screenshots must be uploaded to a public GitHub repository.
- g. A mini project report (soft bound) must be prepared and submitted as per department guidelines.
  - h. Teams will present their project and undergo a viva voce as part of the final evaluation.
- Smart India Hackathon : [Smart India Hackathon \(sih.gov.in\)](http://Smart India Hackathon (sih.gov.in))
  - ISRO Hackathon: [Launching of Bharatiya Antariksh Hackathon-2025 \(isro.gov.in\)](http://Launching of Bharatiya Antariksh Hackathon-2025 (isro.gov.in))
  - DRDO Hackathon: [Dare to Dream 5.0 Innovation Contest | Defence Research and Development Organisation - DRDO, Ministry of Defence, Government of India](http://Dare to Dream 5.0 Innovation Contest | Defence Research and Development Organisation - DRDO, Ministry of Defence, Government of India)

## COURSE OUTCOMES

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Implement and demonstrate operations on fundamental data structures
<b>CO2</b>	Develop programs to solve problems using linear and non-linear data structures.
<b>CO3</b>	Apply dynamic allocation and optimizing resource usage.
<b>CO4</b>	Design and implement practical solutions for real-world problems using appropriate data structures.

## ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE Practical (A)	20	-	Marks awarded for Weekly Conduction of Experiments and Submission of Laboratory records, scaled to 20 marks.
CIE Practical Test + Mini Project (B)	20+10	-	Average of marks of Two tests, each conducted for 100 marks covering all experiments, scaled to 20 + Mini Project (10 Marks)
<b>Total CIE Practical (A+B)</b>	<b>50</b>	<b>20</b>	Sum of Marks of Experiments, Record and Test shall be CIE marks awarded for a maximum of 50.
SEE (C)	50	20	SEE is a lab exam, conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B and C.
The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE.			

<b>B.E. (Computer Science and Engineering -Cyber Security)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – III</b>			
<b>Course Title:</b> Object Oriented Programming using Java			
<b>Course Code:</b>	BCS306A	<b>CIE MARKS</b>	<b>50</b>
<b>(L: T: P) + SL</b>	<b>(2:0:2) + (30 Hours/Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>3</b>	<b>EXAM HOURS</b>	<b>3</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<i>The purpose of the course is to facilitate the learner to:</i>			
<ol style="list-style-type: none"> <li>Identify and recall core OOP concepts and Java language features.</li> <li>Configure the Java development environment and execute simple Java programs.</li> <li>Develop multi-threaded Java applications using synchronization methods.</li> <li>Design interactive Java applications using event-driven programming principles</li> </ol>			
<b>Module-1</b>			<b>6 Hours</b>
<b>Introducing Classes:</b> Class Fundamentals, Declaring Objects, Assigning Object Reference Variables, Introducing Methods, Constructors, This Keyword, Garbage Collection.			
<b>Methods and Classes:</b> Overloading Methods, Objects as Parameters, Argument Passing, Returning Objects, Recursion, Access Control, understanding static, introducing final, introducing Nested and Inner Classes.			
<b>Textbook 1: Chapter-6, Chapter-7</b>			
<b>Module-2</b>			<b>6 Hours</b>
<b>Inheritance:</b> Inheritance Basics, using super, creating a Multilevel Hierarchy, When Constructors Are Executed, Method Overriding, Dynamic Method Dispatch, Using Abstract Classes, Using final with Inheritance, Local Variable, Type Inference and Inheritance, The Object Class.			
<b>Textbook 1: Chapter-8</b>			
<b>Module-3</b>			<b>6 Hours</b>
<b>Exceptions:</b> Exception-Handling Fundamentals, Exception Types, Uncaught Exceptions, Using try and catch, Multiple catch Clauses, Nested try Statements, throw, throws, finally, Java's Built-in Exceptions, Creating Your Own Exception Subclasses.			
<b>Textbook 1: Chapter-10</b>			
<b>Module-4</b>			<b>6 Hours</b>
<b>Multithreaded Programming:</b> The Java Thread Model, The Main Thread, creating a Thread, Creating Multiple Threads, Using isAlive() and join(), Thread Priorities, Synchronization, Interthread Communication, Suspending, Resuming, and Stopping Threads.			
<b>Textbook 1: Chapter-11</b>			
<b>Module-5</b>			<b>6 Hours</b>
<b>String Handling:</b> The String Constructors, String Length, Special String Operations, Character Extraction, String Comparison, Searching Strings, modifying a String, Changing the Case of Characters Within a String, Joining Strings.			
<b>Textbook 1: Chapter-18</b>			



## PRACTICAL COMPONENT

Sl. No.	Experiments
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	A class called Employee, which models an employee with an ID, name and salary, is designed as shown in the following class diagram. The method raiseSalary (percent) increases the salary by the given percentage. Develop the Employee class and suitable main method for demonstration
4	Develop a JAVA program to create a class named shape. Create three sub classes namely: circle, triangle and square, each class has two member functions named 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 calculateArea() and calculatePerimeter(). Create subclasses Circle and Triangle that extend the Shape class and implement the respective methods to calculate the area and perimeter of each shape.
6	Develop a JAVA program to create an interface Resizable with methods resizeWidth(int width) and resizeHeight(int height) that allow an object to be resized. Create a class Rectangle that implements the Resizable interface and implements the resize methods
7	Develop a JAVA program to create an outer class with a function display. Create another class inside the outer class named inner with a function called display and call the two functions in the main class.
8	Develop a JAVA program to raise a custom exception (user defined exception) for DivisionByZero using try, catch, throw and finally.
9	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).
10	Implement a JAVA program to illustrate the use of different types of character extraction, string comparison, string search and string modification methods.
11	Develop a Java application that checks whether a given string is a palindrome, designed using the SOLID principles of object-oriented programming.
12	Develop a Java application that compresses characters in a given string by counting consecutive repeated characters, designed according to the SOLID principles of object-oriented programming. Input: AAABBBCCCC Output: A3B3C4



## COURSE OUTCOMES

After successfully completing the course, the student will be able to:

<b>CO1</b>	Interpret Java classes with appropriate data members and methods to address specified scenarios.
<b>CO2</b>	Apply the concept of inheritance to model and solve real-world programming problems.
<b>CO3</b>	Demonstrate the effective use of multi-threading and exception handling to manage concurrency and runtime issues in Java programs.
<b>CO4</b>	Demonstrate the use of string handling methods to manipulate and process textual data in Java.
<b>CO5</b>	Develop Java programs integrating object-oriented concepts to address computational problems effectively.

## ASSESSMENT AND EVALUATION REGULATIONS OF ESC

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE-IA Tests(A)	20	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 20 marks.
Continuous and Comprehensive Evaluation (B)	10	-	Any one Assessment methods as per 24RNBE4.2 scaled to 10 marks.
<b>Total CIE Theory (A+B)</b>	<b>30</b>	<b>12</b>	Marks of Tests and Assignments awarded for a maximum of 30.
CIE Practical	12	-	Marks awarded for Weekly Conduction of Experiments and Submission of Laboratory records, scaled to 12 marks.
CIE Practical Test	8	-	Average of marks of Two tests, each conducted for 100 marks covering all experiments, scaled to 8.
<b>Total CIE Practical (C)</b>	<b>20</b>	<b>8</b>	Marks of Experiments, Record and Test awarded for a maximum of 20 marks.
<b>CIE: Theory + Practical (A+B+C)</b>	<b>50</b>	<b>20</b>	CIE Evaluation is done for a maximum of 50 marks.
<b>SEE (D)</b>	<b>50</b>	<b>18</b>	SEE is a theory exam, conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE+SEE (A+B+C+D)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B, C and D
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE. The laboratory component of the ESC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included in their respective modules only.</li> </ul>			



### Textbooks

1. Herbert Schildt, "The Complete Reference", 12<sup>th</sup> Edition, McGraw-Hill.

### Reference Books

1. E Balagurusamy, "Programming with Java", 6<sup>th</sup> Edition, McGraw Hill.
2. Bruce Eckel, "Thinking in Java", 4<sup>th</sup> Edition, Prentice Hall.

### Web links and Videos:

1. <https://www.youtube.com/watch?v=5gWpVJc0UG4>
2. <https://www.youtube.com/watch?v=-HafzawNIUo>
3. <https://www.youtube.com/watch?v=K3g4srbkUNM>
4. <https://www.youtube.com/watch?v=jUzvdDuAeSQ>

### Self-Study Topics:

SOLID Principles - GFG

### Activity Based Learning:

1. Leet code
2. Practical or programming assignment
3. Seminar/Project

ESTD : 2001

*An Institute with a Difference*

**B.E. (Computer Science and Engineering -Cyber Security)  
 Outcome Based Education (OBE) and Choice Based Credit System (CBCS)  
 SEMESTER –III**

<b>Course Title</b>	<b>Unix System Programming</b>		
<b>Course Code</b>	<b>BCD306B</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L: T : P) + SL</b>	<b>(2:0:2) + (30 Hours/Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits</b>	<b>03</b>	<b>EXAM HOURS</b>	<b>03</b>

**COURSE LEARNING OBJECTIVES:** The purpose of the course is to facilitate the learner's ability to:

1. Demonstrate the basics of Unix concepts and commands
2. Explore the UNIX file system
3. Apply commands to reflect changes in file system.
4. Explore process environment and Apply process control functions
5. Design & develop application/service over a UNIX system.

**MODULE – 1** **6 Hours**

**Introduction:** Unix Components/Architecture, Features of Unix, POSIX and Single UNIX specification, Understanding man documentation.

**Basic Commands:** cal, date, echo, printf, bc, script, passwd, who, uname, tty, sty.

**File attributes and permissions:** ls command with options, File ownership, File permissions, chmod: changing file permissions, Directory permissions, Changing file ownership

**Textbook-1:** Ch 2.1-2.3,2.9; Ch-3.1-3.6, 3.9-3.13; Ch-6.1, 6.3-6.7

**MODULE – 2** **6 Hours**

**The Shell interpretive cycle:** shell offerings, Pattern Matching-Wild cards, Three standard files and redirection.

**Shell Programming:** Shell Scripts, Command line arguments, Read and read only commands, exit and exit status of a command, Logical operators for conditional execution, The if, test, case, expr, calling script by different names, while, for, The set and shift, Here document, trap, Simple shell program examples.

**Textbook-1:** Ch 8.1 to 8.3, 8.5; Ch-14.1 – 14.15

**MODULE – 3** **6 Hours**

**Unix standardization and Implementations:** Introduction, UNIX standardization, UNIX System Implementation.

**File I/o:** Introduction, File Descriptors, open, creat, close, lseek, read, write, fcntl

**Files and Directories:** Introduction, stat, fsat and lstat functions, access and umask functions, chmod and fchmod functions, link, unlink, remove and rename functions, symbolic links.

**Textbook-2:** Chapter 2.1 to 2.3; Ch-3.1-3.8, 3.14; Ch 4.1-4.2, 4.7 to 4.9, 4.15 & 4.16



<b>MODULE – 4</b>	<b>6 Hours</b>
<p><b>Process Environment:</b> Introduction, main function, Process Termination, Command-line arguments, Environment list, Memory Layout of a C program, Shared Libraries, Memory allocation, Environment Variables, setjmp and longjmp functions.</p> <p><b>Process Control:</b> Introduction, Process Identifiers, fork, vfork, exit, wait, waitpid, race condition, exec function</p> <p><b>Textbook-2: Chapter 7.1 – 7.11; Ch 8.1 – 8.6, 8.9 - 8.10</b></p>	
<b>MODULE – 5</b>	<b>6 Hours</b>
<p><b>Signals:</b> Signal concepts, signal function, SIGCLD semantics, Kill and raise functions, alarm and pause functions.</p> <p><b>Interprocess Communication:</b> Introduction, Pipes, popen and pclose Functions, FIFO, Semaphores.</p> <p><b>Textbook-2: 10.1 – 10.3, 10.7, 10.9-10.10; Ch-15.1-15.3, 15.8</b></p>	

## COURSE OUTCOMES

After successfully completing the course, the student will be able to:

<b>CO1</b>	Explain the architecture, components, and essential commands of the UNIX system.
<b>CO2</b>	Develop shell scripts to automate tasks using variables, conditions, loops, and case structures.
<b>CO3</b>	Demonstrate file and directory handling using system calls in C on a UNIX platform.
<b>CO4</b>	Implement process creation, execution, and termination using <code>fork()</code> , <code>exec()</code> , and related system calls.
<b>CO5</b>	Design programs to handle signals and inter-process communication (IPC) using pipes, FIFOs, and semaphores.

## PRACTICAL COMPONENT

### Program 1. Server Maintenance Log Access

**Problem:** You're a system administrator maintaining server logs. You need to regularly check the system date, calendar, user details, and modify file permissions of logs for backup and auditing.

**Task:** Write shell commands and scripts using `cal`, `date`, `who`, `uname`, `ls -l`, `chmod`, `chown` to:

- List files with permissions
- Modify access to logs
- Display current users and system info

### Program 2. Shell Scripting-Mobile Recharge Kiosk – Plan Selector

**Problem:** At a prepaid recharge kiosk, the system must help the user select from available plans.

**Task:** Write a shell script using `case` that displays:

1. Data Plan



2. Talktime Plan
3. SMS Plan

Based on user choice, display plan details.

#### **Program 3. User Profile Creator**

**Problem:** You are building a script for a user account system where user details are taken and verified.

**Task:** Write a shell script to:

- Read a username and age
- If age  $\geq 18$ , print "User is eligible"
- Else, print "User is not eligible"

#### **Program 4. COVID Daily Case Tracker**

**Problem:** A script is needed to read a file `covid_cases.txt` containing daily cases and provide statistics.

**Task:** Write a shell script to:

- Count the number of lines (days reported)
- Total number of cases (using `awk`, `cut`, or `wc`)
- Display statistics using `echo` and redirection

#### **Program 5. Intelligent Power Saver Calculator**

**Problem:** A company wants a utility to calculate and analyze power usage savings based on different logic.

**Task:** Write a shell script to:

- Take 3 values: watts saved, hours used, cost per kWh
- Calculate cost saved = watts  $\times$  hours  $\times$  cost
- Use `if` and arithmetic expressions

#### **Program 6. File I/O in C Secure Document Archival System**

**Problem:** You are creating a tool to copy confidential documents to an archive safely.

**Task:** Write a C program using `open`, `read`, `write`, `close` to:

- Read data from `report.txt`
- Copy it into `archive/report_backup.txt`

#### **Program 7. Process Environment and Control Student Submission Checker**

**Problem:** You need a program that creates a child process to scan submitted files and report back.

**Task:** Write a C program using `fork()`:

- Parent: waits for child
- Child: lists files in `submissions/`
- Print parent and child PIDs

#### **Program 8. Signals and IPC Signal-Driven Temperature Monitor**

**Problem:** A lab temperature sensor raises a signal when the limit is crossed.

**Task:** Write a C program that:

- Catches `SIGINT`
- Prints "Temperature limit reached. Taking action..."
- Waits using `pause()`



**Program 9.** Client-Server Chat Using Pipes

**Problem:** Build a basic one-way chat system using parent-child processes.

**Task:** Write a C program using `pipe()`:

- Parent reads a message
- Child receives and prints it

**Program 10.** Print Job Queue Using FIFO

**Problem:** Design a print queue system where multiple users send print jobs.

**Task:** Write two programs:

- **Writer:** Simulates a user sending a print job using a named FIFO
- **Reader:** Simulates the printer picking jobs from FIFO

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE- IA Tests (A)	20	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 20 marks.
Continuous and Comprehensive Evaluation (B)	10	-	Any one Assessment methods as per 24RNBE4.2 scaled to 10 marks.
<b>Total CIE Theory (A+B)</b>	<b>30</b>	<b>12</b>	Marks of Tests and Assignments awarded for a maximum of 30.
CIE Practical	12	-	Marks awarded for Weekly Conduction of Experiments and Submission of Laboratory records, scaled to 12 marks.
CIE Practical Test	8	-	Average of marks of Two tests, each conducted for 100 marks covering all experiments, scaled to 8.
<b>Total CIE Practical (C)</b>	<b>20</b>	<b>8</b>	Marks of Experiments, Record and Test awarded for a maximum of 20 marks.
<b>CIE: Theory + Practical (A+B+C)</b>	<b>50</b>	<b>20</b>	CIE Evaluation is done for a maximum of 50 marks.
<b>SEE (D)</b>	<b>50</b>	<b>18</b>	SEE is a theory exam, conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE+SEE (A+B+C+D)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B, C and D
<ul style="list-style-type: none"> <li>• The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included in their respective modules only.</li> </ul>			



### Textbooks

1. Sumitabha Das., Unix Concepts and Applications., 4<sup>th</sup> Edition., Tata McGraw Hill.
2. W. Richard Stevens: Advanced Programming in the UNIX Environment, 2<sup>nd</sup> Edition. Pearson.

### Reference Books

1. Terrence Chan, Unix System Programming Using C++, PHI, 1999.
2. Richard Blum, Christine Brenham: Linux Command Line and Shell Scripting Bible, 2<sup>nd</sup> Edition, Wiley, 2014. Hall of India

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

- Build a Shell level Application on UNIX system





**B.E. (Computer Science and Engineering -Cyber Security)  
 Outcome Based Education (OBE) and Choice Based Credit System (CBCS)  
 SEMESTER – III**

<b>Course Title:</b>	<b>Data Analytics with R</b>		
<b>Course Code:</b>	<b>BCD306C</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L :T : P ) + SL</b>	<b>(2:0:2) + (30 Hours / Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>3</b>	<b>EXAM HOURS</b>	<b>3</b>

**COURSE LEARNING OBJECTIVES:**

*The purpose of the course is to facilitate the learner to:*

1. To Gain the knowledge of R Programming Concepts
2. To Explain the concepts of Data Visualization
3. To Explain the concept of Statistics in R.
4. To Work with R charts and Graphs

<b>Module-1</b>	<b>6 Hours</b>
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**Introduction to R programming:** Introducing R, Initiating R, Packages in R, Environments and Functions, Flow Controls, Loops, Basic Data Types in R, Vectors.

**Textbook 1 : Chapter-1(1.1-1.7),Chapter -2(2.1-2.2)**

<b>Module-2</b>	<b>6 Hours</b>
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**Data Structures in R :** Matrices and Arrays, Lists, Data Frames, Factors, Strings, Dates and Times ,Time Zones, Calculations with Dates and Times.

**Data Preparation:** Datasets, Importing and Exporting files, Accessing Databases, Data Cleaning and Transformation.

**Textbook 1: Chapter 2(2.3-2.8), (2.8.1-2.8.4), Chapter 3 (3.1-3.4)**

<b>Module-3</b>	<b>6 Hours</b>
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**Charts, Plots, and Visual Tools for Understanding Data Patterns:** Graphics using R , Exploratory Data Analysis, Main Graphical Packages, Pie Charts, Scatter Plots, Line Plots, Histograms, Box Plots, Bar Plots, Other Graphical packages.

**Textbook 1: Chapter 4 (4.1-4.9)**

<b>Module-4</b>	<b>6 Hours</b>
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**Statistical Analysis Using R:** Statistical Measures, Normal distribution, Binomial distribution, Correlation Analysis, Regression Analysis-Linear Regression Analysis of Variance.

**Textbook 1: Chapter 5 (5.1, 5.3, 5.4-5.6.1, 5.7)**

<b>Module-5</b>	<b>6 Hours</b>
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**Data Mining and Pattern Discovery Using R:** Packages for Data Mining, Clustering using R,K means Clustering, Classification-Packages and functions for classification, Decision Tree, Outlier detection Using R.

**Textbook 1: Chapter 6 (6.1,6.2.2,6.3,6.3.2,6.5,6.5.2-6.5.4)**



## PRACTICAL COMPONENT

### **Program 1. Introduction to R Programming: Data Types, Operations, and Basic Data Structures**

Demonstrate the steps for installation of R and R Studio. Perform the following:

- 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.
- Demonstrate Arithmetic and Logical Operations with simple examples.
- Demonstrate generation of sequences and creation of vectors.
- Demonstrate Creation of Matrices
- Demonstrate the Creation of Matrices from Vectors using Binding Function.
- Demonstrate element extraction from vectors, matrices and arrays.

### **Program 2. Financial Performance Analysis in R using Vectors: Monthly Profit Evaluation and Reporting**

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:

- Profit for each month.
- Profit after tax for each month (Tax Rate is 30%).
- Profit margin for each month equals to profit after tax divided by revenue.
- Good Months – where the profit after tax was greater than the mean for the year.
- Bad Months – where the profit after tax was less than the mean for the year.
- The best month – where the profit after tax was max for the year.
- 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.

### **Program 3. Matrix Operations in R: Implementation of Basic Arithmetic and Transpose on 3x3 Matrices**

Develop a program to create two 3 X 3 matrices A and B and perform the following operations

- Transpose of the matrix
- addition
- subtraction
- multiplication
- Division

### **Program 4. Prime Number Generation in R Using Sieve of Eratosthenes with Functions**

Develop an R Program using functions to find all the prime numbers up to a specified number by the method of Sieve of Eratosthenes.



**Program 5. Leap Year Checker in R Using Conditional Statements**

Implement R script to check the given year is leap year or not.

**Program 6. String Manipulation in R: Exploring Text Processing Functions**

Implement different String Manipulation functions in R.

**Program 7. Correlation Analysis and Visualization Using the 'mammals' Dataset in R**

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.

**Program 8. Data Frame Creation, Sub-setting, and Merging in R for Inventory Analysis**

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

- 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

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

**Program 9. Customized Histogram Visualization in R Using the 'airquality' Dataset**

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



**Program 10. Employee Data Analysis in R: Importing, Filtering, and Exporting CSV Files**

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.

- Find the total number rows & columns
- Find the maximum salary
- Retrieve the details of the employee with maximum salary
- Retrieve all the employees working in the IT Department.
- Retrieve the employees in the IT Department whose salary is greater than 20000 and write these details into another file “output.csv”.

**Program 11. Descriptive Statistics and Correlation Analysis of the 'mtcars' Dataset in R**

Using the built in dataset mtcars which is a popular dataset consisting of the design and fuel consumption patterns of 32 different automobiles. The data was extracted from the 1974 Motor Trend US magazine and comprises fuel consumption and 10 aspects of automobile design and performance for 32 automobiles (1973-74 models). Format A data frame with 32 observations on 11 variables : [1] mpg Miles/(US) gallon, [2] cyl Number of cylinders [3] disp Displacement (cu.in.), [4] hp Gross horsepower [5] drat Rear axle ratio,[6] wt Weight (lb/1000) [7] qsec 1/4 mile time, [8] vs V/S, [9] am Transmission (0 = automatic, 1 = manual), [10] gear Number of forward gears, [11] carb Number of carburettors. Develop R program, to solve the following:

- What is the total number of observations and variables in the dataset?
- Find the car with the largest hp and the least hp using suitable functions
- Plot histogram / density for each variable and determine whether continuous variables are normally distributed or not. If not, what is their skewness?
- What is the average difference of gross horsepower(hp) between automobiles with 3 and 4 number of cylinders(cyl)? Also determine the difference in their standard deviations.
- Which pair of variables has the highest Pearson correlation?

**Program 12. Simple Linear Regression in R: Modeling Salary Progression with Experience**

Demonstrate the progression of salary with years of experience using a suitable data set (You can create your own dataset). Plot the graph visualizing the best fit line on the plot of the given data points. Plot a curve of Actual Values vs. Predicted values to show their correlation and performance of the model. Interpret the meaning of the slope and y-intercept of the line with respect to the given data. Implement using lm function. Save the graphs and coefficients in files. Attach the predicted values of salaries as a new column to the original data set and save the data as a new CSV file.

## COURSE OUTCOMES:

After successfully completing the course, the student will be able to:

<b>CO1</b>	Understand the Structures of R Programming.
<b>CO2</b>	Illustrate the Basics of Data Preparation Using Real-World Examples.
<b>CO3</b>	Apply Graphical Packages in R for Data Visualization.
<b>CO4</b>	Apply Various Statistical Analysis Methods for Data Analytics.
<b>CO5</b>	Integrate R with Machine Learning Libraries for Predictive Analytics.

## ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	30	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 30 marks.
Continuous and Comprehensive Evaluation (B)	20	-	Any two Assessment methods as per 24RNBE4.2 (*if it is project based, one assignment shall be given), scaled to 20 marks.(Mini projects and presentation).
<b>Total CIE (A+B)</b>	<b>50</b>	<b>20</b>	CIE Evaluation is done for a maximum of 50 marks.
<b>SEE (C)</b>	<b>50</b>	<b>18</b>	SEE is a theory exam conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B and C.

● The minimum marks to be secured in CIE is 20 out of allotted 50 marks to appear for SEE, with minimum 40 % scored in every component of CIE. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included in their respective modules only.

### Textbooks

1. G. Sudhamathy and C. Jothi Venkateswaran, “R Programming: An Approach to Data Analytics”, MJP Publishers, 2019.

### Reference Books

1. Cotton, R, “Learning R: A Step-by-Step Function Guide to Data Analysis”. 1<sup>st</sup> Edition, O'Reilly Media Inc, 2013.
2. W. N. Venables, D.M. Smith and the R Development Core Team, “An Introduction to R, Notes on R: A Programming Environment for Data Analysis and Graphics”, Ver 3.0.1 (2013-05-16).



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TECHNOLOGY

An Autonomous Institute under VTU  
Accredited with NAAC A+ Grade

## Department of CSE (Cyber Security)

Autonomous Scheme (Effective from Academic Year 2024 – 25)

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

1. <https://cran.r-project.org/doc/manuals/r-release/R-intro.pdf>
2. [http://www.tutorialspoint.com/r/r\\_tutorial.pdf](http://www.tutorialspoint.com/r/r_tutorial.pdf)
3. [https://users.phhp.ufl.edu/rlp176/Courses/PHC6089/R\\_notes/intro.html](https://users.phhp.ufl.edu/rlp176/Courses/PHC6089/R_notes/intro.html)
4. [https://cran.r-project.org/web/packages/explore/vignettes/explore\\_mtcars.html](https://cran.r-project.org/web/packages/explore/vignettes/explore_mtcars.html)
5. [https://www.w3schools.com/r/r\\_stat\\_data\\_set.asp](https://www.w3schools.com/r/r_stat_data_set.asp)
6. <https://rpubs.com/BillB/217355>

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

- Project based Assignment





<b>B.E. (Computer Science and Engineering -Cyber Security)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – III</b>			
<b>Course Title</b>	<b>Introduction to Data Communication</b>		
<b>Course Code</b>	<b>BCY306D</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L: T: P) + SL</b>	<b>(3:0:0) + (45 Hours/Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits</b>	<b>03</b>	<b>EXAM HOURS</b>	<b>03</b>
<b>COURSE LEARNING OBJECTIVES</b>			
<i>The purpose of the course is to facilitate the learner to:</i>			
<ol style="list-style-type: none"> <li>Understand the fundamental principles and concepts of data communication and networking.</li> <li>Analyze the different layers of network models (OSI and TCP/IP) and their functions.</li> <li>Apply various techniques for data transmission, error detection, and correction.</li> <li>Evaluate different media access control methods and internetworking concepts at the network layer</li> </ol>			
<b>Module-1</b>			<b>9 Hours</b>
<b>Introduction:</b> Data Communications, Networks, Network Types. <b>Network Models:</b> Protocol Layering, TCP/IP protocol suite, The OSI Model.			
<b>Textbook-1: Chapter 1.1 to 1.3, 2.1 to 2.3</b>			
<b>Module-2</b>			<b>9 Hours</b>
<b>Physical Layer:</b> Data and Signals, Digital signals, Transmission Impairment, Data rate limits, Performances, Digital-to-Digital conversation (Line coding), Analog to digital conversations (PCM), Transmission Modes.			
<b>Textbook-1: 3.1, 3.3 to 3.6, 4.1(4.1.1), 4.2(4.2.1) ,4.3</b>			
<b>Module-3</b>			<b>9 Hours</b>
<b>Data Link Layer:</b> Introduction, Link Layer addressing. <b>Error Detection and Correction:</b> Introduction, Block coding, Cyclic codes, Checksum.			
<b>Textbook-1: Chapter 9.1 to 9.2, 10.1 to 10.5</b>			
<b>Module-4</b>			<b>9 Hours</b>
<b>Data Link Control:</b> DLC Services, Data link protocols, HDLC <b>Media Access Control:</b> Random Access, Controlled Access and Channelization,			
<b>Textbook-1: Chapters 11.1 to 11.3, 12.1 to 12.3</b>			
<b>Module-5</b>			<b>9 Hours</b>
<b>Network Layer:</b> Network Layer services, Packet Switching, Network layer performance, IPV4 Addresses.			
<b>Textbook-1: Chapters 18.1 to 18.5</b>			



## COURSE OUTCOMES

After successfully completing the course, the student will be able to:

<b>CO1</b>	Understand the fundamental concepts of data communication, network models (OSI and TCP/IP), and network topologies.
<b>CO2</b>	Analyze physical layer transmission characteristics, digital signal conversion techniques, and apply data link layer principles for error and flow control.
<b>CO3</b>	Explain and differentiate various Media Access Control protocols and comprehend the architecture and standards of Local Area Networks (LANs), including Wireless
<b>CO4</b>	Illustrate the principles of network layer logical addressing (IPv4) and the functionalities of the Internet Protocol (IP) for internetworking.

### Textbooks

1. Behrouz A. Forouzan, Data Communications and Networking 5E, 5th Edition, Tata McGraw-Hill, 2013.

### Reference Books

1. Alberto Leon-Garcia and Indra Widjaja: Communication Networks - Fundamental Concepts and Key architectures, 2<sup>nd</sup> Edition Tata McGraw-Hill, 2004.
2. William Stallings: Data and Computer Communication, 8<sup>th</sup> Edition, Pearson Education, 2007.
3. Larry L. Peterson and Bruce S. Davie: Computer Networks – A Systems Approach, 4<sup>th</sup> Edition, Elsevier, 2007.

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

- Network Model Comparison Essay (Individual or Small Group)
- Error Control Implementation & Analysis (Programming/Simulation or Problem Set)

<b>B.E. (Common to All Branches)</b> <b>Outcome Based Education(OBE) and Choice Based Credit System(CBCS)</b> <b>SEMESTER – III</b>			
<b>Course Title:</b>	<b>Social Connect and Responsibility</b>		
<b>Course Code:</b>	<b>BSCK307</b>	<b>CIE MARKS</b>	<b>100</b>
<b>L :T : P</b>	<b>0:0:2</b>	<b>SEE MARKS</b>	<b>-</b>
<b>Credits:</b>	<b>1</b>	<b>EXAM HOURS</b>	<b>-</b>
<b>COURSE LEARNING OBJECTIVES:</b> <i>The purpose of the course is to facilitate the learner to:</i> <ol style="list-style-type: none"> <li>Provide a formal platform for students to communicate and connect to the surrounding.</li> <li>Create a responsible connection with the society.</li> <li>Understand the community in general in which they work.</li> <li>Identify the needs and problems of the community and involve them in problem – solving.</li> <li>Develop among themselves a sense of social &amp; civic responsibility &amp; utilize their knowledge in finding practical solutions to individual and community problems.</li> <li>Develop competence required for group-living and sharing of responsibilities &amp; gain skills in mobilizing community participation to acquire leadership qualities and democratic attitudes.</li> </ol>			
<b>General Instructions - Pedagogy:</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>In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the activities will develop students' theoretical and applied social and cultural skills.</li> <li>State the need for activities and its present relevance in the society and provide real-life examples.</li> <li>Support and guide the students for self-planned activities.</li> <li>You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress in real activities in the field.</li> <li>Encourage the students for group work to improve their creative and analytical skills.</li> </ol>			
<b>Module-1</b>		<b>3 Hours</b>	
<b>Plantation and adoption of a tree:</b> Plantation of a tree that will be adopted for four years by a group of BE students. (ONE STUDENT- ONE TREE).  Students can prepare either a Report or a Poster describing the plant's origin, its usage in daily life, its appearance in folklore and literature.			
<b>Module-2</b>		<b>3 Hours</b>	
<b>Heritage walk and crafts corner</b>  Heritage walk- Heritage tour, knowing the history and culture of the city, connecting to people around through their history.			



crafts corner- Knowing the city and its craftsman, photo blog and documentary on evolution and practice of various craft forms.

**Module-3****3 Hours****Organic farming and waste management**

**Organic Farming:** History of organic farming, objective of organic farming, types of organic farming, Usefulness of organic farming.

**Waste Management:** Study of wet waste management in college, Hostel and neighboring villages, and implementation in the campus.

**Module-4****3 Hours****Water conservation**

Knowing the present practices in the surrounding villages and implementation in the campus, documentary or photo blog presenting the current practices.

**Module-5****3 Hours****Food walk**

City's culinary practices, food lore, and indigenous materials of the region used in cooking.

**Course outcomes**

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

<b>CO1</b>	Communicate and connect to the surrounding.
<b>CO2</b>	Create a responsible connection with the society.
<b>CO3</b>	Involve in the community in general in which they work.
<b>CO4</b>	Notice the needs and problems of the community and involve them in problem – solving.
<b>CO5</b>	Develop among themselves a sense of social & civic responsibility & utilize their knowledge in finding practical solutions to individual and community problems.
<b>CO6</b>	Develop competence required for group-living and sharing of responsibilities & gain skills in mobilizing community participation to acquire leadership qualities and democratic attitudes.

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

<b>Weightage</b>	<b>CIE – 100%</b>	
Field Visit, Plan, Discussion	10 Marks	<ul style="list-style-type: none"> <li>Implementation strategies of the project.</li> </ul>
Commencement of activities and its progress	20 Marks	<ul style="list-style-type: none"> <li>The last report should be signed by SCR Coordinator, the HOD and Principal.</li> </ul>
Case study-based Assessment Individual performance with report	20 Marks	<ul style="list-style-type: none"> <li>At last report should be evaluated</li> </ul>



Sector wise study & its consolidation $5*5 = 25$	25 Marks	by the SCR Coordinator.
Video based seminar for 10 minutes by each student at the end of semester with Report. <b>Activities 1 to 5, <math>5*5 = 25</math></b>	25 Marks	<ul style="list-style-type: none"> <li>Finally, the consolidated marks sheet should be sent to the CoE/university and to be made available at LIC visit.</li> </ul>
<b>Total marks for the course in each semester</b>	<b>100 Marks</b>	
<b>For each activity, 20 marks CIE will be evaluated for IA marks at the end of semester, Report and assessment copy should be made available in the department.</b>		
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.		

### 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:

<b>Excellent</b>	<b>: 80 to 100</b>
<b>Good</b>	<b>: 60 to 79</b>
<b>Satisfactory</b>	<b>: 40 to 59</b>
<b>Unsatisfactory and fail</b>	<b>: &lt;39</b>

### **SPECIAL NOTE: NO SEMESTER END EXAM (SEE) – COMPLETELY PRACTICAL AND ACTIVITIES-BASED EVALUATION**

#### 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 conversion will culminate in developing an actual, idea for problem-based intervention, based on an in-depth understanding of a key social problem.

## DURATION

A total of 30 - 35 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 mentors. Faculty mentors 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.

## PEDAGOGY – GUIDELINES

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

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



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### 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	Execution of Activity - Plantation and adoption of a tree
4	Execution of Activity - Heritage walk and crafts corner
5	Execution of Activity - Organic farming and waste management
6	Execution of Activity - Water conservation
7	Execution of Activity - Food walk
8	Case study based Assessment, Individual performance
9	Sector/ Team wise study and its consolidation
10	Video based seminar for 10 minutes by each student At the end of semester with Report.
	<ul style="list-style-type: none"><li>• Each student should do activities according to the scheme and syllabus.</li><li>• At the end of semester student performance has to be evaluated by the faculty for the assigned activity progress and its completion.</li><li>• At last consolidated report of all activities from 1<sup>st</sup> to 5<sup>th</sup>, compiled report should be submitted as per the instructions and scheme.</li></ul>

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<b>B.E. (Common to all Branches)</b> <b>Outcome Based Education(OBE) and Choice Based Credit System(CBCS)</b> <b>SEMESTER – III</b>					
<b>Course Title:</b> FOREIGN LANGUAGE COURSE 1- GERMAN					
<b>Course Code:</b>	<b>BFLC358A</b>	<b>CIE MARKS</b>	<b>50</b>		
<b>(L :T :P) + SL</b>	<b>(1:0:0) + (15 Hours/ Sem)</b>	<b>SEE MARKS</b>	<b>50</b>		
<b>Credits:</b>	<b>1</b>	<b>EXAM HOURS</b>	<b>02</b>		
<b>COURSE LEARNING OBJECTIVES:</b>					
<i>The purpose of the course is to facilitate the learner to:</i>					
<ol style="list-style-type: none"> <li>1. To develop basic communication skills in German.</li> <li>2. To introduce German grammar and sentence structure.</li> <li>3. To enhance vocabulary in everyday and academic contexts.</li> <li>4. To enable students to comprehend and respond in spoken and written German.</li> <li>5. To build intercultural awareness through authentic material like short films and dialogues.</li> </ol>					
<b>Module 1</b>		<b>3 Hours</b>			
Vocabulary for day to day activities, Time – official/inofficial, Possessive articles, Speaking about family, Time prepositions, Worksheets, Short Film					
Textbook 1: Chapter 5, 6					
<b>Module 2</b>		<b>3 Hours</b>			
Talk about hobbies, Talking about plans, Trennbare verben/seperable verbs, Going to a restaurant, Worksheets, Short Film					
Textbook: Chapter 5, 6					
<b>Module 3</b>		<b>3 Hours</b>			
Talking about jobs, Talking about the workplace, Helping verbs in Past tense , Attending events in your town, Worksheets, Short Film					
Textbook: Chapter 7, 8					
<b>Module 4</b>		<b>3 Hours</b>			
Daily routine, Body parts, Common illnesses, Visiting the doctor, Healthy living, Worksheets, Short Film					
Textbook: Chapter 7, 8					
<b>Module 5</b>		<b>3 Hours</b>			
Dativ Imperative, Small Talk...Worksheets, Short Film					
Textbook: Chapter 7, 8					

### Course outcomes

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

- CO1: Understand and apply basic German grammar and sentence structure.
- CO2: Communicate using appropriate vocabulary and expressions in daily situations.

CO3: Fill out simple forms and conduct structured conversations.

CO4: Comprehend basic written and audio-visual content in German.

CO5: Recognize basic cultural and linguistic distinctions in German-speaking countries.

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	30	-	Average of Two Internal Assessment Tests (MCQs) each conducted for 25 marks.
Alternate Assessment (B)	20	-	Any two Assessment methods as per 24RNBE4.2, scaled to 25 marks.
Total CIE (A+B)	50	20	The sum of two tests, two assignments, will be out of 100 marks and will be scaled down to 50 marks.
SEE (C)	50	18	Question papers having 50 MCQs with each question carrying 01 mark, and Examination duration is 2 hours.
CIE + SEE (A+B+C)	100	40	Final marks shall be the sum of marks scored in Components A, B and C.

The minimum marks to be secured in CIE are 20 out of allotted 50 marks to appear for SEE.

### Textbooks

1. Netzwerk A1 Neu Kursbuch
2. Netzwerk A1 Neu Übungsbuch

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

- <https://www.youtube.com/playlist?list=PLquImyRfMt6esqE6C4RdOeg0h0IBeYWri>
- <https://www.youtube.com/playlist?list=PLWO81tQUNYnX7laegkYvzQiMrSghMXYCZ>
- <https://www.youtube.com/watch?v=4-eDoThe6qo>
- <https://learngerman.dw.com/en/wer-spricht/l-56577891/e-57119877>

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

- Role Play
- Flipped classroom
- Debate
- Films
- Quiz
- Games
- Handouts

<b>B.E. (Common to all Branches)</b> <b>Outcome Based Education(OBE) and Choice Based Credit System(CBCS)</b> <b>SEMESTER – III</b>			
<b>Course Title:</b> FOREIGN LANGUAGE COURSE 1- SPANISH			
<b>Course Code:</b>	<b>BFLC358B</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L :T : P) + SL</b>	<b>(1:0:0) + (15 Hours/ Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>1</b>	<b>EXAM HOURS</b>	<b>02</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<i>The purpose of the course is to facilitate the learner to:</i> <ol style="list-style-type: none"> <li>1. To introduce learners to the basics of Spanish phonetics and vocabulary.</li> <li>2. To familiarize learners with basic sentence elements such as articles, pronouns, and regular verbs.</li> <li>3. To promote simple self-expression and comprehension in everyday scenarios.</li> <li>4. To prepare the learners to introduce and describe a person.</li> </ol>			
<b>Module 1</b>		<b>3 Hours</b>	
<b>Introduction and Phonetics:</b> <ul style="list-style-type: none"> <li>• Spanish alphabet and sounds.</li> <li>• Numbers (0–50), days and months.</li> <li>• Greetings and introducing yourself.</li> </ul> Textbook: Chapter 0 and Chapter 1 – Lesson 2			
<b>Module 2</b>		<b>3 Hours</b>	
<b>Nouns and Articles</b> <ul style="list-style-type: none"> <li>• Gender and number of nouns.</li> <li>• Definite and indefinite articles.</li> <li>• Simple sentence structure with nouns.</li> </ul> Textbook: Chapter 2 – Lesson 3			
<b>Module 3</b>		<b>3 Hours</b>	
<b>Subject Pronouns and Regular Verbs</b> <ul style="list-style-type: none"> <li>• Subject pronouns (yo, tú, él, etc.).</li> <li>• Present tense of regular AR/ER/IR verbs.</li> <li>• Making positive and negative sentences.</li> </ul> Textbook: Chapter 2 – Lesson 4			
<b>Module 4</b>		<b>3 Hours</b>	
<b>Ser vs Estar and Adjectives</b> <ul style="list-style-type: none"> <li>• Usage of 'ser' and 'estar'.</li> <li>• Descriptive adjectives and agreement.</li> <li>• Describing people and places.</li> </ul> Textbook: Chapter 6 – Lesson 11			
<b>Module 5</b>		<b>3 Hours</b>	
<b>Demonstratives, Possessives, and Family</b>			

- Demonstrative adjectives (este, esa, etc.).
- Possessive adjectives (mí, tu, su, etc.).
- Talking about family and relationships.

Textbook: Chapter 4 – Lesson 7 & Lesson 8; Chapter 6 – Lesson 12

### Course outcomes

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

CO1	Recognize and pronounce basic Spanish phonemes and vocabulary.
CO2	Use articles, nouns, subject pronouns and regular verbs in simple sentences.
CO3	Construct and understand basic descriptive sentences using 'ser' and 'estar'.
CO4	Identify and describe relationships using demonstratives and possessives

### Assessment Details (both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	30	-	Average of Two Internal Assessment Tests (MCQs) each conducted for 25 marks.
Alternate Assessment (B)	20	-	Any two Assessment methods as per 24RNBE4.2, scaled to 25 marks.
Total CIE (A+B)	50	20	The sum of two tests, two assignments, will be out of 100 marks and will be scaled down to 50 marks.
SEE (C)	50	18	Question papers having 50 MCQs with each question carrying 01 mark, and Examination duration is 2 hours.
CIE + SEE (A+B+C)	100	40	Final marks shall be the sum of marks scored in Components A, B and C.

• The minimum marks to be secured in CIE are 20 out of allotted 50 marks to appear for SEE.

### Textbook

1. Chicos Chicas 1
2. Resources and Exercises from Aventura Hispana

### Weblinks

- YouTube channels: Butterfly Spanish, Dreaming Spanish

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

- 1) Role Play
- 2) Debate
- 3) Short videos
- 4) Games
- 5) Handouts

<b>B.E. (Computer Science and Engineering -Cyber Security)          Outcome Based Education (OBE) and Choice Based Credit System (CBCS)          SEMESTER – III</b>			
<b>Course Title:</b> AI Tools and Applications			
<b>Course Code:</b>	<b>BCIL358C</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L: T: P) +SL</b>	<b>0:0:2</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>1</b>	<b>EXAM HOURS</b>	<b>03</b>
<b>COURSE LEARNING OBJECTIVES:</b> <i>The purpose of the course is to facilitate the learner to:</i> <ol style="list-style-type: none"> <li>1. Use Generative AI tools like ChatGPT, Canva, and Gamma. app for accelerating the creation of content, interactive simulations and assessments, to transform the raw material into structured, ready-to-use assets viz., content documents, presentations or visual handouts effortlessly.</li> <li>2. Understand Precision Prompting: Scholarly Question Design for Reliable AI Outputs.</li> <li>3. Use practical methods for leveraging Artificial Intelligence (AI) to enhance the productivity and effectiveness of academic research—specifically in ideation, literature review, and visualization of research connections.</li> <li>4. Craft Adaptive Architectures for Personalised Learning Pathways using AI tools.</li> </ol>			
<b>Program 1</b> <b>Create high quality, structured course content Using Generative AI tools (Use ChatGPT).</b> Example: Create a lecture on looping statements in Python, World War II, etc.			
<b>Program 2</b> <b>Demonstrate the Canvas mode in ChatGPT</b> Example 1: Show the Interactive Editing of Documents using prompt-based modifications. Apply a prompt like: “Make this shorter”, “Add an analogy here”, “Convert this into bullet points”. Example 2: Write a paragraph on if-else statements, select it, and prompt: “Explain this with a real-life analogy for beginners.”			
<b>Program 3</b> <b>Demonstrate the usage of Notion (knowledge management platform) which is a smart, flexible Google Doc with extra features such as Nested pages, Toggle sections, Visual blocks (tables, images, embeds), Easy rearrangement.</b> Example: Create or demonstrate how to: <ul style="list-style-type: none"> <li>• Paste GPT-generated content into Notion</li> <li>• Break it into pages or collapsible sections</li> <li>• Prepare content for sharing or lesson delivery</li> </ul>			
<b>Program 4</b> <b>Demonstrate the use of Canva Docs and Canva Magic Tools.</b> Example: Demonstrate how to take the AI-generated lesson (on looping Statements in Python) and copy it directly into Canva Docs, which is Canva’s version of a dynamic document editor. Paste GPT/Notion Content into Canva Docs using Canva Magic Tools.			



Create a visually enhanced handout or lesson packet that students can download, read on mobile, or print.

After generating the topic breakdown with ChatGPT:

- Use Canva Docs to format each cause as a section
- Add relevant photos from Canva Elements
- Include a “Key Takeaway” block after each section
- Attach a short 2-question quiz at the end

### **Program 5**

#### **Demonstrate the use of Magic Suite-Magic Eraser/Replace, Magic transform, etc.**

Example:

- a. Demonstrate the Magic Write feature. Say, Right-click on a paragraph, then choose actions like: “Rewrite this”, “Make it more concise”, “Fix grammar”, “Expand this with an example”, “Custom prompt” (e.g., “Explain this in simple language”)
- b. Demonstrate the Magic Eraser / Replace feature which is Primarily used in images. Say, Erase unwanted objects (e.g., a watermark or irrelevant icon), Replace an item in an image (e.g., change a laptop to a chalkboard)
- c. Demonstrate the Magic Transform feature which can be used to instantly convert the above created document into multiple formats.

### **Program 6**

#### **Demonstrate the use of Gamma.app-AI-Powered presentation builder.**

Show the following Customizations for the document created in above examples.

Feature	Example
Slide Title/Text	Edit headings or simplify slide copy
Image Replacement	Use AI to regenerate more suitable visuals
Content Rewrite	Prompt: "Make this slide simpler for high school students"
Layout Editing	Rearrange card structure or duplicate/delete cards

### **Program 7**

#### **Generate Questions from Content (CTRL Method). CTRL is a powerful method for precision prompting.**

Example: Python Conditional Statements

- Prompt Example 1: Create 3 Multiple Choice Questions (MCQs) on Conditional Statements in Python for college students who are beginners. Keep the tone formal and straightforward.
- Prompt Example 2: Generate 2 Match-the-columns questions on Python Conditional Statements. Keep the questions beginner-friendly and formal.
- Demo Examples:

- Using PDF as Content Source:
  - ✓ I've uploaded a PDF on "Introduction to Sociology" (provide link). Generate 5 MCQs for undergraduate students. Maintain academic tone, moderate complexity.
- Using Web Link:
  - ✓ Use the content from the following web link (provide actual URL here) and create 3 MCQs on Photosynthesis suitable for high-school biology students.

### **Program 8**

#### **Demonstrate the Parsons Method for Interactive Problem Statements.**

Parson's Method enhances problem-solving skills by giving students code fragments or sentences they must put in the correct logical order, proven to improve conceptual understanding.

Live Demonstration Prompt:

Generate a Parson's Problem using Python conditional statements for beginner-level students. Provide shuffled code blocks for a simple "if-else" structure.

### **Program 9**

#### **Demonstrate the usage of AI Tools for Creating and Delivering Tests.**

Tools available are: Quizizz AI, ClassMarker, Formative, Google Forms + AI (Form Presenter)

Demonstrate a Use case of AI Tools for Creating and Delivering Tests.

Once questions are created (Q7), automate their conversion into online tests for ease of deployment and analysis. Use Quizizz AI for Automated MCQs, grading and analytics.

### **Program 10**

#### **Demonstrate the use of AI-Driven Research Ideation (ChatGPT + Search)**

Live Demonstration Example:

Example Prompt given to ChatGPT:

Suggest 3 novel research angles on the topic:

'Impact of Social Media on Mental Health' relevant to Psychology researchers.

### **Program 11**

#### **Deploy Elicit (elicit.com) for Rapid Literature Discovery.**

To overcome manual search limitations, use Elicit, an AI-driven tool specialized in academic literature discovery.

Example: Topic provided: "What is the impact of mindfulness techniques on anxiety among university students?"

Analyzing Search Results:

Elicit automatically generates a structured table of scholarly papers directly related to your query. It quickly provides: Paper titles, Abstracts (automatically summarized), Methodologies, Participants/sample sizes, Year published, citations count, and study types.

The student should Customize Table Columns: say,

Click "Columns" → Select additional details to view: Population studied, Intervention details, Outcomes measured, Research methods

Show the Advanced Filtering techniques: Say

- Filter results by: Publication date, Study type (e.g., randomized control trials, observational studies), Citations count (to identify influential papers)

### **Program 12**

#### **Using Consensus for Quick Expert Insights ([consensus.app](#)).**

The Consensus AI tool summarizes academic research consensus clearly and visually.

Example: Enter your research query.:

"Does social media use negatively impact teenagers' mental health?"

Understand the Results: "Consensus Meter" summarizing expert agreement, Conduct In-depth Exploration of each summarized statement, do Advanced Filtering (Narrow down by year, relevance, study type, or agreement level.

### **Program 13**

#### **Visualizing Research Connections with Litmaps ([app.litmaps.com](#))**

Litmaps, a visualization tool that simplifies understanding complex academic citation networks visually

Example: Enter your core research paper or DOI (Digital Object Identifier).

Explore the Visual Citation Map (Connected papers represented visually, indicating citation relationships clearly. Papers connected via arrows showing who cites whom).

Interactivity and Exploration: Click on any paper node to: Quickly see its abstract, authors, citations. Explore further connections expanding research context.

Refine the Map: Filter the visualizations by: Year, Citations, Keywords, Publication type

### **Program 14**

**Explore how Generative AI can be applied in education to enable personalised learning experiences and support learners across various tasks. Use AI Tools such as Khanmigo, QuestionWell (For generating questions aligned to standards) or Diffit (For creating differentiated instructional materials).**

- Example Prompt 1:

"Act as a backend software development interviewer. Ask questions about JavaScript, React, Node.js, SQL, AWS, and System Design. Provide feedback based on a rubric."

- Example Prompt 2:

"Act as a Python Developer. Create a learning plan for someone transitioning from another programming language. Ask clarification questions before proceeding."

- Example Prompt 3:

"Provide constructive feedback on the student's answer based on the rubric. Mention 2 strengths, 2 areas for improvement, and suggestions. Use a positive tone." Tools You Can Explore: Brisk (Chrome extension for Google Docs), MagicSchool.ai (AI assistant for teachers).

## COURSE OUTCOMES

After successfully completing the course, the student will be able to:

<b>CO1</b>	Apply Generative AI tools such as ChatGPT, Canva, and Gamma.app to create structured content, simulations, and assessments.
<b>CO2</b>	Transform raw information into well-structured academic or professional outputs using AI tools like Canva Docs and Gamma.app.
<b>CO3</b>	Design precision prompts to generate reliable scholarly content and evaluation questions using advanced prompting strategies.
<b>CO4</b>	Utilize AI-powered platforms (e.g., Elicit, Consensus, Litmaps) to enhance productivity in research ideation, literature review, and visualization.
<b>CO5</b>	Create adaptive and personalized learning pathways using AI tools to support differentiated instruction and learner engagement.

## ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE Practical (A)	30	-	Marks awarded for Weekly Conduction of Experiments and Submission of Laboratory records, scaled to 30 marks.
CIE Practical Test (B)	20	-	Average of marks of Two tests, each conducted for 100 marks covering all experiments, scaled to 20.
<b>Total CIE Practical (A+B)</b>	<b>50</b>	<b>20</b>	Sum of Marks of Experiments, Record and Test shall be CIE marks awarded for a maximum of 50.
<b>SEE (C)</b>	<b>50</b>	<b>20</b>	SEE is a lab exam, conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B and C.

• The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE.

### Textbook

#### 1. Sandeep Surapaneni, Introduction to AI for Non-Tech People

<https://www.scribd.com/document/855410054/AI-for-Beginners-by-Sandeep-Surapaneni>

### Reference Links:

- [OpenAI Prompt Engineering Guide](https://platform.openai.com/docs/guides/prompt-engineering): <https://platform.openai.com/docs/guides/prompt-engineering>
- [Effective Few-shot prompting examples](https://learnprompting.org/docs/basics/few_shot_prompting) :  
[https://learnprompting.org/docs/basics/few\\_shot\\_prompting](https://learnprompting.org/docs/basics/few_shot_prompting)

- [Parsons Problems Explained \(Research-backed\) :](https://computinged.wordpress.com/2017/06/05/parsons-problems-have-same-learning-gains-as-writing-or-fixing-code-with-less-frustration-and-more-fun/)  
<https://computinged.wordpress.com/2017/06/05/parsons-problems-have-same-learning-gains-as-writing-or-fixing-code-with-less-frustration-and-more-fun/>
- [Example Parsons Problem Online Tool](https://parsons.problemsolving.io/) : <https://parsons.problemsolving.io/>
- [Edutopia on AI Writing Feedback](https://www.edutopia.org/article/ai-writing-feedback-students/#:~:text=As%20a%20writing%20teacher%20I,I%20like%20them%20a%20lot) : <https://www.edutopia.org/article/ai-writing-feedback-students/#:~:text=As%20a%20writing%20teacher%20I,I%20like%20them%20a%20lot>

Tool	Link
ChatGPT (Canvas)	<a href="https://chat.openai.com">https://chat.openai.com</a>
Notion	<a href="https://notion.so">https://notion.so</a>
Canva Docs	<a href="https://www.canva.com">https://www.canva.com</a>
Gamma.app	<a href="https://gamma.app">https://gamma.app</a>
Genially	<a href="https://www.genial.ly">https://www.genial.ly</a>
Quizizz AI	<a href="https://quizizz.com">https://quizizz.com</a>
H5P	<a href="https://h5p.org">https://h5p.org</a>
AI Tutor	<a href="https://chatgpt.com/share/68358dc1-0748-8006-a2bf-c50023cc280f">https://chatgpt.com/share/68358dc1-0748-8006-a2bf-c50023cc280f</a>
Khanmigo	<a href="https://www.youtube.com/watch?v=rnIgnS8Susg&amp;t=119s">https://www.youtube.com/watch?v=rnIgnS8Susg&amp;t=119s</a>
Elicit	<a href="https://elicit.com/">https://elicit.com/</a>
Consensus	<a href="https://consensus.app/">https://consensus.app/</a>
Litmaps	<a href="https://app.litmaps.com/">https://app.litmaps.com/</a>

ESTD : 2001

An Institute with a Difference



<b>B.E. (Computer Science and Engineering -Cyber Security)            Outcome Based Education (OBE) and Choice Based Credit System (CBCS)            SEMESTER – III</b>			
<b>Course Title:</b>	<b>DEVOPS 1</b>		
<b>Course Code:</b>	<b>BCYL358D</b>	<b>CIE MARKS</b>	<b>50</b>
<b>L: T : P</b>	<b>0:0:2</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>01</b>	<b>EXAM HOURS</b>	<b>03</b>

**COURSE LEARNING OBJECTIVES:**  
*The purpose of the course is to facilitate the learner to:*

1. Understand DevOps principles and culture for enhanced collaboration and continuous delivery.
2. Apply version control using Git and GitHub for effective source code management.
3. Implement CI pipelines using GitHub Actions and Jenkins for automated builds and testing.
4. Gain foundational knowledge of Ansible for configuration management and automation.
5. Use Docker to containerize applications for consistent deployment across environments.

Exp#	Experiment Title
1	<p><b>Setup a Git repository with branching strategy</b></p> <p>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. Create a new branch called feature. Switch to the feature branch and make changes to the file. Commit the changes and merge the feature branch into the main branch. Resolve any conflicts if they occur.</p> <p>Textbook: Chapter 4 – Everything is Code pg. 42-47</p> <p>E-Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Git Official Documentation: Getting Started</a></li> <li>• <a href="https://www.atlassian.com/git/tutorials/using-branches">https://www.atlassian.com/git/tutorials/using-branches</a></li> <li>• <a href="https://rogerdudler.github.io/git-guide/">https://rogerdudler.github.io/git-guide/</a></li> </ul>
2	<p><b>Setup Jenkins server and create a basic build pipeline</b></p> <p><b>(a) Installation and Setup</b>  Download and install Jenkins on your local machine or a virtual machine. Start Jenkins and complete the initial setup process by installing the recommended plugins.</p> <p><b>(b) Creating and Running a Build</b>  Create a new Freestyle project in Jenkins. Configure it to pull code from a Git repository and add a build step to compile a simple program. Run the build manually and observe the build output.</p>



	<p>Textbook: <b>Chapter 5 – Building the Code pg. 65-74</b></p> <p>E-Resources:</p> <ul style="list-style-type: none"><li>• <a href="https://www.jenkins.io/doc/book/installing/">https://www.jenkins.io/doc/book/installing/</a></li><li>• <a href="https://www.jenkins.io/doc/tutorials/build-a-java-app-with-maven/">https://www.jenkins.io/doc/tutorials/build-a-java-app-with-maven/</a></li></ul>
3	<p><b>Write unit test suite and integrate with Jenkins</b></p> <p>Create a simple project with testable logic (e.g., a function to add two numbers). Write unit tests using a framework (e.g., unit test in Python or JUnit in Java). Configure Jenkins to run the tests as part of the build process. Add a post-build action to archive the test results or display test reports on the Jenkins dashboard.</p> <p>Textbook: Chapter 6 – Testing the Code pg. 88-90</p> <p>E-Resources:</p> <ul style="list-style-type: none"><li>• <a href="https://docs.python.org/3/library/unittest.html">https://docs.python.org/3/library/unittest.html</a></li><li>• <a href="https://junit.org/junit5/docs/current/user-guide/">https://junit.org/junit5/docs/current/user-guide/</a></li><li>• <a href="https://plugins.jenkins.io/junit/">https://plugins.jenkins.io/junit/</a></li></ul>
4	<p><b>Perform Selenium-based automated GUI testing</b></p> <p><b>(a) Selenium Script for Login Testing</b> Install Selenium WebDriver and write a script to test a web page's login functionality using appropriate locators to interact with input fields and buttons. Execute the script in a browser and verify if the login test passes.</p> <p><b>(b) Jenkins Integration</b> Integrate the Selenium test script into a Jenkins job to run automatically after each code commit or at a scheduled interval and observe the test results through the Jenkins interface.</p> <p>Chapter 6 – Testing the Code pages 98-100</p> <ul style="list-style-type: none"><li>• <a href="https://www.selenium.dev/documentation/webdriver/">https://www.selenium.dev/documentation/webdriver/</a></li><li>• <a href="https://selenium-python.readthedocs.io/">https://selenium-python.readthedocs.io/</a></li><li>• <a href="https://www.guru99.com/jenkins-selenium.html">https://www.guru99.com/jenkins-selenium.html</a></li></ul>
5	<p><b>Containerize a simple application using Docker</b></p> <p>Create a simple web application (static HTML or a Python Flask app). Write a Dockerfile that sets up the necessary environment and dependencies. Build the Docker image and verify it using docker images. Run the image using docker run and access the application via browser. Optionally push the image to DockerHub.</p> <p>Chapter 7 – Deploying the Code page 132</p> <ul style="list-style-type: none"><li>• <a href="https://docs.docker.com/get-started/">https://docs.docker.com/get-started/</a></li><li>• <a href="https://docs.docker.com/develop/develop-images/dockerfile_best-practices/">https://docs.docker.com/develop/develop-images/dockerfile_best-practices/</a></li></ul>



	<ul style="list-style-type: none"><li>• <a href="https://docs.docker.com/docker-hub/">https://docs.docker.com/docker-hub/</a></li></ul>
6	<p><b>Deploy a web app using Ansible playbooks</b></p> <p><b>(a) Installation and Playbook Setup</b></p> <p>Install Ansible and create a host inventory file. Write a playbook to install a web server (e.g., Apache or Nginx) and deploy a sample HTML page to the appropriate directory.</p> <p><b>(b) Execution and Verification</b></p> <p>Run the playbook using the ansible-playbook command. Verify the result by opening a web browser and checking if the deployed HTML page is being served by the web server.</p> <p>Chapter 7 – Deploying the Code page 122</p> <ul style="list-style-type: none"><li>• <a href="https://docs.ansible.com/ansible/latest/user_guide/index.html">https://docs.ansible.com/ansible/latest/user_guide/index.html</a></li><li>• <a href="https://www.redhat.com/sysadmin/ansible-playbooks">https://www.redhat.com/sysadmin/ansible-playbooks</a></li><li>• <a href="https://www.udemy.com/course/learn-ansible/">https://www.udemy.com/course/learn-ansible/</a></li></ul>
7	<p><b>Monitor system resources using Nagios/Telegraf &amp; InfluxDB</b></p> <p><b>(a) Installation and Configuration</b></p> <p>Install Telegraf and InfluxDB on the monitoring machine. Configure Telegraf to collect system metrics such as CPU usage, memory usage, and disk I/O, and ensure it's set to send data to InfluxDB.</p> <p><b>(b) Execution and Data Visualization</b></p> <p>Start the services and verify that Telegraf is pushing metrics into InfluxDB. View the stored time-series data using the InfluxDB CLI or its web UI.</p> <p>Chapter 8 – Monitoring the Code page 391-407</p> <ul style="list-style-type: none"><li>• <a href="https://docs.influxdata.com/telegraf/latest/">https://docs.influxdata.com/telegraf/latest/</a></li><li>• <a href="https://docs.influxdata.com/influxdb/latest/">https://docs.influxdata.com/influxdb/latest/</a></li><li>• <a href="https://medium.com/@mmin18/monitor-linux-with-telegraf-influxdb-grafana-7c9e29db1a9d">https://medium.com/@mmin18/monitor-linux-with-telegraf-influxdb-grafana-7c9e29db1a9d</a></li></ul>
8	<p><b>Configure Graphite dashboards for app-level metrics</b></p> <p><b>(a) Installation and Data Simulation</b></p> <p>Install Graphite on your system. Write a script using Python or net cat to simulate sending custom metrics to Graphite's Carbon service at regular intervals.</p> <p><b>(b) Dashboard and Visualization</b></p> <p>Access the Graphite web interface to monitor incoming data. Create a custom dashboard to visualize application-level or system-level metrics in real-time.</p> <p>Chapter 8 – Monitoring the Code page 152</p> <ul style="list-style-type: none"><li>• <a href="https://graphiteapp.org/">https://graphiteapp.org/</a></li></ul>



	<ul style="list-style-type: none"> <li>• <a href="https://www.digitalocean.com/community/tutorials/how-to-install-and-configure-graphite-on-ubuntu-18-04">https://www.digitalocean.com/community/tutorials/how-to-install-and-configure-graphite-on-ubuntu-18-04</a></li> <li>• <a href="https://www.metricfire.com/blog/monitoring-custom-metrics-with-graphite/">https://www.metricfire.com/blog/monitoring-custom-metrics-with-graphite/</a></li> </ul>
9	<p><b>Use GitHub Issues or JIRA to manage Agile workflows</b></p> <p>Create a GitHub repository. Enable GitHub Projects and Issues. Create at least three issues related to a sample software project. Assign labels, assignees, and link commits or pull requests to issues. Create a project board using Kanban to organize tasks in To Do, In Progress, and Done.</p> <p>Chapter 9 – Issue Tracking pages 161-168</p> <ul style="list-style-type: none"> <li>• <a href="https://docs.github.com/en/issues">https://docs.github.com/en/issues</a></li> <li>• <a href="https://docs.github.com/en/issues/organizing-your-work-with-project-boards">https://docs.github.com/en/issues/organizing-your-work-with-project-boards</a></li> <li>• <a href="https://www.atlassian.com/software/jira/guides">https://www.atlassian.com/software/jira/guides</a></li> </ul>
10	<p><b>Create a CI/CD pipeline with Jenkins for containerized deployment</b></p> <p>Create a Jenkinsfile to define a pipeline with the stages: Checkout, Build, Test, Dockerize, and Deploy. Configure the pipeline job in Jenkins to use this script. The pipeline should pull source code from a Git repository, run unit tests, build a Docker image, and deploy the image using Ansible to a target machine. Verify each stage of the pipeline execution.</p> <p>Chapters 5, 6, 7 – Build → Test → Deploy</p> <ul style="list-style-type: none"> <li>• <a href="https://www.jenkins.io/doc/pipeline/tour/getting-started/">https://www.jenkins.io/doc/pipeline/tour/getting-started/</a></li> <li>• <a href="https://www.jenkins.io/doc/tutorials/build-a-docker-image/">https://www.jenkins.io/doc/tutorials/build-a-docker-image/</a></li> <li>• <a href="https://www.redhat.com/sysadmin/jenkins-ansible-ci-cd-pipeline">https://www.redhat.com/sysadmin/jenkins-ansible-ci-cd-pipeline</a></li> </ul>
<p><b>Capstone Project Batch</b> formation with 2 – 3 students in a batch and topic finalization.</p> <p>Automate Git → Build → Test → Deploy → Monitor flow for a containerized app with feedback loop using Jenkins, Docker, Ansible, and Graphite.</p>	

## COURSE OUTCOMES:

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Understand DevOps principles and culture to promote collaboration and accelerate software delivery.
<b>CO2</b>	Apply version control techniques using Git and GitHub for efficient source code management and team collaboration.
<b>CO3</b>	Design and implement Continuous Integration (CI) pipelines using GitHub Actions and Jenkins for automated building and testing.



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<b>CO4</b>	Acquire foundational knowledge of Ansible for infrastructure automation and configuration management.
<b>CO5</b>	Utilize Docker to containerize applications, ensuring consistent deployment across development, testing, and production environments.

### **Textbook**

1. Learning DevOps – Continuously Deliver Better Software by Mikael Krief

### **Weblink**

1. <https://github.com/rootusercop/Free-DevOps-Books-1/blob/master/book/Learning%20DevOps%20-%20Continuously%20Deliver%20Better%20Software.pdf>

### **E- Learning Resources**

1. **CICD – DevOps Automation and DevSecOps:**  
<https://elearn.nptel.ac.in/shop/iit-workshops/completed/cicd-devops-automation-and-devsecops-automation/>
2. DevOps Tutorial by 3RI Technologies:  
[https://www.youtube.com/playlist?list=PLAkvN1xnxGzGwWfep3tvUzuX11pBEGOe\\_X](https://www.youtube.com/playlist?list=PLAkvN1xnxGzGwWfep3tvUzuX11pBEGOe_X)

### **Practical Based learning Mini Project:**

1. Project Based Learning

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**B.E. (Computer Science and Engineering (Cyber Security))**

**Outcome Based Education (OBE) and Choice Based Credit System (CBCS)**

## **SEMESTER – III**

<b>Course Title</b>	<b>Cyber Crime and Cyber Laws</b>		
<b>Course Code</b>	<b>BCYT358E</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L: T: P) + SL</b>	<b>(1:0:0) + (15 Hours/Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>01</b>	<b>EXAM HOURS</b>	<b>2</b>

## **COURSE LEARNING OBJECTIVES**

*The purpose of the course is to facilitate the learner to:*

1. To provide foundational understanding of cybercrime and its types.
  2. To familiarize students with the Indian IT Act, 2000 and its amendments.
  3. To understand tools and techniques used in cyberattacks and protection mechanisms.
  4. To introduce the legal framework surrounding cyberspace and e-commerce.

<b>Module-1</b>	<b>3 Hours</b>
<b>Introduction to Cybercrime:</b> Introduction to Cybercrime, Cybercrime definitions and origin, Types of Cybercriminals, Classifications of Cybercrime.	
<b>Textbook 1:</b> Chapter 1 (1.1 to 1.5)	
<b>Module-2</b>	<b>3 Hours</b>
<b>Cyber Offences and Threats:</b> Introduction, Strategic Attacks, Types of Attacks, Proliferation of mobile and wireless devices, Trends in mobility wireless era, Security challenges faced by mobile devices, Registry setting for mobile devices, Authentication service security, Mobile and cloud threats, Security implications for organizations, Organizational measures for handling mobile devices, Security polices and measures.	
<b>Textbook 1:</b> Chapter 2 (2.1 to 2.12)	
<b>Module-3</b>	<b>3 Hours</b>
<b>Tools, Techniques, and Preventive Measures:</b> Introduction, Password Cracking, Malwares, Dos and DDoS Attacks, SQL injection and buffer overflow, Phishing and Identity Theft.	
<b>Textbook 1:</b> Chapter 3 (3.1 to 3.6)	
<b>Module-4</b>	<b>3 Hours</b>
<b>Cyberspace and Cyber Law:</b> Concept of Cyberspace, Contracts aspect in Cyberlaws, Security aspects in cyberlaws, IP aspects in Cyberlaws & cyber law compliance, Criminal aspects in Cyberlaws Global trends in Cyber law.	
<b>Textbook 1:</b> Chapter 4 (4.1 to 4.6)	
<b>Module-5</b>	<b>3 Hours</b>
<b>Cyber Laws and IT Act:</b> Introduction of Cyberspace, Information Technology Act 2000.	
<b>Information Security Standard Compliances:</b> Introduction, Health Insurance Portability and Accountability Act (HIPAA)	
<b>Textbook 1:</b> Chapter 5 (5.1, 5.2), Chapter 6 (6.1, 6.4)	



## COURSE OUTCOMES

After successfully completing the course, the student will be able to:

<b>CO1</b>	Identify different forms and classifications of cybercrimes.
<b>CO2</b>	Understand the scope and application of cyber laws in India.
<b>CO3</b>	Analyse threats in cyberspace and suggest preventive measures.
<b>CO4</b>	Explain legal aspects related to IT Act, 2000 and data security compliances.

## ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE - IA Tests (A)	30	12	Average of Three Internal Assessment Tests ( <b>MCQs</b> ) each conducted for 30 marks.
Continuous and Comprehensive Evaluation (B)	20	8	Any two Assessment methods as per 24RNBE4.2, scaled to 20 marks.
<b>Total CIE (A+B)</b>	<b>50</b>	<b>20</b>	CIE Evaluation is done for a maximum of 50 marks.
<b>SEE (C)</b>	<b>50</b>	<b>18</b>	Question papers having 50 MCQs with each question carrying 01 mark, and Exam duration shall before 2hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B and C.
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE are 20 out of allotted 50 marks to appear for SEE, with minimum 40 % scored in every component of CIE.</li> </ul>			

## Textbooks

- Nilakshi Jain and Ramesh Menon – “Cyber Security and Cyber Laws”, Wiley, 1<sup>st</sup> Edition 2021.

## Reference Books

- The Institute of Company Secretaries of India “Cyber Crime Law and Practice” 2016.
- Dr. U.S. Pandey, Dr. Verendra kumar, Dr. Harman Preeth Singh, “Cyber Crime and Cyber Laws” Himalaya Publishing house, 1st edition 2017.

<b>B.E. (Computer Science and Engineering and Allied Branches)          Outcome Based Education(OBE) and Choice Based Credit System(CBCS)          SEMESTER – III</b>			
<b>Course Title:</b>	<b>Incident Management and Response</b>		
<b>Course Code:</b>	<b>BCYT358F</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L :T : P) + SL</b>	<b>(1:0:0) + (15 Hours / Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>01</b>	<b>EXAM HOURS</b>	<b>2</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<i>The purpose of the course is to facilitate the learner to:</i> <ol style="list-style-type: none"> <li>1. To understand the components and importance of an Incident Management Plan.</li> <li>2. To explain the key roles and responsibilities of the Incident Management Team.</li> <li>3. To familiarize students with different tools and techniques used in incident management.</li> </ol>			
<b>Module-1</b>			<b>3 Hours</b>
<b>Introduction and the Basics:</b> What is cyber security handling, Incident Handling vs Incident Response, Security Incident vs Security Events, Security Incident vs Breach, Risk management Concepts, Security Forensics Concepts			
<b>Malware Threats</b> (Virus, Worms, Trojans, Spyware, Adware, Ransomware), Denial of Service(DoS)/Distributed DoS (DDoS), Man-in-the-Middle (MITM) Attacks, TCP Hijacking, Advanced Persistent Threat(APT), Evading Firewalls/IPS,			
<b>Textbook 1: Chapter 1(1.1-1.6) and Chapter 2(2.1-2.5)</b>			
<b>Module-2</b>			<b>3 Hours</b>
<b>Attacks:</b> Social Engineering, Insider Threat			
<b>Counter Measures and Detection:</b> Adapting Hardening Standards, Defence in Depth, Network Security Controls, Enterprise Monitoring, Vulnerability Assessment and Penetration Testing, Backup Management.			
<b>Text book1: Chapter 2(2.6-2.7) and Chapter 3(3.1-3.5)</b>			
<b>Module-3</b>			<b>3 Hours</b>
<b>Security Incident Handling:</b> Incident Handling Preparation, Incident Identification and Initial Response, Containment, Eradication, Recovery, Lesson Learned			
<b>Text book1: Chapter 4(4.1-4.6)</b>			
<b>Module-4</b>			<b>3 Hours</b>
<b>Proactive Incident Management:</b> Table-Top Exercises, The Future of Incident Management Reference (CERT Exercise Handbook), Organisational framework, Proactive CERT Services and Security Quality Management,			
<b>Textbook 1: Chapter 5 and chapter 6</b>			
<b>Textbook 2: Chapter 13, chapter 5, 6</b>			
<b>Module-5</b>			<b>3 Hours</b>
<b>Proactive Approaches and Future Trends</b>			
Preparedness Frameworks, Training, Drills and Exercises, Information Exchange Communication			
<b>Textbook 2: Chapter (Ch. 5, Ch. 8, Ch. 9, and Ch. 13)</b>			



## COURSE OUTCOMES

After successfully completing the course, the student will be able to:

<b>CO1</b>	Understand basic concepts of security incidents, events, and breaches.
<b>CO2</b>	Identify and classify different types of cyber-attacks.
<b>CO3</b>	Apply standard tools and techniques to detect and mitigate cyber incidents.
<b>CO4</b>	Demonstrate understanding of the incident response lifecycle.

## ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE - IA Tests (A)	30	12	Average of Three Internal Assessment Tests ( <b>MCQs</b> ) each conducted for 30 marks.
Continuous and Comprehensive Evaluation (B)	20	8	Any two Assessment methods as per 24RNBE4.2, scaled to 20 marks.
<b>Total CIE (A+B)</b>	<b>50</b>	<b>20</b>	CIE Evaluation is done for a maximum of 50 marks.
<b>SEE (C)</b>	<b>50</b>	<b>18</b>	Question papers having 50 MCQs with each question carrying 01 mark, and Exam duration shall before 2hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B and C.
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE are 20 out of allotted 50 marks to appear for SEE, with minimum 40 % scored in every component of CIE.</li> </ul>			

## Textbooks

1. Incident Handling and Response by Jithin Alex, First Edition 2020.
2. Good Practice Guide for Incident Management. Published by ENISA ( European Network and Information Security Agency). Free download from [www.enisa.europa.eu](http://www.enisa.europa.eu)

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

1. **YouTube - Incident Management Process: A Step-by-Step Guide**  
[https://www.youtube.com/watch?v=aZRhzea\\_nas](https://www.youtube.com/watch?v=aZRhzea_nas)
2. **LinkedIn Learning - Incident Response Courses**  
<https://www.linkedin.com/learning/topics/incident-response>



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3. ENISA - Good Practice Guide for Incident Management (Free PDF Download)  
<https://www.enisa.europa.eu/publications/good-practice-guide-for-incident-management>
4. NIST - Computer Security Incident Handling Guide (SP 800-61 Revision 2)  
<https://csrc.nist.gov/publications/detail/sp/800-61/rev-2/final>

### Activity Based Learning (Suggested Activities in Class)

- **Incident Categorization Exercise:** Students will classify different cybersecurity events and incidents based on severity levels (Critical, High, Medium, Low) using sample scenarios or case studies.
- **Pareto Chart Application in Incident Resolution:** Students will learn to apply the Pareto Principle (80/20 rule) to identify the most frequent causes of incidents and visualize them using Pareto Charts for better prioritization during incident resolution.
- **Role Play: Incident Response Team Simulation:** Students will role-play as members of an Incident Response Team (IRT) handling a mock incident from detection to resolution.
- **Case Study Discussion:** Analyze real-world cybersecurity incidents and map the incident management steps followed, identifying what was done correctly and what could have been improved.

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<p style="text-align: center;"><b>B.E. (Common to All Branches)</b>  <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b>  <b>SEMESTER – III</b></p>			
<b>Course Title:</b>		<b>NSS-National Service Scheme</b>	
<b>Course Code:</b>	<b>BNSK359</b>	<b>CIE MARKS</b>	<b>100</b>
<b>L : T : P: SL</b>	<b>0:0:0:30</b>	<b>SEE MARKS</b>	<b>0</b>
<b>Credits:</b>	<b>0</b>	<b>EXAM HOURS</b>	<b>-</b>
<p><b>COURSE LEARNING OBJECTIVES:</b>  <i>The purpose of the course is to facilitate the learner to:</i></p> <ol style="list-style-type: none"> <li>Identify the needs and problems of the community and involve the problem-solving.</li> <li>Develop among them a sense of social &amp; civic responsibility &amp; utilize their knowledge in finding practical solutions to individual and community problems.</li> <li>Develop competence required for group-living and sharing of responsibilities &amp; gain skills in mobilizing community participation to acquire leadership qualities and democratic attitudes.</li> </ol>			
<b>Module-1</b>			
Introduction and Basic Concepts of NSS			
Aims and Objective of NSS.			
Emblem, Moto, Flag			
Role and Responsibility of youth in various activities of NSS			
<b>Module-2</b>			
Youth Leadership			
Definition of Leadership and Important components (Social, Mental, Moral and Cultural)			
Qualities and Characteristics of good leaders			
Role of Youth leadership			
<b>Module-3</b>			
Community Work through NSS			
Community Work: Meaning and Nature			
Concept of regular activities undertaking of NSS			
<b>Module-4</b>			
NSS Activity-1			
<b>Module-5</b>			
NSS Activity-2			

### **COURSE OUTCOMES:**

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Understand the motto and concepts of NSS
<b>CO2</b>	Develop overall personality of volunteers and make them as leaders and responsible citizens of our nation
<b>CO3</b>	Analyze the environmental and societal problems/issues and will be able to design solutions for the same.
<b>CO4</b>	Communicate effectively with the community and with the officials.



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### ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
Evaluation based on Reports (A)	100	-	5 modules Reports, 5 modules X 10 M each = 50 M
<b>Total CIE Theory (A)</b>	<b>100</b>	<b>40</b>	
<b>SEE (B)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>CIE+SEE (A+B)</b>	<b>100</b>	<b>40</b>	<b>Final marks shall be the sum of marks scored in Components A, B</b>
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 40 out of allotted 50 marks with minimum 40 % scored in every component of CIE.</li> <li>No SEE for this subject</li> </ul>			

### Reference Books

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.

### Weblinks

1. <https://nss.gov.in/>
2. <https://pledge.mygov.in/>

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<b>B.E. (Common to All Branches)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – III</b>					
<b>Course Title:</b> Physical Education					
<b>Course Code:</b>	<b>BPEK359</b>	<b>CIE MARKS</b>	<b>100</b>		
<b>L: T: P: S</b>	<b>0:0:1:0</b>	<b>SEE MARKS</b>	<b>---</b>		
<b>Credits:</b>	<b>---</b>	<b>EXAM HOURS</b>	<b>---</b>		
<b>COURSE LEARNING OBJECTIVES:</b>					
<i>The purpose of the course is to facilitate the learner to:</i>					
<ol style="list-style-type: none"> <li>Understand the fundamental concepts of Physical Education, games and sports skills, Health, Nutrition and Fitness</li> <li>Familiarization of health-related Exercises, Sports for overall growth and development</li> <li>Participate in the competition at regional/state / national / international levels.</li> <li>Create consciousness among the students on Health, Fitness and Wellness in developing and maintaining a healthy lifestyle.</li> </ol>					
<b>Module 1</b>		<b>5 Hours</b>			
<b>Orientation</b>					
<ol style="list-style-type: none"> <li>Meaning and Importance of Physical Education</li> <li>Lifestyle</li> <li>Health &amp; Wellness</li> </ol>					
<b>Module 2</b>		<b>5 Hours</b>			
<b>General Fitness &amp; Components of Fitness</b>					
<ol style="list-style-type: none"> <li>Meaning and Importance of Fitness</li> <li>Warming up (Free Hand exercises)</li> <li>Strength – Push-up / Pull-ups</li> </ol>					
<b>Module 3</b>		<b>5 Hours</b>			
<b>Specific games (Anyone to be selected by the student)</b>					
<b>A. Kabaddi</b> <ul style="list-style-type: none"> <li>a) <b>Fundamental skills</b> Hand touch, Toe Touch, Thigh Hold, Ankle hold and Bonus.</li> <li>b) <b>Offensive Skills</b> Raiding, Hand Touch, Toe Touch, Dubki, Squat Thrust</li> <li>c) <b>Defensive Skills</b> Tackling, Ankle Hold, Thigh Hold, Waist Hold, Blocking, Chain Tackle</li> <li>d) <b>Other Important Skills</b> Agility, Speed, Breath Control, Breath Holding</li> <li>e) <b>Rules and their interpretation and duties of the officials</b></li> </ul>					
<b>B. Kho-Kho</b> <ul style="list-style-type: none"> <li>a) <b>Fundamental skills</b> Giving Kho, Single Chain, Pole dive, Pole turning, 3-6 Up.</li> <li>b) <b>Skills in Chasing</b></li> </ul>					



Sit on the box (Parallel & Bullet toe method), Get up from the box (Proximal & Distal foot method), Give Kho (Simple, Early, Late & Judgment), Pole Turn, Pole Dive, Tapping, Rectification of foul.

- c) **Skills in running**  
Chain Play, Ring play and Chain & Ring mixed play.
- d) **Game practice with application of Rules and Regulations.**
- e) **Rules and their interpretations and duties of the officials.**

## COURSE OUTCOMES

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Understand the fundamental concepts of Physical Education, games and sports skills, Health, Nutrition and Fitness
<b>CO2</b>	Familiarization of health-related Exercises, Sports for overall growth and development
<b>CO3</b>	Participate in the competition at regional/state / national / international levels.
<b>CO4</b>	Create consciousness among the students on Health, Fitness and Wellness in developing and maintaining a healthy lifestyle.

## ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	60	-----	Sum of Two Internal Assessment Tests (MCQs) each conducted for 30 marks.
Quiz (B)	40	-----	Quiz for a maximum of 40 marks
Total CIE (A+B)	100	40	CIE Evaluation is done for a maximum of 100 marks

• The minimum marks to be secured in CIE is 40 (40%) out of 100 marks allotted to Pass.

### Textbooks

1. Saha, A. K. Sarir Sikshya Ritiniti, Rana Publishing House, Kalyani.
2. Bandopadhyay, K. Sarir Siksha Parichay, Classic Publishers, Kolkata.

### Reference Books

1. Saraswati Health and Physical Education Textbook
2. V.K. Sharma's Health and Physical Education

<b>B.E. (Common to All Branches)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – III</b>															
<b>Course Title:</b>	<b>Yoga</b>														
<b>Course Code:</b>	<b>BYOK359</b>	<b>CIE MARKS</b>	<b>100</b>												
<b>L: T: P: S</b>	<b>0:0:1:0</b>	<b>SEE MARKS</b>	<b>---</b>												
<b>Credits:</b>	<b>---</b>	<b>EXAM HOURS</b>	<b>---</b>												
<b>COURSE LEARNING OBJECTIVES:</b>															
<i>The purpose of the course is to facilitate the learner to:</i> <ol style="list-style-type: none"> <li>1. Physical, Mental &amp; spiritual Objectives of Yoga</li> <li>2. Explain the meaning of Yoga.</li> <li>3. Discuss the importance of the Yoga and its scope.</li> <li>4. Describe the aims and objectives of Yoga.</li> <li>5. Clarify the misconceptions on Yoga</li> </ol>															
<b>Module-1</b>			<b>5 Hours</b>												
<b>Orientation</b> <ul style="list-style-type: none"> <li>a) Introduction of Yoga</li> <li>b) Aim, and Objectives of Yoga,</li> <li>c) Yoga, its origin, history and development.</li> </ul>															
<b>Module-2</b>			<b>5 Hours</b>												
<b>Yoga</b> <ul style="list-style-type: none"> <li>a) Yoga, its meaning, definitions.</li> <li>b) Brief introduction of yogic practices for the common man</li> <li>c) Rules and regulations</li> <li>d) Misconceptions of Yoga</li> <li>e) Suryanamaskara</li> </ul>															
<b>Module-3</b>			<b>5 Hours</b>												
<b>Asanas</b> <p><b>Types of Asanas:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">a) Sitting-</td> <td style="width: 25%;">1. Padmasana,</td> <td style="width: 25%;">2. Vajrasana</td> </tr> <tr> <td>b) Standing-</td> <td>1. Vrikshana,</td> <td>2. Trikonasana</td> </tr> <tr> <td>c) Prone line-</td> <td>1. Bhujangasana</td> <td>2. Shalabhasana</td> </tr> <tr> <td>d) Supine line-</td> <td>1. Utthita dvipadasana</td> <td>2. Ardha halasana</td> </tr> </table>				a) Sitting-	1. Padmasana,	2. Vajrasana	b) Standing-	1. Vrikshana,	2. Trikonasana	c) Prone line-	1. Bhujangasana	2. Shalabhasana	d) Supine line-	1. Utthita dvipadasana	2. Ardha halasana
a) Sitting-	1. Padmasana,	2. Vajrasana													
b) Standing-	1. Vrikshana,	2. Trikonasana													
c) Prone line-	1. Bhujangasana	2. Shalabhasana													
d) Supine line-	1. Utthita dvipadasana	2. Ardha halasana													

## COURSE OUTCOMES

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Understand the fundamental concepts of Yoga
<b>CO2</b>	improves of health and related aspects, overall growth and development
<b>CO3</b>	Participate in the competition at regional/state / national / international levels.
<b>CO4</b>	Create consciousness among the students on Health, Fitness and Wellness in developing and maintaining a healthy lifestyle.



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### ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	60	----	Sum of Two Internal Assessment Tests (MCQs) each conducted for 30 marks.
Quiz (B)	40	----	Quiz for a maximum of 40 marks
Total CIE (A+B)	100	40	CIE Evaluation is done for a maximum of 100 marks

• The minimum marks to be secured in CIE is 40 (40%) out of 100 marks allotted to Pass.

### Textbooks

1. The Yoga Sutras of Patanjali – Sri Swami Satchidananda.
2. Light on Yoga — B.K.S Iyengar.

### Reference Books

1. The Heart of Yoga — T.K.V Desikachar.
2. “Asana Pranayama Mudra Bandha” by Swami Satyananda Saraswati.

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**RNS INSTITUTE OF  
TECHNOLOGY**

An Autonomous Institute under VTU  
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**Department of CSE (Cyber Security)**

Autonomous Scheme (Effective from Academic Year 2024 – 25)

# IV SEMESTER SUBJECTS

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<b>B.E. (Computer Science and Engineering)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – IV</b>			
<b>Course Title:</b> Design And Analysis of Algorithms			
<b>Course Code:</b>	<b>BCS401</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L: T: P) + SL</b>	<b>(3:2:0) + (45 Hours/Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>4</b>	<b>EXAM HOURS</b>	<b>03</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<i>The purpose of the course is to facilitate the learner to:</i> <ol style="list-style-type: none"> <li>1. Learn the methods for analyzing algorithms and evaluating their performance.</li> <li>2. Demonstrate the efficiency of algorithms using asymptotic notations.</li> <li>3. Solve problems using various algorithm design methods, including brute force, greedy, divide and conquer, decrease and conquer, transform and conquer, dynamic programming, backtracking, and branch and bound.</li> <li>4. Learn the concepts of P and NP complexity classes.</li> </ol>			
<b>Module-1</b>			<b>9 Hours</b>
<b>Fundamentals:</b> What is an Algorithm? Fundamentals of Algorithmic Problem Solving, Important Problem types, fundamentals of the analysis of Algorithm Efficiency: Analysis Framework, Asymptotic Notations and Basic Efficiency Classes, Mathematical Analysis of Non-Recursive Algorithms, Mathematical Analysis of Recursive Algorithms. <b>Problem Complexity:</b> Limitations of Algorithm Power, Non- Deterministic Algorithms, P, NP, NP Complete, and NP-Hard classes.			
<b>Textbook 1:</b> Ch-1(1.1-1.3), Ch-2(2.1-2.4), Ch-11(11.1-11.3)			
<b>Module-2</b>			<b>9 Hours</b>
<b>Brute-Force and Exhaustive search:</b> Selection Sort, Bubble Sort, Sequential Search and String Matching, Assignment Problem, Knapsack Problem, Travelling Salesman Problem <b>Decrease-and-Conquer:</b> Insertion sort, Topological Sorting <b>Divide-and-Conquer:</b> Merge Sort, Quicksort, Max Min Algorithm, Strassen's Matrix Multiplication.			
<b>Textbook 1:</b> Ch-3 (3.1-3.2,3.4); Ch-4 (4.1-4.2); Ch-5 (5.1-5.2,5.4) <b>Textbook 2:</b> Ch-3 (3.3)			
<b>Module-3</b>			<b>9 Hours</b>
<b>Greedy Technique:</b> Prim's Algorithm, Kruskals Algorithm, Dijkstra's Algorithm, Huffman Trees, Greedy Knapsack <b>Transform and Conquer:</b> Balanced Search Trees (AVL trees), Heapsort.			
<b>Textbook 1:</b> Ch-9 (9.1-9.4); Ch-6 (6.3-6.4) <b>Textbook 2:</b> Ch-4 (4.2)			



<b>Module-4</b>	<b>9 Hours</b>
<b>Dynamic Programming:</b> Multistage Graph, The Knapsack Problem and Memory functions, Warshall's Algorithm, Floyd's Algorithms.	
<b>Space and Time Trade-offs:</b> Sorting by Counting (Comparison &Distributed), Input Enhancement in String Matching: Horspool's algorithm.	
<b>Textbook 1: Ch-8 (8.2,8.4); Ch-7 (7.1-7.2)</b>	
<b>Module-5</b>	<b>9 Hours</b>
<b>Backtracking:</b> n-Queens Problem, Hamiltonian Circuit problem, Subset-Sum Problem.	
<b>Branch-and-Bound:</b> Assignment Problem, Knapsack Problem, Traveling Salesman Problem. <b>Decision Trees:</b> Decision Trees for Sorting.	
<b>Textbook 1: Ch-12 (12.1-12.2); Ch-11 (11.2)</b>	

### COURSE OUTCOMES:

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Apply fundamental concepts of algorithmic problem solving, analyse algorithm efficiency using asymptotic notations, and differentiate problem complexity classes like P, NP, NP-Hard Complete, and NP-Hard.
<b>CO2</b>	Analyse brute-force, decrease-and-conquer, and divide-and-conquer algorithms to solve basic sorting, searching, and matrix problems.
<b>CO3</b>	Apply greedy techniques and transform-and-conquer strategies to solve real-world problems such as minimum spanning trees, shortest paths, and efficient sorting.
<b>CO4</b>	Solve optimization problems using dynamic programming and understand space-time trade-offs in algorithm design with string matching and counting techniques.
<b>CO5</b>	Apply backtracking and branch-and-bound strategies to constraint satisfaction and combinatorial problems and understand the use of decision trees in analysing algorithm complexity.

<b>Assessment Type</b>	<b>Maximum Marks</b>	<b>Minimum Passing Marks</b>	<b>Evaluation Details</b>
CIE- IA Tests (A)	20	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 20 marks.
Continuous and Comprehensive Evaluation (B)	10	-	Any one Assessment methods as per 24RNBE4.2 scaled to 10 marks.

<b>Total CIE Theory (A+B)</b>	<b>30</b>	<b>12</b>	Marks of Tests and Assignments awarded for a maximum of 30.
CIE Practical	12	-	Marks awarded for Weekly Conduction of Experiments and Submission of Laboratory records, scaled to 12 marks.
CIE Practical Test	8	-	Average of marks of Two tests, each conducted for 100 marks covering all experiments, scaled to 8.
<b>Total CIE Practical (C)</b>	<b>20</b>	<b>8</b>	Marks of Experiments, Record and Test awarded for a maximum of 20 marks.
<b>CIE: Theory + Practical (A + B + C)</b>	<b>50</b>	<b>20</b>	CIE Evaluation is done for a maximum of 50 marks.
<b>SEE (D)</b>	<b>50</b>	<b>18</b>	SEE is a theory exam, conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE+SEE (A+B+C+D)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B, C and D
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included in their respective modules only.</li> </ul>			

## Textbooks

1. Anany Levitin, "Introduction to the Design and Analysis of Algorithms", 3<sup>rd</sup> Edition, Pearson 2014.
2. Ellis Horowitz, Satraj Sahni, Rajasekharam, "Fundamentals of Computer Algorithms", 2nd University Press Pvt. Ltd 2009.

## Reference Books

1. Thomas H Cormen, Charles E Leiserson, Ronald L Rivest, Clifford Stein "Introduction to Algorithms", 3rd MIT Press 2009.
2. Padma Reddy, "Analysis and Design of Algorithms", 1st Sri Nandi Publications 2009.



<b>B.E. (Computer Science and Engineering)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – IV</b>			
<b>Course Title:</b> Database Management Systems			
<b>Course Code:</b>	BCS402	<b>CIE MARKS</b>	<b>50</b>
<b>(L : T : P) + SL</b>	<b>(3:0:2) + (45 Hours/Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>4</b>	<b>EXAM HOURS</b>	<b>03</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<i>The purpose of the course is to facilitate the learner to:</i>			
<ol style="list-style-type: none"> <li>Understand the fundamental concepts, architecture, and advantages of Database Management Systems and their role in data handling.</li> <li>Design and model database schemas using Entity-Relationship (ER) diagrams and map conceptual designs to relational models.</li> <li>Write efficient SQL queries for data definition, manipulation, and retrieval, and understand NoSQL databases and their applications.</li> <li>Apply normalization techniques to design well-structured relational database schemas and eliminate redundancy.</li> <li>Comprehend transaction processing, concurrency control, and recovery techniques to ensure data integrity and reliability in database systems.</li> </ol>			
<b>Module – 1</b>			<b>9 Hours</b>
<b>Introduction to Databases:</b> Introduction, Characteristics of database approach, Advantages of using the DBMS approach, History of database applications.			
<b>Overview of Database Languages and Architectures:</b> Data Models, Schemas, and Instances. Three schema architecture and data independence.			
<b>Conceptual Data Modelling using Entities and Relationships:</b> Entity types, Entity sets and structural constraints, Weak entity types, ER Diagrams, Naming Conventions, and Design Issues.			
<b>Textbook 1:</b> Ch 1.1 to 1.7, 2.1 to 2.2, 2.5 to 2.6, 3.1 to 3.7			
<b>Module – 2</b>			<b>9 Hours</b>
<b>Mapping Conceptual Design into a Logical Design:</b> Relational Database Design using ER-to-Relational mapping.			
<b>Relational Model:</b> Relational Model Concepts, Relational Model Constraints and relational database schemas, Update operations, transactions, and dealing with constraint violations.			
<b>Relational Algebra:</b> Unary and Binary relational operations, additional relational operations (aggregate, grouping, etc.).			
<b>Textbook 1:</b> Ch 9.1; Ch 5.1 to 5.3, Ch 8.1 to 8.4			



<b>Module – 3</b>	<b>9 Hours</b>
<p><b>SQL:</b> SQL data definition and data types, Schema change statements in SQL, specifying constraints in SQL, retrieval queries in SQL, INSERT, DELETE, and UPDATE statements in SQL, Additional features of SQL. More complex SQL retrieval queries, Specifying constraints as assertions and action triggers, Views in SQL.</p> <p><b>NOSQL Databases and Big Data Storage Systems:</b> Introduction to NOSQL Systems, The CAP Theorem, Document-Based NOSQL Systems and MongoDB.</p>	
<p><b>Textbook 1:</b> Ch 6.1 to 6.5, Ch 7.1 to 7.3, Ch 24.1 to 24.3</p>	
<b>Module – 4</b>	<b>9 Hours</b>
<p><b>Normalization: Database Design Theory</b> - Introduction to Normalization using Functional and Multivalued Dependencies: Informal design guidelines for relation schema, Functional Dependencies, Normal Forms based on Primary Keys, Second and Third Normal Forms, Boyce-Codd Normal Form.</p> <p><b>Relational Database Design Algorithms:</b> Functional Dependencies: Inference Rules, Equivalence, and Minimal Cover, Properties of Relational Decompositions, Algorithms for Relational Database Schema Design, About Nulls, Dangling Tuples.</p>	
<p><b>Textbook 1:</b> Ch 14.1 to 14.5, Ch 15.1 – 15.4</p>	
<b>Module – 5</b>	<b>9 Hours</b>
<p><b>Transaction Processing:</b> Introduction to Transaction Processing, Transaction and System concepts, Desirable properties of Transactions, Characterizing schedules based on recoverability, Characterizing schedules based on Serializability, Transaction support in SQL.</p> <p><b>Concurrency Control in Databases:</b> Two-phase locking techniques for Concurrency control, Concurrency control based on Timestamp ordering.</p> <p><b>Database Recovery Techniques:</b> Recovery Concepts, NO-UNDO/REDO Recovery Based on Deferred Update, Recovery Techniques Based on Immediate Update.</p>	
<p><b>Textbook 1:</b> Ch 20.1 to 20.6, Ch 21.1 to 21.2, Ch 22.1 – 22.5, 22.7</p>	

**PRACTICAL COMPONENT OF IPCC**

<b>Sl. No.</b>	<b>EXPERIMENTS</b>
<b>PART A</b>	
1	Introduction of concept of rows and columns with attribute names using MS-Excel File or Spreadsheet with multiple sheets representing multiple tables.
2	Introduction of simple databases like SQL Lite / Oracle 11g / MySQL or online SQL interfaces such as <a href="https://livesql.oracle.com/">https://livesql.oracle.com/</a> with CREATE, ALTER, DROP, INSERT, DELETE, UPDATE, GRANT, REVOKE,... SQL statements
3	Introduction to ER – Diagram and Schema writing with all the concepts like types of attributes, entity types, participation ratio, cardinality ratio, structural constraints, etc., Case studies on databases such as Banking, Airline, Employee, Library to be discussed in detail.
4	Installation of an Open-Source NoSQL Database MongoDB & perform basic CRUD (Create, Read, Update & Delete) operations. Execute MongoDB basic Queries using CRUD operations.  <a href="https://www.mongodb.com/try/download/community">https://www.mongodb.com/try/download/community</a>
5	Consider the following schema for a Library Database:  BOOK ( <u>Book_id</u> , Title, Publisher_Name, Pub_Year) BOOK_AUTHORS ( <u>Book_id</u> , Author_Name) PUBLISHER ( <u>Name</u> , Address, Phone) BOOK_COPIES ( <u>Book_id</u> , <u>Branch_id</u> , No-of_Copies) BOOK_LENDING ( <u>Book_id</u> , <u>Branch_id</u> , <u>Card_No</u> , Date_Out, Due_Date) LIBRARY_BRANCH ( <u>Branch_id</u> , Branch_Name, Address) BORROWER( <u>Card_no</u> , Name, Address, Phone) Write SQL queries to  a. Retrieve details of all books in the library – id, title, name of publisher, authors, number of copies in each branch, etc. b. Get the particulars of borrowers who have borrowed more than 3 books, but from Jan 2017 to Jun 2017. c. Delete a book in BOOK table. Update the contents of other tables to reflect this data manipulation operation. d. Partition the BOOK table based on year of publication. Demonstrate its working with a simple query. e. Create a view of all books and its number of copies that are currently available in the Library.



6	<p>Consider the following schema for Order Database:</p> <p>SALESMAN (<u>Salesman_id</u>, Name, City, Commission) CUSTOMER (<u>Customer_id</u>, Cust_Name, City, Grade, Salesman_id) ORDERS (<u>Ord_No</u>, Purchase_Amt, Ord_Date, Customer_id, Salesman_id)</p> <p>Write SQL queries to</p> <ol style="list-style-type: none"><li>Count the customers with grades above Bangalore's average.</li><li>Find the name and numbers of all salesmen who had more than one customer.</li><li>List all the salesman and indicate those who have and don't have customers in their cities (Use UNION operation.)</li><li>Create a view that finds the salesman who has the customer with the highest order of a day.</li><li>Demonstrate the DELETE operation by removing salesman with id 1000. All his orders must also be deleted.</li></ol>
7	<p>Consider the schema for Movie Database:</p> <p>ACTOR (Act_id, Act_Name, Act_Gender) DIRECTOR (Dir_id, Dir_Name, Dir_Phone) MOVIES (Mov_id, Mov_Title, Mov_Year, Mov_Lang, Dir_id) MOVIE_CAST (Act_id, Mov_id, Role) RATING (Mov_id, Rev_Stars)</p> <p>Write SQL queries to</p> <ol style="list-style-type: none"><li>List the titles of all movies directed by 'Hitchcock'.</li><li>Find the movie names where one or more actors acted in two or more movies.</li><li>List all actors who acted in a movie before 2000 and also in a movie after 2015 (use JOIN operation).</li><li>Find the title of movies and number of stars for each movie that has at least one rating and find the highest number of stars that movie received. Sort the result by movie title.</li><li>Update rating of all movies directed by 'Steven Spielberg' to 5</li></ol>
8	<p>Consider the schema for College Database:</p> <p>STUDENT (USN, SName, Address, Phone, Gender) SEMSEC (SSID, Sem, Sec) CLASS (USN, SSID) SUBJECT (Subcode, Title, Sem, Credits) IAMARKS (USN, Subcode, SSID, Test1, Test2, Test3, FinalIA)</p> <p>Write SQL queries to</p> <ol style="list-style-type: none"><li>List all the student details studying in fourth semester 'C' section.</li><li>Compute the total number of male and female students in each semester and in each section.</li><li>Create a view of Test1 marks of student USN '1RN25CS100' in all subjects.</li><li>Calculate the FinalIA (average of best two test marks) and update the corresponding table for all students.</li><li>Categorize students based on the following criterion: If FinalIA = 17 to 20 then</li></ol>



	CAT = ‘Outstanding’ If FinalIA = 12 to 16 then CAT = ‘Average’ If FinalIA< 12 then CAT = ‘Weak’. Give these details only for 8th semester A, B, and C section students.
9	<p>Consider the schema for Company Database:</p> <p>EMPLOYEE (SSN, Name, Address, Sex, Salary, SuperSSN, DNo)    DEPARTMENT (DNo, DName, MgrSSN, MgrStartDate)    DLOCATION (DNo, DLoc)    PROJECT (PNo, PName, PLocation, DNo)    WORKS_ON (SSN, PNo, Hours)</p> <p>Write SQL queries to</p> <ol style="list-style-type: none"> <li>Make a list of all project numbers for projects that involve an employee whose last name is ‘Scott’, either as a worker or as a manager of the department that controls the project.</li> <li>Show the resulting salaries if every employee working on the ‘IoT’ project is given a 10 percent raise.</li> <li>Find the sum of the salaries of all employees of the ‘Accounts’ department, as well as the maximum salary, the minimum salary, and the average salary in this department.</li> <li>Retrieve the name of each employee who works on all the projects controlled by department number 5 (use NOT EXISTS operator).</li> <li>For each department that has more than five employees, retrieve the department number and the number of its employees who are making more than Rs. 6,00,000.</li> </ol>
<b>PART B</b>	
10	<p><b>Mini Project</b> - Batch formation with 2 – 3 students in a batch and topic finalization.</p> <p><b>The following are to be included in the mini – project:</b></p> <ol style="list-style-type: none"> <li>Design of database using ER Diagram / Schema Diagram</li> <li>Implementation of backend using both Structured and Unstructured databases.</li> <li>Front-end design using any scripting languages like JavaScript, PHP, Python etc.</li> <li>Must include an innovative component in the implementation of the project.</li> <li>Projects must be uploaded into GitHub repository for final submission with public access and all the documentation for demonstration.</li> <li>A mini project report with soft binding with formats as specified by the department to be submitted at the end after demonstration.</li> </ol>

#### COURSE OUTCOMES:

After successfully completing the course, the student will be able to:

<b>CO1</b>	Define the fundamentals of DBMS architecture, data models, and ER modelling concepts.
<b>CO2</b>	Construct ER diagrams into relational schemas and apply relational algebra operations.
<b>CO3</b>	Formulate SQL queries and differentiate between SQL and NoSQL databases.



<b>CO4</b>	Apply normalization techniques to design relational schemas up to BCNF.
<b>CO5</b>	Analyse transaction processing and implement concurrency control and recovery techniques.

### Assessment details

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE- IA Tests (A)	20	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 20 marks.
Continuous and Comprehensive Evaluation (B)	10	-	Any one Assessment methods as per 24RNBE4.2 scaled to 10 marks.
<b>Total CIE Theory (A+B)</b>	<b>30</b>	<b>12</b>	Marks of Tests and Assignments awarded for a maximum of 30.
CIE Practical	12	-	Marks awarded for Weekly Conduction of Experiments and Submission of Laboratory records, scaled to 12 marks.
CIE Practical Test	8	-	Average of marks of Two tests, each conducted for 100 marks covering all experiments, scaled to 8.
<b>Total CIE Practical (C)</b>	<b>20</b>	<b>8</b>	Marks of Experiments, Record and Test awarded for a maximum of 20 marks.
<b>CIE: Theory + Practical (A + B + C)</b>	<b>50</b>	<b>20</b>	CIE Evaluation is done for a maximum of 50 marks.
<b>SEE (D)</b>	<b>50</b>	<b>18</b>	SEE is a theory exam, conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE+SEE (A+B+C+D)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B, C and D
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included in their respective modules only.</li> </ul>			

### Textbooks

1. Fundamentals of Database Systems, Ramez Elmasri and Shamkant B. Navathe, 7<sup>th</sup> Edition, 2017, Pearson.



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## Reference Books

1. Database Management Systems, Ramakrishnan, and Gehrke, 3<sup>rd</sup> Edition, 2014, McGraw Hill.
2. Silberschatz Korth and Sudharshan, Database System Concepts, 6<sup>th</sup> Edition, Mc-Graw Hill, 2013.

## Weblinks:

1. <https://www.youtube.com/@databasemanagementsystem-i4463> (NPTEL)
2. <https://www.youtube.com/playlist?list=PLxCzCOWd7aiFAN6I8CuViBuCdJgiOkT2Y>
3. [https://www.youtube.com/watch?v=c5HAwKX-suM&ab\\_channel=SCALER](https://www.youtube.com/watch?v=c5HAwKX-suM&ab_channel=SCALER)
4. <https://www.geeksforgeeks.org/dbms/dbms/>

## Self – Study topics:

### Module 3: (Ch 24.4 – 24.6)

NOSQL Key-Value Stores, Column-Based or Wide Column NOSQL Systems, NOSQL Graph Databases and Neo4j

### Module 4: (Ch 14.6 – 14.7)

Multivalued Dependency and Fourth Normal Form, Join Dependencies and Fifth Normal Form.

### Module 5: (21.3 – 21.5)

Multiversion Concurrency control techniques, Validation Concurrency control techniques, Granularity of Data items and Multiple Granularity Locking.

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

1. <https://www.hackerrank.com/domains/sql> - to explore the problem solving
2. Case Study based flip class



<b>B.E. (Computer Science and Engineering)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – IV</b>			
<b>Course Title:</b> Microcontrollers and IoT			
<b>Course Code:</b>	BCS403	<b>CIE MARKS</b>	<b>50</b>
<b>(L: T: P) + SL</b>	<b>(3:0:2) + (45 Hours / Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>4</b>	<b>EXAM HOURS</b>	<b>03</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<i>The purpose of the course is to facilitate the learner to:</i>			
<ol style="list-style-type: none"> <li>Understand the basics of ARM architecture, registers, exceptions, and interrupts.</li> <li>Use ARM instructions for data processing, memory access, and software interrupts.</li> <li>Write efficient C programs and understand how interrupts are handled.</li> <li>Learn about sensors, actuators, and IoT communication protocols.</li> <li>Build simple IoT applications using Arduino Uno and communication modules.</li> </ol>			
<b>Module-1</b>			<b>9 Hours</b>
<b>ARM Processor Fundamentals-</b> Registers, Current Program Status Register, Exceptions, Interrupts, Vector Table.			
<b>Introduction to the ARM Instruction Set-</b> Data Processing Instructions, Branch Instructions.			
<b>Textbook 1: Ch -2 (2.1-2.2,2.4); Ch-3 (3.1-3.2)</b>			
<b>Module-2</b>			<b>9 Hours</b>
Load-Store Instructions, Software Interrupt Instruction. Program Status Register Instructions.			
<b>Textbook 1: Ch -3 (3.3-3.5 (Excluding 3.5.1,3.5.2) )</b>			
<b>Module-3</b>			<b>9 Hours</b>
<b>Efficient C Programming</b> Overview of C Compilers and Optimization, Basic C Data Types, C Looping Structures. Exception and Interrupt Handling, Exception Handling, Interrupts.			
<b>Textbook 1: Ch 5 (5.1 - 5.3); Ch 9 (9.1-9.2)</b>			
<b>Module-4</b>			<b>9 Hours</b>
<b>What is IoT? Transducers, Sensors and Actuators-</b> Defining Transducers, Sensors and Actuators, Introduction to transducers, Introduction to Sensors.			
<b>IoT Protocols-</b> Protocol Classification, MQTT, COAP, REST.			
<b>Textbook 2: Ch-1(1.1), Ch-2 (2.1-2.2,2.3.1,2.3.2.1-2.3.2.2,2.4), Ch-3 (3.1-3.2,3.6-3.7)</b>			
<b>Module-5</b>			<b>9 Hours</b>
Introduction to Arduino, Exploring Arduino Uno Learning Board, Installing the software Fundamentals of Arduino Programming, Introduction to Communications, Example Module on Arduino.			
<b>Textbook 2: Ch-7 (7.1-7.6)</b>			

**PRACTICAL COMPONENT OF IPCC**

<b>Sl. No.</b>	<b>EXPERIMENTS</b>
<b>PART A</b>	
1	Write an ALP to find the sum of the first 10 integer numbers.
2	Write an ALP to i)Multiply two 16-bit numbers. ii) Add two 32-bit numbers.
3	Write an ALP to find the factorial of a number.
4	Write an ALP to add an array of 16-bit numbers and store the 32-bit result in internal RAM.
5	Write an ALP to find the square of a number (1 to 10) using a look-up table.
6	Write an ALP to find the largest or smallest number in an array of 32 numbers.
7	Write an ALP to arrange a series of 32-bit numbers in ascending/descending order.
8	Write an ALP to count the number of ones and zeros in two consecutive memory locations.
9	Assembly Language Program (ALP).
<b>PART B</b>	
10	<p><b>Using any IoT Interfacing Boards</b></p> <ol style="list-style-type: none"> <li>Develop a program to blink 5 LEDs back and forth.</li> <li>Develop a program to control a DC motor.</li> <li>Develop a program to deploy smart streetlight system using LDR sensor.</li> <li>Develop a program to classify dry and wet waste with the Moisture sensor (DHT22).</li> <li>Develop a program to detect the gas leakage in the surrounding environment.</li> <li>Develop a water level depth detection system using Ultrasonic sensor.</li> </ol>
	<b>Demo Experiments</b>
11	<ol style="list-style-type: none"> <li>Develop a program to setup a UART protocol and pass a string through the protocol.</li> <li>Develop a program to demonstrate weather station readings.</li> </ol>

**COURSE OUTCOMES:**

After successfully completing the course, the student will be able to:

<b>CO1</b>	Interpret the ARM architecture, registers, exceptions, interrupts, and the vector table.
<b>CO2</b>	Apply ARM instructions for data processing, branching, and software interrupts.
<b>CO3</b>	Demonstrate efficient embedded C programming techniques and optimization strategies.
<b>CO4</b>	Illustrate the role of sensors and actuators in IoT systems, and evaluate various IoT communication protocols
<b>CO5</b>	Develop simple IoT-based embedded applications using MCUs and sensor modules.



## ASSESSMENT AND EVALUATION REGULATIONS OF IPCC

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE- IA Tests (A)	20	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 20 marks.
Continuous and Comprehensive Evaluation (B)	10	-	Any one Assessment methods as per 24RNBE4.2 scaled to 10 marks.
<b>Total CIE Theory (A+B)</b>	<b>30</b>	<b>12</b>	Marks of Tests and Assignments awarded for a maximum of 30.
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<b>Total CIE Practical (C)</b>	<b>20</b>	<b>8</b>	Marks of Experiments, Record and Test awarded for a maximum of 20 marks.
<b>CIE: Theory + Practical (A + B + C)</b>	<b>50</b>	<b>20</b>	CIE Evaluation is done for a maximum of 50 marks.
<b>SEE (D)</b>	<b>50</b>	<b>18</b>	SEE is a theory exam, conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE+SEE (A+B+C+D)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B, C and D
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included in their respective modules only.</li> </ul>			

### Textbooks

1. N. Sloss, D. Symes, and C. Wright, “ARM System Developer’s Guide”, Amsterdam, Netherlands: Elsevier/Morgan Kaufmann, 2008.
2. K. G. Srinivasa, G. M. Siddesh, and R. Hanumantha Raju, “Internet of Things”, New Delhi, India: Cengage India, 2018.



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## Reference Books

1. Raghunandan, "Microcontroller (ARM) and Embedded System", New Delhi, India: Cengage Learning, 2019.
2. A. Bahga and V. Madisetti, "Internet of Things: A Hands-On Approach", 1e. Universities Press, 2014.

## Weblinks

1. [https://onlinecourses.nptel.ac.in/noc20\\_cs15/preview](https://onlinecourses.nptel.ac.in/noc20_cs15/preview)
2. <https://www.arm.com>
3. [https://en.wikipedia.org/wiki/ARM\\_architecture\\_family](https://en.wikipedia.org/wiki/ARM_architecture_family)
4. <https://developer.arm.com/documentation>
5. [https://developer.arm.com/documentation/dui0041/c/ARM-Compiler-Reference/C-and-C---implementation-details/Basic-data-types?utm\\_source=chatgpt.com](https://developer.arm.com/documentation/dui0041/c/ARM-Compiler-Reference/C-and-C---implementation-details/Basic-data-types?utm_source=chatgpt.com)
6. [https://www.emqx.com/en/blog/iot-protocols-mqtt-coap-lwm2m?utm\\_source=chatgpt.com](https://www.emqx.com/en/blog/iot-protocols-mqtt-coap-lwm2m?utm_source=chatgpt.com)
7. [https://www.fortinet.com/resources/cyberglossary/iot?utm\\_source=chatgpt.com](https://www.fortinet.com/resources/cyberglossary/iot?utm_source=chatgpt.com)
8. [https://www.emqx.com/en/blog/iot-protocols-mqtt-coap-lwm2m?utm\\_source=chatgpt.com](https://www.emqx.com/en/blog/iot-protocols-mqtt-coap-lwm2m?utm_source=chatgpt.com)
9. <https://www.arduino.cc>

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

- Flipped Classroom
- Role Play
- Group Discussion (GD)
- Model Building / Concept Mapping
- Peer Teaching / Student Seminars
- Project Based Learning

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<p style="text-align: center;"><b>B.E. (Computer Science and Engineering)</b>  <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b>  <b>SEMESTER – IV</b></p>			
<b>Course Title:</b>	<b>Design and Analysis of Algorithms Laboratory</b>		
<b>Course Code:</b>	<b>BCSL404</b>	<b>CIE MARKS</b>	<b>50</b>
<b>L: T: P</b>	<b>0:0:2</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>1</b>	<b>EXAM HOURS</b>	<b>03</b>
<p><b>COURSE LEARNING OBJECTIVES:</b></p> <p><i>The purpose of the course is to facilitate the learner to:</i></p> <ol style="list-style-type: none"> <li>1. Learn the methods for analysing algorithms and evaluating their performance to demonstrate the efficiency of algorithms using asymptotic notations.</li> <li>2. Demonstrate the efficiency of algorithms using asymptotic notations.</li> <li>3. Solve problems using various algorithm design methods, including brute force, greedy, divide and conquer, decrease and conquer, transform and conquer, dynamic programming, backtracking, and branch and bound.</li> <li>4. Learn the concepts of P and NP complexity classes.</li> </ol>			
<p><b>Program 1. Selection Sort – Sorting Student IDs</b></p> <p>Design and implement a C program to sort a list of student roll numbers from a university database using the Selection Sort algorithm.</p> <p><b>Objective:</b> Record and compare the time taken for sorting as the number of student records increases (<math>n &gt; 5000</math>).</p> <p><b>Application:</b> Helps in managing ordered student data efficiently for attendance systems or result generation.</p>			
<p><b>Program 2. Merge Sort – Organizing Medical Reports</b></p> <p>Design and implement a C program to sort large sets of patient report IDs using Merge Sort.</p> <p><b>Objective:</b> Track execution time for datasets with <math>n &gt; 5000</math> and plot time vs data size.</p> <p><b>Application:</b> Efficient sorting of medical records in a hospital management system.</p>			
<p><b>Program 3. Quick Sort – E-Commerce Order Sorting</b></p> <p>Design and implement a C program to sort customer order IDs based on timestamps using Quick Sort.</p> <p><b>Objective:</b> Measure performance on data size <math>&gt; 5000</math> and plot performance graph.</p> <p><b>Application:</b> Fast processing of online orders in an e-commerce platform.</p>			
<p><b>Program 4. Topological Sort – Task Scheduling in Project Management</b></p> <p>Implement a C program to find the topological ordering of tasks in a project where some tasks depend on the completion of others.</p> <p><b>Application:</b> Automating task scheduling tools like Jira or Trello where dependencies exist.</p>			
<p><b>Program 5. 0/1 Knapsack – Cargo Optimization</b></p> <p>Implement a C program to solve the 0/1 Knapsack problem to maximize the value of items packed in a delivery truck with weight constraints.</p> <p><b>Application:</b> Logistic companies optimizing truck loads with limited capacity</p>			

**Program 6. Greedy Knapsack – Stock Refill Strategy**

Implement a C/C++ program to solve discrete and fractional knapsack problems using greedy methods to choose items for shelf restocking in a supermarket based on value-to-weight ratio. **Application:** Inventory management and optimization.

**Program 7. Dijkstra's Algorithm – GPS Navigation System**

Implement a C/C++ program to find shortest paths from a given location to all other locations in a city's road network.

**Application:** GPS systems like Google Maps, for calculating the shortest routes.

**Program 8a. Floyd's Algorithm – Travel Time Optimization Problem:**

Implement a C/C++ program to find the shortest paths between all pairs of cities in a country using Floyd's algorithm.

**Application:** Railway or airline scheduling and route planning.

**Program 8b. Warshall's Algorithm – Webpage Reachability**

Implement a C/C++ program to determine reachability between all webpages using Warshall's algorithm on a hyperlink graph.

**Application:** Search engines identifying which pages link to others.

**Program 9. Kruskal's Algorithm – Designing Network Layouts**

Implement a C/C++ program to find the Minimum Cost Spanning Tree of a network using Kruskal's algorithm.

**Application:** Laying cables (like fiber optic) for minimum cost in a connected campus or city.

**Program 10. Prim's Algorithm – Power Grid Optimization**

Implement a C/C++ program to build the minimum cost electricity network using Prim's algorithm.

**Application:** Designing cost-effective electricity distribution networks.

**Program 11. Subset Sum – Payment Combinations**

Implement a C/C++ program to find all payment combinations using a set of coin or currency denominations that sum up to a required amount.

**Application:** ATM cash dispensing or vending machines.

**Program 12. N-Queens – Security Camera Placement**

Implement a C/C++ program to solve the N-Queens problem to place security cameras in a museum grid such that no two cameras cover the same row, column, or diagonal.

**Application:** Surveillance system optimization.

## COURSE OUTCOMES

After successfully completing the course, the student will be able to:

<b>CO1</b>	Analyse and implement sorting algorithms such as Selection Sort, Merge Sort, and Quick Sort to solve domain-specific problems.
<b>CO2</b>	Apply graph-based algorithms such as Topological Sort, Dijkstra's, Floyd's, Warshall's, Kruskal's, and Prim's algorithms to solve real-time optimization and scheduling problems
<b>CO3</b>	Design and develop efficient solutions using Dynamic Programming techniques for combinatorial problems.
<b>CO4</b>	Solve resource allocation problems using Greedy algorithms and demonstrate their effectiveness in constrained environments.
<b>CO5</b>	Implement backtracking techniques to solve constraint satisfaction problems such as the N-Queens problem.

## Assessment details

<b>Assessment Type</b>	<b>Maximum Marks</b>	<b>Minimum Passing Marks</b>	<b>Evaluation Details</b>
CIE Practical (A)	30	-	Marks awarded for Weekly Conduction of Experiments and Submission of Laboratory records, scaled to 30 marks.
CIE Practical Test (B)	20	-	Average of marks of Two tests, each conducted for 100 marks covering all experiments, scaled to 20.
<b>Total CIE Practical (A+B)</b>	<b>50</b>	<b>20</b>	Sum of Marks of Experiments, Record and Test shall be CIE marks awarded for a maximum of 50.
SEE (C)	50	20	SEE is a lab exam, conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B and C.
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE.</li> </ul>			

### Weblinks:

- Virtual Labs (CSE): <http://cse01-iiith.vlabs.ac.in/>

### Activity Based Learning (Suggested Activities in Class)/ Practical Based Learning Mini Project:

- Simulation of Algorithms
- Leet Coding

**B.E. (CSE and Allied Branches)  
 Outcome Based Education (OBE) and Choice Based Credit System (CBCS)  
 SEMESTER – IV**

<b>Course Title:</b>	<b>Linear Algebra</b>		
<b>Course Code:</b>	<b>BCS405A</b>	<b>CIE MARKS</b>	<b>50</b>
(L: T : P) : SL	(3:0:0) + (45 Hours / Sem)	SEE MARKS	<b>50</b>
<b>Credits:</b>	<b>3</b>	<b>EXAM HOURS</b>	<b>03</b>

**COURSE LEARNING OBJECTIVES:**

1. To help students to understand System of linear equations and vector spaces.
2. To impart basics of Eigen Values and Eigen Vectors and their importance.
3. To facilitate students in applying inner product in Gram- Schmidt process.
4. To provide some special operations of vector spaces and Matrices.

**Module-1** **9 Hours**

The geometry of linear equations, existence and uniqueness, LU-decomposition and computational complexity, Vector Spaces and subspaces (Definitions only), The column space and null space of a given matrix, linearly independent, Bases and dimension, Null space and column space of a matrix, The four fundamental subspaces.

**Textbook 2: Ch - 1.2, 1.5, 2.1, 2.3, 2.4**

**Module-2** **9 Hours**

Eigen values and Eigen vectors, Diagonalization, Eigen vectors and linear transformations, Complex Matrices.

**Textbook 2: Ch - 5.1,5.2, 5.5**

**Module-3** **9 Hours**

Inner product, length and orthogonality, orthogonal sets and projections, orthonormal Basis, Gram-Schmidt process, QR-factorization, least square approximation, Rotation.

**Textbook 1: Ch- 6.1, to 6.4, 6.7**

**Module-4** **9 Hours**

Diagonalization of symmetric matrices, quadratic forms and its classifications, constrained optimisation and Singular value decomposition, Application to Image Processing.

**Textbook 1: Ch - 7.1 to 7.5**

**Module-5** **9 Hours**

The intersection, sum, Cartesian product and the Tensor product of two vector spaces, The Kronecker Product of Two Matrices, Jordan canonical form.

**Textbook 2: Ch A – A.1 to A.5 and B**

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### COURSE OUTCOMES:

*After successfully completing the course, the student will be able to:*

CO1	<b>Explain</b> the fundamental concepts of vector spaces and subspaces.		
CO2	<b>Apply</b> the concept of linear independence, basis and dimension in solving problems.		
CO3	<b>Perform computations</b> using linear transformations and their matrix representations.		
CO4	<b>Analyze</b> eigenvalues and eigenvectors and their applications.		
CO5	<b>Evaluate</b> inner product spaces and orthogonality principles.		

<b>ASSESSMENT DETAILS (Both CIE and SEE)</b>			
<b>Assessment Type</b>	<b>Maximum Marks</b>	<b>Minimum Passing Marks</b>	<b>Evaluation Details</b>
CIE – IA Tests (A)	30	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 30 marks.
Continuous and Comprehensive Evaluation (B)	20	-	Any two Assessment methods as per 24RNBE4.2 (*if it is project based, one assignment shall be given), scaled to 20 marks.
<b>Total CIE (A+B)</b>	<b>50</b>	<b>20</b>	<b>CIE Evaluation is done for a maximum of 50 marks</b>
SEE (C)	50	18	<b>SEE is a theory exam conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.</b>
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components <b>A, B and C</b> .
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE.</li> <li><b>If any courses of 3 credits are of Integrated Course type, for such courses the method suggested for 4 credits IPCC shall be followed.</b></li> </ul>			



## Textbooks

1. David C. Lay, Steven R. Lay, Judi J Mc. Donald: “Linear Algebra and its applications”, Pearson Education, 4th Edition, 2017.
2. Gilbert Strang: “Linear Algebra and its applications”, Brooks Cole, 4th edition, 2005.

## Reference Books:

1. Richard Bronson & Gabriel B. Costa: “Linear Algebra: An Introduction”, 2nd edition. Academic Press, 2014.
2. Seymour Lipschutz, Marc Lipso: “Theory and problems of linear algebra”, Schaum’s outline series - 6th edition, 2017, McGraw-Hill Education.
3. Marc Peter Deisenroth, A. Aldo Faisal, Cheng Soon Ong: “Mathematics for Machine learning”, Cambridge University Press, 2020.

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

1. <https://ocw.mit.edu/courses/mathematics/18-06sc-linear-algebra-fall-2011/index.htm>
2. <https://www.math.ucdavis.edu/~linear/linear.pdf>
3. <https://www.coursera.org/learn/linear-algebra-machine-learning>
4. <https://nptel.ac.in/syllabus/111106051/>
5. <http://nptel.ac.in/courses.php?disciplineID=111>
6. [http://www.class-central.com/subject/math\(MOOCs\)](http://www.class-central.com/subject/math(MOOCs))
7. <http://academicearth.org/>
8. VTU e-Shikshana Program
9. VTU EDUSAT Program.

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<b>B.E. (CSE and Allied Branches)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – IV</b>			
<b>Course Title:</b>	<b>Graph Theory</b>		
<b>Course Code:</b>	<b>BCS405B</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L :T : P): SL</b>	<b>(3:0:0) + (45 Hours / Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>03</b>	<b>EXAM HOURS</b>	<b>03</b>
<b>COURSE LEARNING OBJECTIVES:</b> <i>The purpose of the course is to facilitate the learner to:</i> <ol style="list-style-type: none"> <li>Understand the basic concepts of graphs and their properties, and operations of graphs.</li> <li>Hamiltonian and Euler graphs, trees and matrix representation of the graph.</li> <li>Apply the concepts of a planar graph, matching and colouring in computer science engineering.</li> </ol>			
<b>Module-1</b>			<b>9 Hours</b>
Introduction. Basic definition, Application of graphs, finite, infinite and bipartite graphs, Incidence and Degree, Isolated vertex, pendant vertex and Null graph. Paths and circuits, Isomorphism, sub-graphs, walks, paths and circuits, connected graphs, disconnected graphs and components.			
<b>Text 1: Ch- 1.1 to 1.5, Ch - 2.1, 2.2, 2.4, 2.5</b>			
<b>Module-2</b>			<b>9 Hours</b>
Eulerian and Hamiltonian graphs, Euler graphs, Operations on graphs, Hamiltonian paths and circuits, Travelling salesman problem, directed graphs, types of digraphs, Digraphs and binary relation.			
<b>Text 1: Ch- 2.6 - 2.10</b>			
<b>Module-3</b>			<b>9 Hours</b>
<b>Trees</b> -properties, pendant vertex, Distance and centers in a tree, Rooted and binary trees, counting trees, spanning trees. <b>Connectivity Graphs</b> -Vertex Connectivity, Edge Connectivity, Cut set and Cut Vertices, Fundamental circuits and cut-sets.			
<b>Text 1: Ch - 3.1 to 3.7, 4.1, 4.3 and 4.5</b>			
<b>Module-4</b>			<b>9 Hours</b>
<b>Planar Graphs</b> -Planar graphs, Kuratowski's theorem (proof not required), Different representations of planar graphs, Euler's theorem, Geometric dual. <b>Graph Representations</b> : Matrix representation of graphs, Adjacency matrix, Incidence Matrix, Circuit Matrix, Path Matrix.			
<b>Text 1: Ch - 5.2 to 5.6, 7.1 to 7.3, 7.8 and7.9.</b>			
<b>Module-5</b>			<b>9 Hours</b>
<b>Graph Colouring</b> -Colouring, Chromatic number, Chromatic polynomial, Matchings, Coverings, Four colour problem and Five colour problem, Greedy colouring algorithm.			
<b>Text 1: Ch - 8.1, 8.3 to 8.6.</b>			

**COURSE OUTCOMES**

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	<b>Explain</b> basic definitions and types of graphs used in modeling.
<b>CO2</b>	<b>Apply</b> solutions using directed graphs and network flows.
<b>CO3</b>	<b>Analyze</b> shortest path algorithms and spanning tree techniques.
<b>CO4</b>	<b>Evaluate</b> Graphical representation of different types of Matrices and the representation of Planar Graphs.
<b>CO5</b>	<b>Design</b> graph colouring, matching, and planar graphs in applications.

**ASSESSMENT DETAILS (Both CIE and SEE)**

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	30	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 30 marks.
Continuous and Comprehensive Evaluation (B)	20	-	Any two Assessment methods as per 24RNBE4.2 (*if it is project based, one assignment shall be given), scaled to 20 marks.
<b>Total CIE (A+B)</b>	<b>50</b>	<b>20</b>	CIE Evaluation is done for a maximum of 50 marks
SEE (C)	50	18	SEE is a theory exam conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components <b>A, B and C</b> .
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE.</li> <li><b>If any courses of 3 credits are of Integrated Course type, for such courses the method suggested for 4 credits IPCC shall be followed.</b></li> </ul>			



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## Textbooks

1. Narsingh Deo, Graph theory with the applications to engineering & Computer Science, Dovers Publications, 2016
2. J.A. Bondy and U.S.R. Murty. Graph theory with Applications, Springer, 2008.

## Reference Books

1. Garry Chartrand and Ping Zhang, Introduction to Graph Theory, Tata McGraw-Hill, 2006.
2. Frank Harary, Graph Theory, Narosa Publishing House, Latest edition.
3. R. Diestel, Graph Theory, free online edition, 2016: [diestel-graph-theory.com/basic.html](http://diestel-graph-theory.com/basic.html).

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

1. <http://nptel.ac.in/courses.php?disciplineID=111>
2. [http://www.class-central.com/subject/math\(MOOCs\)](http://www.class-central.com/subject/math(MOOCs))
3. <http://academicearth.org/>
4. VTU e-Shikshana Program

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<p style="text-align: center;"><b>B.E. (CSE and Allied Branches)</b>  <b>Outcome Based Education(OBE) and Choice Based Credit System(CBCS)</b>  <b>SEMESTER – IV</b></p>			
<b>Course Title:</b>	<b>Metric Spaces</b>		
<b>Course Code:</b>	<b>BCS405C</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L :T :P): SL</b>	<b>(3:0:0) + (45 Hours / Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>03</b>	<b>EXAM HOURS</b>	<b>03</b>
<p><b>COURSE LEARNING OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Provide insight into the theory of sets</li> <li>2. Learn basic concepts of metric spaces</li> <li>3. Understand the concepts of connected sets and compact spaces</li> </ol>			
<b>Module-1</b>			<b>9 Hours</b>
Finite and infinite sets, countable and uncountable sets, cardinality of sets, Schroder-Bernstein theorem, cantor's theorem, Order relation in cardinal numbers, Arithmetic of cardinal numbers, Partially ordered set, Zorn's lemma and axioms of choice, various set-theoretic paradoxes.			
<p><b>Textbook 1</b> 0.1–0.4 (Appendix/Preliminaries) <b>Reference 3:</b> 1.1, 1.6–1.8, 1.9</p>			<b>Module-2</b>
<b>9 Hours</b>			<b>9 Hours</b>
Definition and examples of metric spaces, Open spheres and Closed spheres, Neighborhoods, Open sets, Interior, Exterior and boundary points, Closed sets, Limit points and isolated points, Interior and closure of a set, Boundary of a set, Bounded sets, Distance between two sets, Diameter of a set.			
<p><b>Textbook 1:</b> 1.1, 2.1–2.3, 3.1–3.4  <b>Textbook 2:</b> 1.1, 2.1–2.5, 3.1–3.3</p>			<b>Module-3</b>
<b>9 Hours</b>			<b>9 Hours</b>
Cauchy and Convergent sequences, Completeness of metric spaces, Cantor's intersection theorem, Dense sets and separable spaces, nowhere dense sets and Baire's category theorem, continuous and uniformly continuous functions, Homeomorphism. Banach contraction principle.			
<p><b>Textbook 1:</b> 4.1–4.3, 5.1–5.4, 6.1, 7.1–7.3  <b>Textbook 2:</b> 4.1–4.4, 5.1–6.3, 9.1–9.2</p>			<b>Module-4</b>
<b>9 Hours</b>			<b>9 Hours</b>
Compact spaces, Sequential compactness, Bolzano-Weierstrass property, Compactness and finite intersection property, Heine-Borel theorem, Totally bounded set, equivalence of compactness and sequential compactness.			
<p><b>Textbook 1:</b> 8.1–8.5  <b>Textbook 2:</b> 7.1–7.4</p>			<b>Module-5</b>
<b>9 Hours</b>			<b>9 Hours</b>
Separated sets, Disconnected and connected sets, components, connected subsets of R, Continuous functions on connected sets. Local connectedness and arc-wise connectedness.			
<p><b>Textbook 1:</b> 9.1–9.3  <b>Textbook 2:</b> 8.1–8.4</p>			

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## COURSE OUTCOMES

After successfully completing the course, the student will be able to:

<b>CO1</b>	Explain the basic concepts of metric spaces and normed spaces.
<b>CO2</b>	Apply the concept of open, closed, and compact sets in metric spaces.
<b>CO3</b>	Analyze convergence, continuity, and completeness
<b>CO4</b>	Evaluate the role of completeness and contraction mappings.
<b>CO5</b>	Apply Baire's Theorem and Heine-Borel Theorem in analysis.

## ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	30	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 30 marks.
Continuous and Comprehensive Evaluation (B)	20	-	Any two Assessment methods as per 24RNBE4.2 (*if it is project based, one assignment shall be given), scaled to 20 marks.
<b>Total CIE (A+B)</b>	<b>50</b>	<b>20</b>	<b>CIE Evaluation is done for a maximum of 50 marks</b>
SEE (C)	50	18	SEE is a theory exam conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B and C.
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE.</li> <li>If any courses of 3 credits are of Integrated Course type, for such courses the method suggested for 4 credits IPCC shall be followed.</li> </ul>			



### Textbooks

1. P.K. Jain & Khalil Ahamed, “*Metric Spaces*”. Narosa, 2019.
2. Micheal O; Searcoid, “*Metric spaces*”. Springer-Verlag, 2009.

### Reference Books

1. Satish Shirali & Harikishan L. Vasudeva, “*Metric Spaces*”, Springer-Verlag, 2006.
2. E.T. Copson, “*Metric spaces*”, Cambridge University Press, 1988.
3. P.R. Halmos, “*Naive Set Theory*”. Springer, 1974.
4. S. Kumaresan, “*Topology of Metric spaces*”, 2<sup>nd</sup> edition, Narosa, 2011.





<b>B.E. (CSE and Allied Branches)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – IV</b>			
<b>Course Title:</b>	<b>Game Theory</b>		
<b>Course Code:</b>	<b>BCS405D</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L :T : P): SL</b>	<b>(3:0:0) + (45 Hours / Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>03</b>	<b>EXAM HOURS</b>	<b>03</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<i>The purpose of the course is to facilitate the learner to:</i>			
<ol style="list-style-type: none"> <li>1. Comprehend the basics of strategic gaming and mixed strategic equilibrium.</li> <li>2. Enable students to develop skills on extensive gaming strategies.</li> <li>3. Analyze and discuss various gaming models.</li> <li>4. Illustrate some real-time situations.</li> </ol>			
<b>Module-1</b>			<b>9 Hours</b>
<b>Introduction to Strategic Games:</b> What is game theory? The theory of rational choice, Strategic games; Examples: The prisoner's dilemma, Bach or Stravinsky, Matching pennies; Nash equilibrium; Examples of Nash equilibrium; Best response functions; Dominated actions.			
<b>Textbook 1:</b> Ch – 1.1 to 1.2, 2.1 to 2.4, 2.6 to 2.9			
<b>Module-2</b>			<b>9 Hours</b>
<b>Introduction:</b> Strategic games in which players may randomize; Mixed strategy Nash equilibrium; Dominated actions; Pure equilibrium when randomization is allowed. <b>Illustration:</b> Expert Diagnosis; Equilibrium in a single population.			
<b>Textbook 1:</b> Ch – 4.1 to 4.7			
<b>Module-3</b>			<b>9 Hours</b>
<b>Extensive games with perfect information;</b> Strategies and outcomes; Nash equilibrium; Sub- game perfect equilibrium; Finding sub-game perfect equilibria of finite horizon games: Backward induction; Illustrations: The ultimatum game, Stackelberg's model of duopoly.			
<b>Textbook 1:</b> Ch – 5.2 to 5.6, 6.2 to 6.3			
<b>Module-4</b>			<b>9 Hours</b>
<b>Bayesian Games,</b> Motivational examples; General definitions; Two examples concerning information; Illustrations: Cournot's duopoly game with imperfect information, Providing a public good; Auctions: Auctions with an arbitrary distribution of valuations.			
<b>Textbook 1:</b> Ch – 9.1 to 9.7, 9.9			
<b>Module-5</b>			<b>9 Hours</b>
<b>Competitive Games:</b> Strictly competitive games and maximization.			
<b>Repeated games:</b> The main idea; Preferences; Repeated games; Finitely and infinitely repeated Prisoner's dilemma; Strategies in an infinitely repeated Prisoner's dilemma; Nash equilibrium of an infinitely repeated Prisoner's dilemma, Nash equilibrium payoffs of an infinitely repeated Prisoner's dilemma.			
<b>Textbook 1:</b> Ch – 11.3, 14.1 to 14.6			



## COURSE OUTCOMES

After successfully completing the course, the student will be able to:

<b>CO1</b>	Describe basic game theory concepts including utility, payoff, and strategy.
<b>CO2</b>	Apply two-player zero-sum game models using different strategies.
<b>CO3</b>	Analyze Nash equilibrium and mixed strategy solutions.
<b>CO4</b>	Evaluate dominant strategies and minimax approaches in games
<b>CO5</b>	Construct models for real-world strategic situations using game theory.

ASSESSMENT DETAILS (Both CIE and SEE)			
Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	30	-	Two tests each of 50 marks shall be conducted. Average of Two Internal Assessment Tests shall be scaled down to 30 marks.
Continuous and Comprehensive Evaluation (B)	20	-	Any two Assessment methods as per 24RNBE4.2 (*if it is project based, one assignment shall be given), scaled to 20 marks.
<b>Total CIE (A+B)</b>	<b>50</b>	<b>20</b>	<b>CIE Evaluation is done for a maximum of 50 marks</b>
SEE (C)	50	18	SEE is a theory exam conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B and C.
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE.</li> <li>If any courses of 3 credits are of Integrated Course type, for such courses the method suggested for 4 credits IPCC shall be followed.</li> </ul>			



## Textbooks

1. **Martin J. Osborne:** “*An Introduction to Game Theory*”, Oxford University Press, 1<sup>st</sup> Ed., 2003.
2. **Martin J. Osborne and Ariel Rubinstein:** “*A Course in Game Theory*”, MIT Press, 1<sup>st</sup> Ed., 1994

## Reference Books

1. **John von Neumann and Oskar Morgenstern:** “*Theory of Games and Economic Behavior*”, Princeton University Press, 60<sup>th</sup> Anniversary Ed., 2007.
2. **R. Duncan Luce and Howard Raiffa:** “*Games and Decisions: Introduction and Critical Survey*”, Dover Publications, Reprint Ed., 1989.
3. **Roger B. Myerson:** “*Game Theory: Analysis of Conflict*”, Harvard University Press, 1<sup>st</sup> Ed., 1997.
4. **Robert Gibbons:** “*Game Theory for Applied Economists*”, Princeton University Press, 1<sup>st</sup> Ed., 1992.

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

1. <http://nptel.ac.in/courses.php?disciplineID=111>
2. [http://www.class-central.com/subject/math\(MOOCs\)](http://www.class-central.com/subject/math(MOOCs))
3. <http://academicearth.org/>
4. VTU e- Shikshana Program
5. VTU EDUSAT Program.
6. <http://www.themathpage.com/>
7. <http://www.abstractmath.org/>
8. <http://www.ocw.mit.edu/courses/mathematics/>

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

- Quizzes
- Assignments
- Seminar



<b>B.E. (Common to All branches)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – IV</b>			
<b>Course Title:</b>	<b>Finance and Accounting</b>		
<b>Course Code:</b>	<b>BFAT456A</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L: T: P) + S</b>	<b>(1:0:0) + (15 HOURS / SEM)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>01</b>	<b>EXAM HOURS</b>	<b>02</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. To enable the students to understand the conceptual framework of accounting, reporting and financial statements.</li> <li>2. To enable the students in understanding of books of accounts and accounting records leading to final accounts and interpretation there-off.</li> <li>3. To acquaint the students with the concepts of Time value of Money for decision making.</li> </ol>			
<b>Module-1</b>			<b>3 Hours</b>
<b>Introduction to Accounting:</b> Meaning and objectives, Branches of Accounting, GAAP, IAS, IFRS, Concepts and Conventions, Users of accounting, accounting terminologies. (Only Theory)			
<b>Self-Learning Activity:</b> Self-exploration exercise where students write about their understanding of Golden rules of Accounting, Classification of Assets and Liabilities. Students can Compare GAAP, IAS, and IFRS side by side on Origin, purpose, scope, key differences.			
<b>Textbook 1:</b> Section 1; Chapter 1, 2 and 3			
<b>Module-2</b>			<b>3 Hours</b>
Journal, Ledgers, Trial balance, accounting equation, subsidiary books and final accounts (Only theory)			
<b>Self-Learning Activity:</b> Students will write the liquidity and Profitability status by reading the financial statements of a Company.			
<b>Textbook 1:</b> Section 1; Chapter 4, 5, 6 and 8			
<b>Module-3</b>			<b>2 Hours</b>
<b>Emerging accounting Practices:</b> Window dressing, forensic accounting, Green Accounting, Human resource accounting and sustainability reporting.			
<b>Self-Learning Activity:</b> Students will understand the significance of human resources accounting in the corporate environment.			
<b>Textbook 2:</b> Chapter 6			



<b>Module-4</b>	<b>3 Hours</b>
<b>Overview of Financial Management:</b> Meaning and scope- objectives of Financial Management-Functions of Finance-Role and functions of finance managers.	
Indian Financial System: Structure-types-Financial markets- Financial Instruments - Financial institutions and financial services- Non-Banking Financial Companies (NBFCs). (Theory only)	
<b>Self-Learning Activity:</b> Students will have to understand the classification of Banking industry and write the functions of Banking and Non -banking Organisations.	
<b>Textbook 3:</b> Part 1; Chapter 1 and 2	
<b>Module-5</b>	<b>4 Hours</b>
<b>Emerging areas in Financial Management:</b> Risk Management- Behavioural Finance- Financial Engineering- Derivatives (Theory).	
<b>Time Value of Money:</b> Time value of money –Future value of single cash flow & annuity –Present value and discounting-present value of single cash flow, annuity & perpetuity. Simple interest & Compound interest & loan amortization schedule (Simple problems on FV, FV for Annuity, PV and PV for annuity & Amortization Schedule)	
<b>Self-Learning Activity:</b> Students will Write their own simple problems based on the concepts and solve them. Example: “Calculate the FV of \$1,000 invested for 5 years at 6% compound interest.”  Students are engaged in preparing the Loan amortisation table with detailed interpretation. Students can Create mind maps showing the relationships and key components of risk management, financial engineering, derivatives, and behavioural finance.	
<b>Textbook 3:</b> Part III; Chapter 6	

## COURSE OUTCOMES

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Recall the basic accounting concepts and terminologies
<b>CO2</b>	Understanding of journal, ledger, trial balance subsidiary books and accounting Equation and final accounts.
<b>CO3</b>	Analyse emerging trends in accounting
<b>CO4</b>	Familiar with the Emerging areas of financial management and create a Loan Amortisation table.

### ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	30	-	Average of Two Internal Assessment Tests (MCQs) each conducted for 25 marks.
Alternate Assessment (B)	20	-	Any two Assessment methods as per 24RNBE4.2, scaled to 25 marks.
Total CIE (A+B)	50	20	The sum of two tests, two assignments, will be out of 100 marks and will be scaled down to 50 marks.
SEE (C)	50	18	Question papers having 50 MCQs with each question carrying 01 mark, and Examination duration is 2 hours.
CIE + SEE (A+B+C)	100	40	Final marks shall be the sum of marks scored in Components A, B and C.

The minimum marks to be secured in CIE are 20 out of allotted 50 marks to appear for SEE.

### Textbooks

1. Accounting for Management, Maheswari S. N, Maheswari Sharad K, Vikas Publishing House (P) Ltd., Ed 2024.
2. Accounting for Managers, H.H. Ramesha, Pralhad Rathod, Praveen Kumar B. H., R.G. Saha, Himalaya Publishing House Pvt Ltd.,
3. Financial Management, Prasanna Chandra, TMH, Ed 2024

### References

1. Financial Management, Ravi M Kishor, Taxmann's. (Recent Edition)
2. Financial Management, I M Paney, Vikas Publishing House Pvt. Ltd. (Recent Edition)
3. Accounting for Management, Dr Jawahar Lal, Himalaya Publishing House Pvt Ltd., (Recent Edition)

<b>B.E. (Computer Science and Engineering -Cyber Security)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System(CBCS)</b> <b>SEMESTER – IV</b>			
<b>Course Title:</b>	<b>Firewall and MDR Solutions</b>		
<b>Course Code:</b>	<b>BCYT456B</b>	<b>CIE MARKS</b>	<b>50</b>
<b>L :T : P: SL</b>	<b>(1:0:0) + (15 Hours/Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>01</b>	<b>EXAM HOURS</b>	<b>2</b>
<b>COURSE LEARNING OBJECTIVES:</b> <i>The purpose of the course is to facilitate the learner to:</i> <ol style="list-style-type: none"> <li>Understand firewall architectures, configurations, and limitations.</li> <li>Explore modern cyber threats and firewall defense strategies.</li> <li>Introduce concepts and workflow of Managed Detection and Response (MDR).</li> <li>Analyze incident handling using simulation and case study techniques.</li> </ol>			
<b>Module-1</b>			<b>3 Hours</b>
<b>Introduction:</b>  <b>Introduction:</b> Security Truisms, Picking a Security Policy, Host-Based Security, Perimeter Security Strategies for a Secure Network.  <b>A Security Review of Protocols:</b> Lower Layers, Basic Protocols, Managing Addresses and Names, Network Address Translators, Wireless Security.			
<b>Textbook 1:</b> Ch1(1.1-1.5); Ch 2(2.1-2.2), (2.4-2.5)			
<b>Module-2</b>			<b>3 Hours</b>
<b>The Threats</b>  <b>Classes of Attacks:</b> Stealing Passwords, Social Engineering, Bugs and Back Doors, Authentication Failures, Protocol Failures, Information Leakage, Exponential Attacks—Viruses and Worms, DoS Attacks, Botnets, Active attacks.			
<b>Safer Tools and Services</b>  <b>Authentication:</b> Remembering Passwords, Time-Based One-Time Passwords, Challenge/Response One-Time Passwords, Lamport's One-Time Password Algorithm			
<b>Textbook 1:</b> Ch 5(5.1-5.10); Ch 7(7.1-7.4).			
<b>Module-3</b>			<b>3 Hours</b>
<b>Firewalls and VPN:</b>  <b>Kinds of Firewalls:</b> Packet Filters, Application-Level Filteringing, Circuit-Level Gateways, Dynamic Packet Filters, Distributed Firewalls, What Firewalls Cannot Do			
<b>Filtering Services:</b> Reasonable Services to Filter, Digging for Worms			
<b>Textbook 1:</b> Ch 9(9.1-9.6); Ch 10(10.1-10.2).			



<b>Module-4</b>	<b>3 Hours</b>
<b>Firewall Engineering and Tunneling:</b>	
<b>Firewall Engineering:</b> Rulesets, Proxies, Building a Firewall from Scratch	
<b>Tunneling and VPNs:</b> Tunnels, Virtual Private Networks (VPNs)	
<b>Textbook 1:</b> Ch 11 (11.1-11.3); 12(12.1-12.2).	
<b>Module-5</b>	<b>3 Hours</b>
<b>Protecting an Organization:</b>	
<b>Network Layout:</b> Intranet Explorations, Intranet Routing Tricks, In Host We Trust, Belt and Suspenders, Placement Classes.	
<b>Intrusion Detection:</b> Where to Monitor, Types of IDSs, Administering an IDS, IDS Tools.	
<b>Self-study: Lessons Learned:</b> An Evening with Berferd	
<b>Textbook 1:</b> Ch 13(13.1-13.5); Ch 15(15.1-15.4); Ch 16;	

### COURSE OUTCOMES:

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Explain the role of firewalls in layered network defense.
<b>CO2</b>	Configure and compare various types of firewalls and filtering rules.
<b>CO3</b>	Describe MDR workflows and simulate incident detection.
<b>CO4</b>	Analyze common attack scenarios and recommend suitable responses.

### ASSESSMENT DETAILS (Both CIE and SEE)

<b>Assessment Type</b>	<b>Maximum Marks</b>	<b>Minimum Passing Marks</b>	<b>Evaluation Details</b>
CIE - IA Tests (A)	30	12	Average of Three Internal Assessment Tests ( <b>MCQs</b> ) each conducted for 30 marks.
Continuous and Comprehensive Evaluation (B)	20	8	Any two Assessment methods as per 24RNBE4.2, scaled to 20 marks.
<b>Total CIE (A+B)</b>	<b>50</b>	<b>20</b>	CIE Evaluation is done for a maximum of 50 marks.



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<b>SEE (C)</b>	<b>50</b>	<b>18</b>	Question papers having 50 MCQs with each question carrying 01 mark, and Exam duration shall before 2hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components <b>A, B and C</b> .
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE are 20 out of allotted 50 marks to appear for SEE, with minimum 40 % scored in every component of CIE.</li> </ul>			

### Textbooks

1. *Firewalls and Internet Security: Repelling the Wily Hacker*, 2nd Ed.
2. NIST SP 800-61 Rev.2 – Incident Handling
3. ENISA – Good Practice Guide for Incident Management

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

1. <https://www.wilyhacker.com>

### Firewall Topics

1. **Understanding the Basics of Firewall | Networks Essentials**  
[https://www.youtube.com/watch?v=Fli0GD\\_9OEU](https://www.youtube.com/watch?v=Fli0GD_9OEU)
2. **Firewall Basics: Getting Started for Beginners**  
<https://www.youtube.com/watch?v=ogKBHrmyYe0>

### MDR Topics

1. **Managed Detection and Response (MDR) // What is it?**  
<https://www.youtube.com/watch?v=110IQvKnOnw>
2. **Managed Detection and Response (MDR): What Is It and How to ...**  
<https://www.youtube.com/watch?v=mG7mHwgw6-w>

### Activity Based Learning (Suggested Activities in Class)

1. **Firewall Configuration Exercise:** Simulate rule creation using diagrams or iptables.
2. **MDR Simulation:** Detect and triage a mock breach using a dashboard scenario.
3. **Role-Play:** Incident handling as SOC analysts and red team.

<b>B.E. (Computer Science and Engineering -Cyber Security)  Outcome Based Education (OBE) and Choice Based Credit System (CBCS)  SEMESTER – IV</b>			
<b>Course Title</b>	<b>DEVOPS-2</b>		
<b>Course Code</b>	<b>BCYL456C</b>	<b>CIE MARKS</b>	<b>50</b>
<b>L: T: P</b>	<b>0:0:2</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>01</b>	<b>EXAM HOURS</b>	<b>03</b>
<b>Course Learning Objectives:</b> <i>The purpose of the course is to facilitate the learner to:</i> <ul style="list-style-type: none"> <li>Design and implement CI/CD pipelines using Jenkins, GitHub, and Docker to automate application build and deployment.</li> <li>Deploy and manage containerized applications using Docker Compose</li> <li>Provision and configure cloud infrastructure using Terraform and Ansible for application deployment.</li> <li>Implement centralized logging and real-time monitoring using the ELK stack, Prometheus, and Grafana.</li> <li>Apply GitOps and SRE practices such as blue-green deployment, alerting, incident response, and cloud security measures.</li> </ul>			
<b>Exp #</b>	<b>Experiment Title</b>		
1	<b>Setup Docker Compose with multi-container configuration and private registry</b> Install Docker and Docker Compose on your local or virtual machine. Create a docker-compose.yml file defining at least two services (e.g., a web app and a database). Build Docker images for these services and push them to a private Docker registry. Pull the images from the registry and use Docker Compose to deploy and run the containers. Verify inter-service communication Chapter 7 – Deploying the Code (Advanced Docker) pg. 132 <ul style="list-style-type: none"> <li><a href="https://docs.docker.com/compose/">https://docs.docker.com/compose/</a></li> <li><a href="https://docs.docker.com/registry/">https://docs.docker.com/registry/</a></li> </ul>		
2	<b>Create a multi-node Jenkins pipeline with GitHub + Docker</b> Install Jenkins and configure a master-agent setup (on separate nodes or containers). Install necessary plugins like GitHub Integration and Docker Pipeline. Create a multi-branch pipeline project that pulls source code from GitHub. Define the Jenkinsfile to build a Docker image and deploy a container. Trigger the build and verify the deployment.  Chapters 5, 6, 7 – Pipeline Orchestration pg. 132,41-52,63-80 <a href="https://www.jenkins.io/doc/book/installing/">https://www.jenkins.io/doc/book/installing/</a> <a href="https://www.jenkins.io/doc/book/pipeline/">https://www.jenkins.io/doc/book/pipeline/</a> <a href="https://plugins.jenkins.io/github/">https://plugins.jenkins.io/github/</a>		



<p><b>3 Use Terraform to automate infrastructure provisioning</b>            Install Terraform and AWS CLI. Configure credentials for AWS access. Write Terraform configuration files to provision an EC2 instance, a security group, and a VPC. Initialize and apply the Terraform code. Verify the infrastructure creation on AWS Console. Destroy the infrastructure using Terraform when done.            Module 2 – Chapter 11 (AWS + Infrastructure as Code) pg. 469-480</p> <ul style="list-style-type: none"> <li>• <a href="https://registry.terraform.io/providers/hashicorp/aws/latest/docs">https://registry.terraform.io/providers/hashicorp/aws/latest/docs</a></li> <li>• <a href="https://developer.hashicorp.com/terraform/tutorials/aws-get-started">https://developer.hashicorp.com/terraform/tutorials/aws-get-started</a></li> </ul>
<p><b>4 Provision and Access AWS EC2 Instance for Ansible Automation</b>            To provision an EC2 instance on AWS manually and access it using SSH in preparation for Ansible-based automation.            Launch an EC2 instance manually or using Terraform. Set up an inventory file and create Ansible playbooks to install necessary packages (like Nginx or Node.js) on the instance.</p> <ul style="list-style-type: none"> <li>• Chapter 11 – AWS, IAM, EC2</li> </ul>
<p><b>5 Deploy Application on EC2 using Ansible Playbook</b>            Deploy a sample application and ensure it is running and accessible via the public IP. Use SSH key authentication for connection.            Chapter 5 (Ansible) pg. 494</p> <ul style="list-style-type: none"> <li>• <a href="https://docs.ansible.com/ansible/latest/scenario_guides/guide_aws.html">https://docs.ansible.com/ansible/latest/scenario_guides/guide_aws.html</a></li> <li>• <a href="https://www.digitalocean.com/community/tutorials/how-to-use-ansible-to-automate-initial-server-setup-on-ubuntu-22-04">https://www.digitalocean.com/community/tutorials/how-to-use-ansible-to-automate-initial-server-setup-on-ubuntu-22-04</a></li> </ul>
<p><b>6 Setup Elastic Search, Logstash, and Kibana (ELK stack) for centralized logging</b>            Install Docker Compose and write a configuration to deploy Elasticsearch, Logstash, and Kibana containers. Configure Logstash to collect logs from a running application or file. Run the stack and access Kibana in the browser to view indexed logs. Analyze logs and create basic visualizations.            Chapter 8,9 – Monitoring + Logging pg. 418-435,335</p> <ul style="list-style-type: none"> <li>• <a href="https://www.elastic.co/elasticsearch/">https://www.elastic.co/elasticsearch/</a></li> <li>• <a href="https://logz.io/blog/elk-stack-on-docker/">https://logz.io/blog/elk-stack-on-docker/</a></li> </ul>
<p><b>7 Add system health checks using Sensu or Prometheus</b>            Install and configure either Sensu or Prometheus monitoring stack. Deploy node exporters or checks on the target systems. Write basic alert rules for CPU, memory, or service failures. Simulate a failure to verify that the alert triggers properly. View metrics and alerts via the dashboard.            Chapter 10 – Monitoring with Sensu pg.439-465</p> <ul style="list-style-type: none"> <li>• <a href="https://prometheus.io/docs/introduction/overview/">https://prometheus.io/docs/introduction/overview/</a></li> <li>• <a href="https://docs.sensu.io/sensu-go/latest/">https://docs.sensu.io/sensu-go/latest/</a></li> </ul>



<p><b>8</b></p> <p><b>Implement blue-green deployment with Jenkins + Ansible</b>  Create two environments (blue and green) for the same application version using separate ports or instances. Write an Ansible playbook to deploy to both environments. Use Jenkins to automate deployment and switch traffic from blue to green using a load balancer (like Nginx or HAProxy). Confirm zero-downtime deployment.</p> <p>Chapter 7 – Deployment Strategies</p> <ul style="list-style-type: none"> <li>• <a href="https://martinfowler.com/bliki/BlueGreenDeployment.html">https://martinfowler.com/bliki/BlueGreenDeployment.html</a></li> <li>• <a href="https://www.jenkins.io/doc/tutorials/build-a-java-app-with-maven/">https://www.jenkins.io/doc/tutorials/build-a-java-app-with-maven/</a></li> </ul>
<p><b>9</b></p> <p><b>Simulate incident response and create alerts with log data</b>  Deploy an application and generate abnormal behavior (e.g., failed login attempts, high response time). Ensure logs are captured via ELK or Prometheus. Configure alert rules based on error logs or performance metrics. Simulate an incident, receive alerts, and prepare a brief incident response note.</p> <p>Chapter 8 – Monitoring + Chapter 9 – Issue Tracking. Pg. 137-196</p> <ul style="list-style-type: none"> <li>• <a href="https://prometheus.io/docs/alerting/latest/overview/">https://prometheus.io/docs/alerting/latest/overview/</a></li> <li>• <a href="https://www.elastic.co/docs/explore-analyze/alerts-cases">https://www.elastic.co/docs/explore-analyze/alerts-cases</a></li> </ul>
<p><b>10</b></p> <p><b>Apply security practices (IAM, SSH keys, access logs) in cloud deployments</b>  Create IAM roles and policies for least privilege access. Launch EC2 instances with SSH key-pair for authentication. Enable CloudTrail and CloudWatch for logging API and system activities. Review logs to identify potential security events and ensure compliance with basic cloud security hygiene.</p> <p>Chapter 11 – IAM, Security, and Cloud Governance pg. 469-494</p> <ul style="list-style-type: none"> <li>• <a href="https://docs.aws.amazon.com/IAM/latest/UserGuide/best-practices.html">https://docs.aws.amazon.com/IAM/latest/UserGuide/best-practices.html</a></li> <li>• <a href="https://docs.aws.amazon.com/awscloudtrail/latest/userguide/cloudtrail-user-guide.html">https://docs.aws.amazon.com/awscloudtrail/latest/userguide/cloudtrail-user-guide.html</a></li> </ul>
<p><b>Capstone Project – Semester 4</b></p> <p>Deploy a containerized microservice app to AWS with full CI/CD pipeline, automated provisioning (Terraform), centralized logging (ELK), real-time monitoring (InfluxDB + Grafana), and role-based access control.</p>

## COURSE OUTCOMES

After successfully completing the course, the student will be able to:

<b>CO1</b>	Build automated CI/CD pipelines using Jenkins, GitHub, and Docker.
<b>CO2</b>	Deploy and manage containerized applications with Docker Compose.
<b>CO3</b>	Provision and manage cloud infrastructure using Terraform and Ansible
<b>CO4</b>	Implement centralized logging and monitoring using ELK, Prometheus, and Grafana.
<b>CO5</b>	Apply GitOps and SRE practices including blue-green deployments, alerting, and incident response.



Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE Practical (A)	30	-	Marks awarded for Weekly Conduction of Experiments and Submission of Laboratory records, scaled to 30 marks.
CIE Practical Test (B)	20	-	Average of marks of Two tests, each conducted for 100 marks covering all experiments, scaled to 20.
<b>Total CIE Practical (A+B)</b>	<b>50</b>	<b>20</b>	Sum of Marks of Experiments, Record and Test shall be CIE marks awarded for a maximum of 50.
<b>SEE (C)</b>	<b>50</b>	<b>20</b>	SEE is a lab exam, conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B and C.
The minimum marks to be secured in CIE is 20 (40%) out of allotted 50 marks to appear for SEE.			

### Textbook

1. Learning DevOps – Continuously Deliver Better Software by Mikael Krief

### eBook link:

<https://github.com/rootusercop/Free-DevOps-Books-1/blob/master/book/Learning%20DevOps%20-%20Continuously%20Deliver%20Better%20Software.pdf>

### E- Learning Resources

1. CICD – DevOps Automation and DevSecOps: <https://elearn.nptel.ac.in/shop/iit-workshops/completed/cicd-devops-automation-and-devsecops-automation/>
2. DevOps Tutorial by 3RI Technologies:  
<https://www.youtube.com/playlist?list=PLAkvN1xnxGzGwWfep3tvUzuX11pBEGOex>

### Practical Based learning Mini Project

- Project Based Learning



<b>B.E. (Computer Science and Engineering -Cyber Security)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER - IV</b>			
<b>Course Title:</b> Advanced Java			
<b>Course Code:</b>	<b>BCSL456D</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L: T: P) + SL</b>	<b>0:0:2</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>1</b>	<b>EXAM HOURS</b>	<b>3</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<i>The purpose of the course is to facilitate the learner to:</i>			
<ol style="list-style-type: none"> <li>1. Understanding the fundamentals of collection framework</li> <li>2. Demonstrate the fundamental concepts of String operations and Swing applications</li> <li>3. Design and develop web applications using Java servlets and JSP</li> <li>4. Apply database interaction through Java database Connectivity</li> </ol>			

<b>Sl. No.</b>	<b>Experiments</b>
1.	Implement a java program to demonstrate creating an ArrayList, adding elements, removing elements sorting elements of ArrayList.
2.	Develop a program to read random numbers between a range that are multiples of 2 sort the numbers according to tens place using comparator.
3.	Implement a java program to illustrate string user defined classes in collection.
4.	Implement a java program to illustrate different types of string class constructor.
5.	Implement a java program to illustrate the different types of character extraction and modification methods.
6.	Implement a java program to illustrate the use of different types of StringBuffer methods.
7.	Demonstrate a swing event handling application that creates 2 buttons say “Alpha” and “Beta” and display the text when button is clicked.
8.	Develop a program to display a greeting message on the browser, accept username from the client using servlet.
9.	Develop a servlet program to display name, usn, total marks by accepting student details.
10.	Develop a program to create and read the cookie from the given cookie name as “RNSIT” and its vale as “RNSIT123”.
11.	Develop a program to insert data into Student database and retrieve information base on particular queries (Update delete, search).
12.	Develop a program to design the login page and validating the user_id and password using JSP and database.

## COURSE OUTCOMES:

After successfully completing the course, the student will be able to:

<b>CO1</b>	Apply appropriate collection class/interface to solve the given problem
<b>CO2</b>	Demonstrate the concepts of String operations in Java
<b>CO3</b>	Apply the concepts of Swings to build Java applications
<b>CO4</b>	Develop web-based applications using Java servlets and JSP
<b>CO5</b>	Use JDBC to build database applications

## ASSESSMENT DETAILS (Both CIE and SEE)

<b>Assessment Type</b>	<b>Maximum Marks</b>	<b>Minimum Passing Marks</b>	<b>Evaluation Details</b>
CIE – IA Tests (A)	30	-	Marks awarded for Weekly Conduction of Experiments and Submission of Laboratory records, scaled to 30 marks.
Alternate Assessment (B)	20	-	Average of marks of Two tests, each conducted for 100 marks covering all experiments, scaled to 20.
Total CIE (A+B)	50	<b>20</b>	Sum of Marks of Experiments, Record and Test shall be CIE marks awarded for a maximum of 50.
SEE (C)	50	<b>20</b>	SEE is a lab exam, conducted for 100 marks and scaled down to 50 marks. Exam duration shall be for 3 hours.
CIE + SEE (A+B+C)	100	<b>40</b>	Final marks shall be the sum of marks scored in Components <b>A, B and C</b> .
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE are 20 out of allotted 50 marks to appear for SEE, with minimum 40 % scored in every component of CIE.</li> </ul>			

### Textbooks

- Herbert Schildt: JAVA the Complete Reference. Twelfth Edition, Tata McGraw-Hill.
- Jim Keogh, The Complete Reference J2EE, Tata McGraw-Hill 2007.
- Kathy Sierra, Bert Bates, Headfirst Java, O'Reilly, 2<sup>nd</sup> edition.

### Reference Books

- Y. Daniel Liang: Introduction to JAVA Programming, 7th Edition, Pearson Education, 2007.
- Stephanie Bodoff et al: The J2EE Tutorial, 2nd Edition, Pearson Education, 2004.
- Uttam K Roy, Advanced JAVA programming, Oxford University press, 2015.

<b>B.E. (Common to All Branches)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – IV</b>			
<b>Course Title:</b>	<b>Environmental Studies</b>		
<b>Course Code:</b>	<b>BENS407 / 507</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L : T : P)+ SL</b>	<b>(2:0:0) + (30 Hours/Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>2</b>	<b>EXAM HOURS</b>	<b>2</b>
<b>COURSE LEARNING OBJECTIVES:</b> <i>The purpose of the course is to facilitate the learner to:</i> <ol style="list-style-type: none"> <li>1. Introduce the basic concepts of ecology and ecosystem functioning, including biodiversity and biogeochemical cycles.</li> <li>2. Understand various types of environmental pollution, their sources, impacts, and preventive measures.</li> <li>3. Explore causes of environmental degradation and methods of conservation with special emphasis on Indian biodiversity.</li> <li>4. Create awareness about climate change, global warming, environmental legislation, and significant environmental movements in India.</li> </ol>			
<b>Module-1</b>			<b>6 Hours</b>
<b>Ecology:</b> Basic concepts of ecosystem. Ecosystems (structure and function)- forest, desert, wetlands, river, oceanic and lake. Biotic and Abiotic components; Food chain; Ecological pyramid. <b>Biogeochemical Cycles:</b> carbon cycle, nitrogen cycle, phosphorus cycle, water cycle. <b>Sustainability:</b> 17 Sustainable Development Goals (SDG)- history, targets, implementation, capacity development.			
<b>Module-2</b>			<b>6 Hours</b>
<b>Environmental Pollution:</b> Surface and ground water pollution, noise pollution, soil pollution, air pollution and marine pollution - sources, impacts on living beings, impacts on environment, preventive measures. case-study on marine pollution. <b>Water Chemistry:</b> Significance and effect of pH, total dissolved solids and hardness. Case study on impact of fluoride on human health.			
<b>Module-3</b>			<b>6 Hours</b>
<b>Environmental Degradation:</b> Causes and effects of deforestation, desertification, soil erosion and glacier melting. <b>Environmental Conservation:</b> Significance and key features of national parks, wildlife sanctuaries, reserved forest and mangrove forest. Importance of western ghats as biodiversity hotspot (flora and fauna)			
<b>Module-4</b>			<b>6 Hours</b>
<b>Indian Monsoon and Global Warming</b> <b>Climate-</b> Impact on monsoons, significance of El Nino and La Nina on India climate. <b>Global warming:</b> causes, greenhouse gases, effects on environment and human health. Causes and effects of acid rain and ozone depletion. Air sampler and its importance in assessing pollutants.			



<b>Module-5</b>	<b>6 Hours</b>
<b>Environmental Legislation:</b> Environmental Protection Act 1984: Definition, Significance and key features.	
<b>Indian Environmental Movements:</b> Bishnoi Movement, Chipko & Appiko movement.	

### COURSE OUTCOMES:

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Describe the components and functions of ecosystems and explain major biogeochemical cycles and sustainability goals.
<b>CO2</b>	Understand various forms of pollution and environmental degradation, along with their impacts on ecosystems and human health.
<b>CO3</b>	Demonstrate awareness of climate issues, Indian environmental legislation, and the role of community-based movements in environmental protection.

### ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	30	12	Average of Three Internal Assessment Tests each of 50 marks, scaled down to 30 marks.
Continuous and Comprehensive Evaluation (B)	20	8	Any two Assessment methods as per 24RNBE4.2 (*if it is project based, one assignment shall be given), scaled to 20 marks.
<b>Total CIE (A+B)</b>	<b>50</b>	<b>20</b>	CIE Evaluation is done for a maximum of 50 marks
<b>SEE (C)</b>	<b>50</b>	<b>18</b>	SEE is a theory exam conducted for 100 marks and scaled down to 50 marks. Exam duration should be for 3 hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components <b>A, B and C</b> .

The minimum marks to be secured in CIE is 20 out of allotted 50 marks to appear for SEE, with minimum 40 % scored in every component of CIE.

### Textbooks

1. Benny Joseph, "Environmental studies", 3<sup>rd</sup> ed., Tata McGraw-Hill, 2017.
2. S M Prakash, "Environmental studies", 3<sup>rd</sup> ed., Pristine publishing house, 2018.

### Reference Books: -

1. M.Anji Reddy, "Textbook of environmental science and Technology", revised ed., BS publications, 2014.
2. Dr. B.S Chauhan, "Environmental studies", 1<sup>st</sup> ed., University of science press, 2008.

<b>B.E. (Common to all branches)          Outcome Based Education (OBE) and Choice Based Credit System (CBCS)          SEMESTER – IV / V</b>			
<b>Course Title:</b>	<b>BIOLOGY FOR ENGINEERS</b>		
<b>Course Code:</b>	<b>BBOE407/507</b>	<b>CIE MARKS</b>	<b>50</b>
<b>(L: T: P) + SL</b>	<b>(2:0:0) + (30 Hours/Sem)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>2</b>	<b>EXAM HOURS</b>	<b>2</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<i>The purpose of the course is to facilitate the learner to:</i>			
<ol style="list-style-type: none"> <li>1. Familiarize the students with the basic biological concepts and their engineering applications.</li> <li>2. Enable the students with an understanding of bio design principles to create novel devices and structures.</li> <li>3. Provide the students an appreciation of how biological systems can be re-designed as substitute products for natural systems.</li> <li>4. Motivate the students to develop interdisciplinary vision of biological engineering.</li> </ol>			
<b>Module-1</b>		<b>6 Hours</b>	
Introduction to fundamentals of life. Structure and functions of a cell. Biomolecules: Properties and functions of Carbohydrates, Nucleic acids, Proteins, Enzymes and Lipids.			
<b>Module-2</b>		<b>6 Hours</b>	
Introduction to applications of biomolecules, Carbohydrates in cellulose-based water filters production, PHA and PLA in bioplastics production, Nucleic acids in vaccines and diagnosis, Proteins in food production, Enzymes in biosensors fabrication, food processing, enzymes in biobleaching, Lipids in biodiesel and detergents production.			
<b>Module-3</b>		<b>6 Hours</b>	
Introduction to adaptations of anatomical principles for bioengineering design, Brain as a CPU system. Eye as a Camera system. Heart as a pump system. Lungs as purification system. Kidney as a filtration system.			
<b>Module-4</b>		<b>6 Hours</b>	
Introduction to nature inspired biomaterials and mechanisms, Echolocation, Photosynthesis. Bird flying, Lotus leaf effect, Plant burrs, Shark skin, Kingfisher beak. Artificial blood - haemoglobin-based oxygen carriers (HBOCs) and perflourocabons (PFCs).			
<b>Module-5</b>		<b>6 Hours</b>	
Introduction to trends in bioengineering, Tissue engineering, stem cells and their applications, Bioprinting techniques and materials. Electrical tongue and electrical nose in food science, DNA origami and Biocomputing, Bioimaging and Artificial Intelligence for disease diagnosis. Bioconcrete.			



### COURSE OUTCOMES:

After successfully completing the course, the student will be able to:

<b>CO1</b>	Corroborate the concepts of biomimetics for specific requirements.
<b>CO2</b>	Understand the basic biological concepts for relevant industrial applications. adaptation.
<b>CO3</b>	Evaluate the principles of design and development, for exploring engineering knowledge in biological
<b>CO4</b>	Think critically towards exploring innovative biobased solutions for socially relevant problems.

### ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	30	-	Average of Three Internal Assessment Tests each of 50 marks, scaled down to 30 marks.
Continuous and Comprehensive Evaluation (B)	20	-	Any two Assessment methods as per 24RNBE4.2 (*if it is project based, one assignment shall be given), scaled to 20 marks.
<b>Total CIE (A+B)</b>	<b>50</b>	<b>20</b>	CIE Evaluation is done for a maximum of 50 marks
<b>SEE (C)</b>	<b>50</b>	<b>18</b>	SEE is a theory exam conducted for 100 marks and scaled down to 50 marks. Exam duration should be for 3 hours.
<b>CIE + SEE (A+B+C)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components <b>A, B and C</b> .

The minimum marks to be secured in CIE is 20 out of allotted 50 marks to appear for SEE, with minimum 40 % scored.

### Textbooks

1. Basuchandra's Biology for Engineers, Chandra Shekara. B.M, Basavaraju B.C, 2025.
2. Biology for Engineers, Rajendra Singh C and Rathnakar Rao N, Rajendra Singh C and Rathnakar Rao N Publishing, Bengaluru, 2023.

### Reference Books

1. Human Physiology, Stuart Fox, Krista Rompolski, McGraw-Hill eBook. 16th Edition, 2022
2. Biology for Engineers, Thyagarajan S., Selvamurugan N., Rajesh M.P., Nazeer R.A., Thilagaraj W.
3. Barathi S., and Jaganthan M.K., Tata McGraw-Hill, New Delhi, 2012.
4. Biology for Engineers, Arthur T. Johnson, CRC Press, Taylor and Francis, 2011
5. Biomedical Instrumentation, Leslie Cromwell, Prentice Hall 2011.



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## Department of CSE (Cyber Security)

Autonomous Scheme (Effective from Academic Year 2024 – 25)

6. Biology for Engineers, Sohini Singh and Tanu Allen, Vayu Education of India, New Delhi, 2014.
7. Biomimetics: Nature-Based Innovation, Yoseph Bar-Cohen, 1st edition, 2012, CRC Press.
8. Bio-Inspired Artificial Intelligence: Theories, Methods and Technologies, D. Floreano and C. Mattiussi, MIT Press, 2008.
9. Bioremediation of heavy metals: bacterial participation, by C R Sunilkumar, N Geetha, A C Udayashankar, Lambert Academic Publishing, 2019.



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<p style="text-align: center;"><b>B.E. (Common to All branches)</b>  <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b>  <b>SEMESTER – IV</b></p>			
<b>Course Title:</b>	<b>Universal Human Values (UHV)</b>		
<b>Course Code:</b>	<b>BUHV408</b>	<b>CIE MARKS</b>	<b>50</b>
(L: T: P) + S	<b>(1:0:0) + (15 HOURS / SEM)</b>	<b>SEE MARKS</b>	<b>50</b>
<b>Credits:</b>	<b>01</b>	<b>EXAM HOURS</b>	<b>02</b>
<p><b>COURSE LEARNING OBJECTIVES:</b></p> <p><i>The purpose of the course is to facilitate the learner to:</i></p> <ol style="list-style-type: none"> <li>1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.</li> <li>2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.</li> <li>3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.</li> <li>4. This course is intended to provide a much-needed orientation input in value education to the young enquiring minds.</li> </ol>			
<b>Module-1</b>			<b>3 Hours</b>
<p><b>Introduction to Value Education:</b> Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education) Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations.</p> <p><b>Self-Learning Activity:</b> Self-exploration exercise where students write about their understanding of happiness and prosperity.</p>			
<b>Module-2</b>			<b>3 Hours</b>
<p><b>Harmony in the Human Being:</b> Understanding Human being as the Co-existence of the Self and the Body, distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health.</p> <p><b>Self-Learning Activity:</b> Students will categorize their daily needs into 'self' and 'body' to understand their coexistence.</p>			
<b>Module-3</b>			<b>3 Hours</b>
<p><b>Harmony in the Family and Society:</b> Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to- Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order.</p>			



**Self-Learning Activity:** Students will write and share a personal story where trust or respect played a key role in a relationship.

<b>Module-4</b>	<b>3 Hours</b>
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**Harmony in the Nature/Existence:** Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence.

**Self-Learning Activity:** Students will have a nature walk to observe and reflect on coexistence and mutual fulfilment in nature.

<b>Module-5</b>	<b>3 Hours</b>
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**Implications of the Holistic Understanding – a Look at Professional Ethics:** Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models- Typical Case Studies, Strategies for Transition towards Value-based Life and Profession.

**Self-Learning Activity:** Students are engaged in drafting their personal code of professional ethics aligned with human values.

## COURSE OUTCOMES:

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Identify and describe the role of self, family, society, and nature in achieving holistic human well-being.
<b>CO2</b>	Analyze real-life personal and societal problems through the lens of human values and ethical reasoning.
<b>CO3</b>	Apply human values to interpersonal and professional situations to ensure harmony in relationships and society.
<b>CO4</b>	Integrate sustainability, ethics, and lifelong learning into personal and professional practices.

## ASSESSMENT DETAILS (Both CIE and SEE)

<b>Assessment Type</b>	<b>Maximum Marks</b>	<b>Minimum Passing Marks</b>	<b>Evaluation Details</b>
CIE – IA Tests (A)	30	-	Average of Two Internal Assessment Tests (MCQs) each conducted for 25 marks.
Alternate Assessment (B)	20	-	Any two Assessment methods as per 24RNBE4.2, scaled to 25 marks.
Total CIE (A+B)	50	20	The sum of two tests, two assignments, will be out of 100 marks and will be scaled down to 50 marks.



SEE (C)	50	18	Question papers having 50 MCQs with each question carrying 01 mark, and Examination duration is 2 hours.
CIE + SEE (A+B+C)	100	40	Final marks shall be the sum of marks scored in Components A, B and C.

The minimum marks to be secured in CIE are 20 out of allotted 50 marks to appear for SEE.

### Textbooks

1. "A Foundation Course in Human Values and Professional Ethics", R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978- 93-87034-47-1
2. "The Teacher's Manual for A Foundation Course in Human Values and Professional Ethics", R R Gaur, R Asthana, G

### Reference Books

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



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20. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers, Oxford University Press
21. M Govindrajan, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
22. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
23. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.



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**B.E. (Common to All Branches)  
Outcome Based Education (OBE) and Choice Based Credit System (CBCS)  
SEMESTER – IV**

<b>Course Title:</b>	<b>NSS-National Service Scheme</b>		
<b>Course Code:</b>	<b>BNSK459</b>	<b>CIE MARKS</b>	<b>100</b>
<b>L : T : P</b>	<b>0:0:30</b>	<b>SEE MARKS</b>	<b>0</b>
<b>Credits:</b>	<b>0</b>	<b>EXAM HOURS</b>	<b>-</b>

**COURSE LEARNING OBJECTIVES:**

The purpose of the course is to facilitate the learner 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**

Water conservation techniques – Role of different stakeholders– Implementation.

**Module-2**

Preparing an actionable business proposal for enhancing the village income and approach for implementation.

**Module-3**

Helping local schools to achieve good results and enhance their enrolment in Higher/technical/ vocational education.

**Module-4**

NSS Activity-1

**Module-5**

NSS Activity-2

**COURSE OUTCOMES:**

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Understand the significance of individual responsibilities towards society and contribute meaningfully to community welfare.
<b>CO2</b>	Analyze environmental and societal issues, and design feasible solutions to address them effectively.
<b>CO3</b>	Critically evaluate existing systems and propose practical, sustainable solutions for long-term development.
<b>CO4</b>	Plan and implement government initiatives or self-driven projects effectively in real-life community settings.
<b>CO5</b>	Develop the capacity to respond to emergencies and natural disasters, while practicing national integration, social harmony, and unity in diversity.



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### ASSESSMENT DETAILS (Both CIE and SEE)

Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
Evaluation based on Reports (A)	100	-	5 modules Reports, 5 modules X 10 M each = 50 M
<b>Total CIE Theory (A)</b>	<b>100</b>	<b>40</b>	
<b>SEE (B)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>CIE+SEE (A+B)</b>	<b>100</b>	<b>40</b>	Final marks shall be the sum of marks scored in Components A, B
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 40 out of allotted 50 marks with minimum 40 % scored in every component of CIE.</li> <li>No SEE for this subject</li> </ul>			

#### Reference Books:

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.

#### Weblinks:

1. <https://nss.gov.in/>
2. <https://pledge.mygov.in/>

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<p style="text-align: center;"><b>B.E. (Common to All Branches)</b>  <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b>  <b>SEMESTER – IV</b></p>			
<b>Course Title:</b>	<b>Physical Education</b>		
<b>Course Code:</b>	<b>BPEK459</b>	<b>CIE MARKS</b>	<b>100</b>
<b>L: T: P: S</b>	<b>0:0:1: 0</b>	<b>SEE MARKS</b>	<b>---</b>
<b>Credits:</b>	<b>---</b>	<b>EXAM HOURS</b>	<b>---</b>
<p><b>COURSE LEARNING OBJECTIVES:</b></p> <p><i>The purpose of the course is to facilitate the learner to:</i></p> <ol style="list-style-type: none"> <li>Understand the fundamental concepts of Physical Education, games and sports skills, Health, Nutrition and Fitness</li> <li>Familiarization of health-related Exercises, Sports for overall growth and development</li> <li>Participate in the competition at regional/state / national / international levels.</li> <li>Create consciousness among the students on Health, Fitness and Wellness in developing and maintaining a healthy lifestyle.</li> </ol>			
<b>Module-1</b>		<b>5 Hours</b>	
<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>A. Track - Sprints</li> <li>B. Throws - Shotput</li> <li>C. Jumps - Long jump</li> </ul> <p><b>A. Track Events</b></p> <ul style="list-style-type: none"> <li>i. Starting Techniques: Standing start and Crouch start (its variations) use of Starting Block.</li> <li>ii. Acceleration with proper running techniques.</li> <li>iii. Finishing technique: Run Through, Forward Lunging and Shoulder Shrug, Torso Finish.</li> </ul> <p><b>B. Long Jump</b></p> <p>Approach Run, Take-off, Flight in the air (Hang Style/Hitch Kick) and Landing</p> <p><b>C. Shot put</b></p> <p>Holding the Shot, Placement, Initial Stance, Glide, Delivery Stance and Recovery (Perry O'Brien Technique)</p>			
<b>Module-2</b>		<b>5 Hours</b>	
<p><b>Volleyball</b></p> <p><b>A. Fundamental skills</b></p> <ol style="list-style-type: none"> <li>Service: Underarm Service, Side arm Service, Tennis Service, Floating Service</li> <li>Pass: Under arm Pass, Overhead Pass</li> <li>Spiking &amp; Blocking</li> <li>Game Practice with application of Rules &amp; Regulations</li> </ol> <p><b>B. Rules and their interpretation and duties of the officials</b></p>			



<b>Module-3</b>	<b>5 Hours</b>
<p><b>Throwball</b></p> <p><b>A. Fundamental skills</b></p> <p>Overhand service, Side arm service, two hand catching, one hand overhead return, side arm return.</p> <p><b>B. Rules and their interpretation and duties of the officials</b></p>	

### COURSE OUTCOMES:

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Understand the fundamental concepts of Physical Education, games and sports skills, Health, Nutrition and Fitness.
<b>CO2</b>	Familiarization of health-related Exercises, Sports for overall growth and development.
<b>CO3</b>	Participate in the competition at regional/state / national / international levels.
<b>CO4</b>	Create consciousness among the students on Health, Fitness and Wellness in developing and maintaining a healthy lifestyle.

### ASSESSMENT DETAILS (Both CIE and SEE)

Zero-credit NCMC courses (MCQs for assessment)			
Assessment Type	Maximum Marks	Minimum Passing Marks	Evaluation Details
CIE – IA Tests (A)	60	---	Sum of Two Internal Assessment Tests (MCQs) each conducted for 30 marks.
Quiz (B)	40	---	Quiz for a maximum of 40 marks
Total CIE (A+B)	100	40	CIE Evaluation is done for a maximum of 100 marks

• The minimum marks to be secured in CIE is 40 (40%) out of 100 marks allotted to Pass.

### Textbooks

1. Saha, A. K. Sarir Siksh Ritiniti, Rana Publishing House, Kalyani.
2. Bandopadhyay, K. Sarir Siksha Parichay, Classic Publishers, Kolkata

### Reference Books: -

1. Saraswati Health and Physical Education
2. V.K. Sharma's Health and Physical Education
3. Oswaal Books: Educart Chapterwise Question Bank: Offers detailed coverage of concepts and questions by chapter.



<b>B.E. (Common to All Branches)</b> <b>Outcome Based Education (OBE) and Choice Based Credit System (CBCS)</b> <b>SEMESTER – IV</b>			
<b>Course Title:</b>	<b>Yoga</b>		
<b>Course Code:</b>	<b>BYOK459</b>	<b>CIE MARKS</b>	<b>100</b>
<b>L: T: P: S</b>	<b>0:0:1:0</b>	<b>SEE MARKS</b>	<b>---</b>
<b>Credits:</b>	<b>---</b>	<b>EXAM HOURS</b>	<b>---</b>
<b>COURSE LEARNING OBJECTIVES:</b>			
<i>The purpose of the course is to facilitate the learner to:</i>			
<ol style="list-style-type: none"> <li>1. Physical, Mental &amp; spiritual Objectives of Yoga</li> <li>2. Explain the meaning of Yoga.</li> <li>3. Discuss the importance of the Yoga and its scope.</li> <li>4. Describe the aims and objectives of Yoga.</li> <li>5. Clarify the misconceptions on Yoga</li> </ol>			
<b>Module-1</b>		<b>5 Hours</b>	
<b>Patanjali Ashtanga Yoga</b> <ul style="list-style-type: none"> <li><b>A. Yama:</b> Ahimsa, satya, asteya, brahmacharya, aparigraha</li> <li><b>B. Niyama:</b> shoucha, santosh, tapa, svaadhyaya, Eshvarapranidhan</li> <li><b>C. Suryanamaskara:</b> 12 Counts, 4 Rounds</li> </ul>			
<b>Module-2</b>		<b>5 Hours</b>	
<b>Asana</b> <ul style="list-style-type: none"> <li>a) Meaning, Need &amp; Importance of Asana</li> <li>b) <b>Different Types of Asanas:</b> <ul style="list-style-type: none"> <li>i. <b>Sitting</b> - 1. Sukhasana, 2. Paschimottanasana</li> <li>ii. <b>Standing</b> - 1. Ardhatkati Chakrasana, 2. Parshva Chakrasana</li> <li>iii. <b>Prone line</b> - Dhanurasana</li> <li>iv. <b>Supine line</b> - Halasana</li> </ul> </li> <li>c) Asana Technique</li> <li>d) Precautionary measures and benefits of each Asana</li> </ul>			
<b>Module-3</b>		<b>5 Hours</b>	
<b>Pranayama</b> <ul style="list-style-type: none"> <li><b>A.</b> Meaning, Need &amp; importance of Pranayama. Different types of pranayama, technique, precautionary measures and benefits of each Pranayama.           <ul style="list-style-type: none"> <li>1. <b>Suryanuloma -Viloma</b></li> <li>2. <b>Chandranu loma-Viloma</b></li> </ul> </li> <li><b>B. Kapalabhati</b> Meaning, importance and benefits of Kapalabhati.</li> </ul>			

**COURSE OUTCOMES**

*After successfully completing the course, the student will be able to:*

<b>CO1</b>	Understand the fundamental concepts of Yoga
<b>CO2</b>	improves of health and related aspects, overall growth and development
<b>CO3</b>	Participate in the competition at regional/state / national / international levels.
<b>CO4</b>	Create consciousness among the students on Health, Fitness and Wellness in developing and maintaining a healthy lifestyle.

**ASSESSMENT DETAILS (Both CIE and SEE)**

<b>Assessment Type</b>	<b>Maximum Marks</b>	<b>Minimum Passing Marks</b>	<b>Evaluation Details</b>
CIE – IA Tests (A)	60	----	Sum of Two Internal Assessment Tests (MCQs) each conducted for 30 marks.
Quiz (B)	40	----	Quiz for a maximum of 40 marks
Total CIE (A+B)	100	40	CIE Evaluation is done for a maximum of 100 marks
<ul style="list-style-type: none"> <li>The minimum marks to be secured in CIE is 40 (40%) out of 100 marks allotted to Pass.</li> </ul>			

**Textbooks**

1. The Yoga Sutras of Patanjali – Sri Swami Satchidananda.
2. Light on Yoga — B.K.S Iyengar.

**Reference Books: -**

1. The Heart of Yoga — T.K.V Desikachar.
2. “Asana Pranayama Mudra Bandha” by Swami Satyananda Saraswati.

*An Institute with a Difference*



## VISION

Building RNSIT into a World Class Institution.



## MISSION

To impart high quality education in Engineering, Technology and Management with a difference, enabling students to excel in their career by

- Attracting quality students and preparing them with a strong foundation in fundamentals so as to achieve distinctions in various walks of life leading to outstanding contributions.
- Imparting value based, need based, choice based and skill based professional education to the aspiring youth and carving them into disciplined, World class professionals with social responsibility.



- Promoting excellence in Teaching, Research and Consultancy that galvanizes academic consciousness among Faculty and Students.
- Exposing Students to emerging frontiers of knowledge in various domains and make them suitable for Industry, Entrepreneurship, Higher studies, and Research & Development.
- Providing freedom of action and choice for all the Stakeholders with better visibility.