Software Engineering & Project Management		Semester	V
Course Code	**BCS501**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	4:0:0:0	SEE Marks	50
Total Hours of Pedagogy	52 hours	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	**Theory**		

Course objectives:

This course will enable students to,

- Outline software engineering principles and activities involved in building large software programs. Identify ethical and professional issues and explain why they are of concern to Software Engineers.
- Describe the process of requirement gathering, requirement classification, requirement specification and requirements validation.
- Recognize the importance of Project Management with its methods and methodologies.
- Identify software quality parameters and quantify software using measurements and metrics. List software quality standards and outline the practices involved.

Teaching-Learning Process (General Instructions)

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

1. Lecturer method (L) need not be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based-Learning (PBL), which fosters student's Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.

MODULE-1 **10 hours**

Software and Software Engineering: The nature of Software, The unique nature of WebApps, Software Engineering, The software Process, Software Engineering Practice, Software Myths.

Process Models: A generic process model, Process assessment and improvement, Prescriptive process models: Waterfall model, Incremental process models, Evolutionary process models, Concurrent models, Specialized process models. Unified Process , Personal and Team process models

Textbook 1: Chapter 1: 1.1 to 1.6, Chapter 2: 2.1 to 2.5

MODULE-2 **12 hours**

Understanding Requirements: Requirements Engineering, Establishing the ground work, Eliciting Requirements, Developing use cases, Building the requirements model, Negotiating Requirements, Validating Requirements.

Requirements Modeling Scenarios, Information and Analysis classes: Requirement Analysis, Scenario based modeling, UML models that supplement the Use Case, Data modeling Concepts, Class-Based Modeling.

Requirement Modeling Strategies : Flow oriented Modeling , Behavioral Modeling.

Textbook 1: Chapter 5: 5.1 to 5.7, Chapter 6: 6.1 to 6.5, Chapter 7: 7.1 to 7.3

MODULE-3 **10 hours**

Agile Development: What is Agility?, Agility and the cost of change. What is an agile Process?, Extreme Programming (XP), Other Agile Process Models, A tool set for Agile process .
Principles that guide practice: Software Engineering Knowledge, Core principles, Principles that guide each framework activity.

Textbook 1: Chapter 3: 3.1 to 3.6, Chapter 4: 4.1 to 4.3

MODULE-4	10 hours

Introduction to Project Management: Introduction, Project and Importance of Project Management, Contract Management, Activities Covered by Software Project Management, Plans, Methods and Methodologies, Some ways of categorizing Software Projects, Stakeholders, Setting Objectives, Business Case, Project Success and Failure, Management and Management Control, Project Management life cycle, Traditional versus Modern Project Management Practices.
Project Evaluation: Evaluation of Individual projects, Cost–benefit Evaluation Techniques, Risk Evaluation
Textbook 2: Chapter 1: 1.1 to 1.17 , Chapter 2: 2.4 to 2.6

MODULE-5	10 hours

Software Quality: Introduction, The place of software quality in project planning, Importance of software quality, Defining software quality, Software quality models, product versus process quality management.
Software Project Estimation: Observations on Estimation, Decomposition Techniques, Empirical Estimation Models.

Textbook 2: Chapter 13: 13.1 to 13.5, 13.7, 13.8, Text Book 1: Chapter 26: 26.5 to 26.7

Course Outcomes

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

- **Differentiate** process models to judge which process model has to be adopted for the given scenarios.
- **Derive** both functional and nonfunctional requirements from the case study.
- **Analyze** the importance of various software testing methods and agile methodology.
- **Illustrate** the role of project planning and quality management in software development.
- **Identify** appropriate techniques to enhance software quality.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

the end of the semester if two assignments are planned.

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

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

Semester-End Examination:

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

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

Marks scored shall be proportionally reduced to 50 marks. .

Suggested Learning Resources:

Textbooks

1. Roger S. Pressman: Software Engineering-A Practitioners approach, 7th Edition, Tata McGraw Hill.
2. Bob Hughes, Mike Cotterell, Rajib Mall: Software Project Management, 6th Edition, McGraw Hill Education, 2018.

Reference Book:

3. Pankaj Jalote: An Integrated Approach to Software Engineering, Wiley India.
4. "Software Engineering: Principles and Practice", Hans van Vliet, Wiley India, 3rd Edition, 2010.

Web links and Video Lectures (e-Resources):

- https://onlinecourses.nptel.ac.in/noc20_cs68/preview
- https://onlinecourses.nptel.ac.in/noc24_mg01/preview

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

- Demonstration of Agile tool: The students are expected to learn any of the popular agile tool. (10 marks)
- Field Survey (In Team): The students' team may of the size of 2 or 4. Students are expected to visit their library and understand the Library Automation Software. **OR** they have to understand the working of ERP or any inventory management, and then they have to prepare a report and then to be submitted to the concerned staff. Prepare a document/report which includes all the phases of SDLC and to be submitted accordingly (15 marks)

COMPUTER NETWORKS		Semester	V
Course Code	**BCS502**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	50
Total Hours of Pedagogy	40 hours Theory + 8-10 Lab slots	Total Marks	100
Credits	04	Exam Hours	03
Examination nature (SEE)	Theory/practical		

Course objectives:

This course will enable students to,

- Study the TCP/IP protocol suite, switching criteria and Medium Access Control protocols for reliable and noisy channels.
- Learn network layer services and IP versions.
- Discuss transport layer services and understand UDP and TCP protocols.
- Demonstrate the working of different concepts of networking layers and protocols.

Teaching-Learning Process (General Instructions)

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

1. Lecturer method (L) need not to be only traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Adopt Problem Based Learning (PBL), which fosters student's Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.

MODULE-1

Introduction: Data Communications, Networks, Network Types, Networks Models: Protocol Layering, TCP/IP Protocol suite, The OSI model, Introduction to Physical Layer: Transmission media, Guided Media, Unguided Media: Wireless. Switching: Packet Switching and its types.

Textbook: Ch. 1.1 - 1.3, 2.1 - 2.3, 7.1 – 7.3, 8.3.

MODULE-2

Data Link Layer: Error Detection and Correction: Introduction, Block Coding, Cyclic Codes. Data link control: DLC Services: Framing, Flow Control, Error Control, Connectionless and Connection Oriented, Data link layer protocols, High Level Data Link Control. Media Access Control: Random Access, Controlled Access. Check Sum and Point to Point Protocol

Textbook: Ch. 10.1-10.4, 11.1 -11.4, 12.1 - 12.2

MODULE-3

Network Layer: Network layer Services, Packet Switching, IPv4 Address, IPv4 Datagram, IPv6 Datagram, Introduction to Routing Algorithms, Unicast Routing Protocols: DVR, LSR, PVR, Unicast Routing protocols: RIP, OSPF, BGP, Multicasting Routing-MOSPF

Textbook: Ch. 18.1, 18.2, 18.4, 22.2,20.1-20.3, 21.3.2

MODULE-4

Introduction to Transport Layer: Introduction, Transport-Layer Protocols: Introduction, User Datagram Protocol, Transmission Control Protocol: services, features, segments, TCP connections, flow control, Error control, Congestion control.

Textbook: Ch. 23.1- 23.2, 24.1-24.3.4, 24.3.6-24.3.9

MODULE-5

Introduction to Application Layer: Introduction, Client-Server Programming, Standard Client-Server Protocols: World Wide Web and HTTP, FTP, Electronic Mail, Domain Name System (DNS), TELNET, Secure Shell (SSH)

Textbook: Ch. 25.1-25.2, 26.1-26.6

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments
1	Implement three nodes point – to – point network with duplex links between them. Set the queue size, vary the bandwidth, and find the number of packets dropped.
2	Implement transmission of ping messages/trace route over a network topology consisting of 6 nodes and find the number of packets dropped due to congestion.
3	Implement an Ethernet LAN using n nodes and set multiple traffic nodes and plot congestion window for different source / destination.
4	Develop a program for error detecting code using CRC-CCITT (16- bits).
5	Develop a program to implement a sliding window protocol in the data link layer.
6	Develop a program to find the shortest path between vertices using the Bellman-Ford and path vector routing algorithm.
7	Using TCP/IP sockets, write a client – server program to make the client send the file name and to make the server send back the contents of the requested file if present.
8	Develop a program on a datagram socket for client/server to display the messages on client side, typed at the server side.
9	Develop a program for a simple RSA algorithm to encrypt and decrypt the data.
10	Develop a program for congestion control using a leaky bucket algorithm.

Course outcomes (Course Skill Set):

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

- **Explain** the fundamentals of computer networks.
- **Apply** the concepts of computer networks to demonstrate the working of various layers and protocols in communication network.
- **Analyze** the principles of protocol layering in modern communication systems.
- **Demonstrate** various Routing protocols and their services using tools such as Cisco packet tracer.

Note: For the Simulation experiments modify the topology and parameters set for the experiment and take multiple rounds of reading and analyze the results available in log files. Plot necessary graphs and conclude using NS2 or NS3. Installation procedure of the required software must be demonstrated, carried out in groups, and documented in the report. Non simulation programs can be implemented using Java.

Assessment Details (both CIE and SEE)

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

(Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

CIE for the theory component of the IPCC (maximum marks 50)

- IPCC means practical portion integrated with the theory of the course.
- CIE marks for the theory component are **25 marks** and that for the practical component is **25 marks**.
- 25 marks for the theory component are split into **15 marks** for two Internal Assessment Tests (Two Tests, each of 15 Marks with 01-hour duration, are to be conducted) and **10 marks** for other assessment methods mentioned in 22OB4.2. The first test at the end of 40-50% coverage of the syllabus and the second test after covering 85-90% of the syllabus.
- Scaled-down marks of the sum of two tests and other assessment methods will be CIE marks for the theory component of IPCC (that is for **25 marks)**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the theory component of IPCC.

CIE for the practical component of the IPCC

- **15 marks** for the conduction of the experiment and preparation of laboratory record, and **10 marks** for the test to be conducted after the completion of all the laboratory sessions.
- On completion of every experiment/program in the laboratory, the students shall be evaluated including viva-voce and marks shall be awarded on the same day.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to **15 marks**.
- The laboratory test **(duration 02/03 hours)** after completion of all the experiments shall be conducted for 50 marks and scaled down to **10 marks.**
- Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **25 marks**.
- The student has to secure 40% of 25 marks to qualify in the CIE of the practical component of the IPCC.

SEE for IPCC

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

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

The theory portion of the IPCC shall be for both CIE and SEE, whereas the practical portion will have a CIE component only. Questions mentioned in the SEE paper may include questions from the practical component.

Suggested Learning Resources:

Textbook:

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

Hill,2013.

Reference Books:

1. Larry L. Peterson and Bruce S. Davie: Computer Networks – A Systems Approach, 4th Edition, Elsevier, 2019.
2. Nader F. Mir: Computer and Communication Networks, 2nd Edition, Pearson Education, 2015.
3. William Stallings, Data and Computer Communication 10th Edition, Pearson Education, Inc., 2014.

Web links and Video Lectures (e-Resources):

1. https://www.digimat.in/nptel/courses/video/106105183/L01.html
2. http://www.digimat.in/nptel/courses/video/106105081/L25.html
3. https://nptel.ac.in/courses/10610

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

- Implementation of various protocols using open source simulation tools. (5 marks)
- Simulation of Personal area network, Home area network, achieve QoS etc. (5 marks)

	THEORY OF COMPUTATION		Semester	V
	Course Code	**BCS503**	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	(3:2:0:0)	SEE Marks	50
	Total Hours of Pedagogy	50	Total Marks	100
	Credits	04	Exam Hours	3
	Examination type (SEE)	Theory		

Course objectives:

- Introduce core concepts in Automata and Theory of Computation.
- Identify different Formal Language Classes and their Relationships.
- Learn concepts of Grammars and Recognizers for different formal languages.
- Prove or disprove theorems in automata theory using their properties.
- Determine the decidability and intractability of Computational problems.

Teaching-Learning Process (General Instructions)

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

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

Module-1	**10 Hours**

Introduction to Finite Automata, Structural Representations, Automata and Complexity. The Central Concepts of Automata Theory. Deterministic Finite Automata, Nondeterministic Finite Automata, An Application: Text Search, Finite Automata with Epsilon-Transitions.

TEXT BOOK: Sections 1.1, 1.5, 2.2,2.3,2.4,2.5

Module-2	**10 Hours**

Regular Expressions, Finite Automata and Regular Expressions, Proving Languages not to be Regular. Closure Properties of Regular Languages, Equivalence and Minimization of Automata, Applications of Regular Expressions

TEXT BOOK: Sections 3.1, 3.2 (Except 3.2.1), 3.3, 4.1, 4.2, 4.4

Module-3	**10 Hours**

	Context-Free Grammars, Parse Trees, Ambiguity in Grammars and Languages, Ambiguity in Grammars and Languages, Definition of the Pushdown Automaton, The Languages of a PDA, Equivalence of PDA's and CFG's, Deterministic Pushdown Automata. **TEXT BOOK: Sections 5.1, 5.2, 5.4, 6.1,6.2,6.3.1,6.4**
	Module-4 **10 Hours**
	Normal Forms for Context-Free Grammars, The Pumping Lemma for Context-Free Languages, Closure Properties of Context-Free Languages. **TEXT BOOK: Sections 7.1, 7.2, 7.3**
	Module-5 **10 Hours**
	Introduction to Turing Machines: Problems That Computers Cannot Solve, The Turing Machine, Programming Techniques for Turing Machines, Extensions to the Basic Turing Machine, Undecidability: A Language That Is Not Recursively Enumerable. **TEXT BOOK: Sections 8.1,8.2, 8.3,8.4, 9.1, 9.2**

Course outcome (Course Skill Set)

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

1. Apply the fundamentals of automata theory to write DFA, NFA, Epsilon-NFA and conversion between them.
2. Prove the properties of regular languages using regular expressions.
3. Design context-free grammars (CFGs) and pushdown automata (PDAs) for formal languages.
4. Design Turing machines to solve the computational problems.
5. Explain the concepts of decidability and undecidability.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:

Books

1. John E Hopcroft, Rajeev Motwani, Jeffrey D. Ullman," Introduction to Automata Theory, Languages and Computation", Second Edition, Pearson.

Reference:

1. Elain Rich, "Automata,Computability and complexity", 1st Edition, Pearson Education,2018.
2. K.L.P Mishra, N Chandrashekaran , 3rd Edition , 'Theory of Computer Science",PHI,2012.
3. Peter Linz, "An introduction to Formal Languages and Automata ", 3rd Edition, Narosa Publishers,1998.
4. Michael Sipser : Introduction to the Theory of Computation, 3rd edition, Cengage learning,2013.
5. John C Martin, Introduction to Languages and The Theory of Computation, 3rd Edition, Tata McGraw –Hill Publishing Company Limited, 2013.

Web links and Video Lectures (e-Resources):

- https://archive.nptel.ac.in/courses/106/105/106105196/
- https://archive.nptel.ac.in/courses/106/106/106106049/
- https://nptelvideos.com/course.php?id=717

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

- Open source tools (like JFLAP) to make teaching and learning more interactive [https://www.jflap.org/] (10 Marks)
- Assignments at RBTL-4 (15 marks)

Embedded C Lab		Semester	5
Course Code	**BCOL504**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		

Course objectives:

- Learn embedded C programming.
- Simulation of capture/compare units and flash memory.
- Use of embedded C to simulate signal converters.
- Simulate I/O ports and communication protocols using embedded C.

Sl.NO	Experiments
1	Develop a program that reads the status of simulated push-button switches connected to I/O ports and controls the state of LEDs connected to other I/O ports based on the button presses. Use the I/O Port Simulation dialog to interact with the virtual hardware.
2	Develop a program to simulate the reading of an analog voltage signal using the A/D Converter. The program should display the converted digital value on a virtual serial terminal. Experiment with different analog inputs using the simulation settings and observe the corresponding digital outputs
3	Develop a program that generates a digital waveform (e.g., a sine wave, triangle wave, or square wave) and converts it to an analog signal using the D/A Converter. Use the simulator to monitor the output waveform and verify its characteristics.
4	Write a program to configure a timer to generate an interrupt every 1 second, toggling an LED each time the interrupt occurs. Use the Timer/Counter Simulation feature to monitor the timer's operation and adjust its settings.
5	Develop a program that periodically resets the Watchdog Timer during normal operation. Simulate a situation where the program gets stuck in an infinite loop, and observe the Watchdog Timer reset the system. Use the simulation to determine the appropriate reset interval.
6	Develop a program that uses the capture/compare unit to measure the duration of an input pulse signal. Use the simulator to generate various pulse widths and observe how the capture/compare unit measures them accurately.
7	Develop a program that sends and receives data over UART. Use the Serial Communications Simulation window to send data to the microcontroller and receive responses. Experiment with different baud rates and message formats.
8	Develop a program where the microcontroller acts as an I^2C master, communicating with a simulated I^2C slave device. Use the I^2C Communications Simulation window to monitor the communication and observe how data is exchanged.
9	Develop a program that configures the microcontroller as an SPI master and communicates with a simulated SPI slave device. Use the SPI Communications Simulation feature to observe the data exchange and verify timing and synchronization.
10	Develop a program that writes data to and reads data from the on-chip FLASH memory. Use the FLASH Memory Simulation to monitor memory contents in real-time and simulate various read/write operations.

Course outcomes (Course Skill Set):

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

- Design the experiments to simulate signal converters, capture/compare unit and flash memory.
- Develop Embedded C programs to simulate I/O ports and communication protocols.
- Analyze the results and produce substantial written documentation.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation (CIE):

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

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

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

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

Semester End Evaluation (SEE):

- SEE marks for the practical course are 50 Marks.
- SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by the Head of the Institute.
- The examination schedule and names of examiners are informed to the university before the conduction of the examination. These practical examinations are to be conducted between the schedule mentioned in the academic calendar of the University.

- All laboratory experiments are to be included for practical examination.
- (Rubrics) Breakup of marks and the instructions printed on the cover page of the answer script to be strictly adhered to by the examiners. **OR** based on the course requirement evaluation rubrics shall be decided jointly by examiners.
- Students can pick one question (experiment) from the questions lot prepared by the examiners jointly.
- Evaluation of test write-up/ conduction procedure and result/viva will be conducted jointly by examiners.

General rubrics suggested for SEE are mentioned here, writeup-20%, Conduction procedure and result in -60%, Viva-voce 20% of maximum marks. SEE for practical shall be evaluated for 100 marks and scored marks shall be scaled down to 50 marks (however, based on course type, rubrics shall be decided by the examiners)
Change of experiment is allowed only once and 15% of Marks allotted to the procedure part are to be made zero.
The minimum duration of SEE is 02 hours

Suggested Learning Resources:

- Embedded systems - https://ebooks.inflibnet.ac.in/csp13/front-matter/introduction/
- Programming Embedded Systems in C - https://ebooks.inflibnet.ac.in/csp13/chapter/programming-embedded-systems-in-c/
- https://www.geeksforgeeks.org/embedded-c/

ADVANCED COMPUTER ARCHITECTURE		Semester	V
Course Code	**BCO515A**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
Examination type (SEE)	Theory		

Course objectives:

CLO 1. Describe computer architecture.
CLO 2. Measure the performance of architectures in terms of right parameters.
CLO 3. Summarize parallel architecture and the software used for them

Teaching-Learning Process (General Instructions)

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

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

Module-1

Theory of Parallelism: Parallel Computer Models, The State of Computing, Multiprocessors and Multicomputer, Multivector and SIMD Computers, PRAM and VLSI Models.
Program and Network Properties: Conditions of Parallelism, Program Partitioning and Scheduling, Program Flow Mechanisms, System Interconnect Architectures.
Textbook- Chapter 1 (1.1to 1.4), Chapter 2 (2.1 to 2.4)

Module-2

Principles of Scalable Performance: Performance Metrics and Measures, Parallel Processing Applications, Speedup Performance Laws. For all Algorithm or mechanism any one example is sufficient.
Hardware Technologies-1: Processors and Memory Hierarchy, Advanced Processor Technology, Superscalar and Vector Processors, Virtual Memory Technology.
Textbook-Chapter 3 (3.1 to 3.3), Chapter 4 (4.1 to 4.4)

Module-3
Hardware Technologies 2: Cache Memory Organizations, Shared Memory Organizations, Pipelining and Superscalar Techniques, Linear & Nonlinear Pipeline Processors. **Parallel and Scalable Architectures:** Multiprocessors and Multicomputer, Multiprocessor System Interconnects, Cache Coherence, Synchronization Mechanisms & Message-Passing Mechanisms, **Textbook- Chapter 5,6 (5.1 to 5.4 and 6.1 to 6.2)**
Module-4
Multivector and SIMD Computers: Vector Processing Principles, Multivector Multiprocessors, Compound Vector Processing, Scalable. **Multithreaded and Dataflow Architectures:** Latency-Hiding Techniques, Principles of Multithreading, Fine- Grain Multicomputers. **Textbook-Chapter 8 (8.1 to 8.3) Chapter 9(9.1 to 9.3)**
Module-5
GPU architectures - Streaming Multi Processors, Cache Hierarchy, The Graphics Pipeline, Transactional Memory, Accelerator (I & II), Security & Virtualization.

Course outcome (Course Skill Set)

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

- Interpret the performance of a processor based on metrics such as execution time, cycles per instruction (CPI), Instruction count etc.
- Identify the challenges of realizing different kinds of parallelism (such as instruction, data, thread, core level) and leverage them for performance advancement.
- Apply the concept of memory hierarchy for efficient memory design and virtual memory to overcome the memory wall.
- Examine emerging computing trends, computing platforms, and design trade-offs.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

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

6. At the end of the 13th week of the semester

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

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

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

Semester End Examination:

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

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

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

Suggested Learning Resources:

Books

Textbook

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

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

Reference Books:

1. J.P. Shen and M.H. Lipasti, Modern Processor Design, MC Graw Hill, Crowfordsville, 2005.

Weblinks and Video Lectures (e-Resources):

https://onlinecourses.nptel.ac.in/noc23_cs07/preview
https://archive.nptel.ac.in/courses/106/103/106103206/

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

1. Conduct performance evaluation of a CPU using any generic program -10 Marks
2. Conduct performance comparison of sequential and parallel programming -15 Marks

ARTIFICIAL INTELLIGENCE		Semester	V
Course Code	**BCS515B**	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	3
Examination type (SEE)	Theory		

Course objectives:

- Learn the basic principles and theories underlying artificial intelligence, including machine learning, neural networks, natural language processing, and robotics.
- Apply AI techniques to solve real-world problems, including search algorithms, optimization, and decision-making processes.
- Understand the ethical, legal, and societal implications of AI, including topics such as bias, fairness, accountability, and the impact of AI on the workforce and privacy.

Teaching-Learning Process (General Instructions)

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

1. Use of Video/Animation to explain functioning of various concepts.
2. Encourage collaborative (Group Learning) Learning in the class.
3. Discuss application of every concept to solve the real-world problems.
4. Demonstrate ways to solve the same problem and encourage the students to come up with their own creative solutions.

Module-1

Introduction: What Is AI? , The State of The Art.

Intelligent Agents: Agents and environment, Concept of Rationality, The nature of environment, The structure of agents.

Chapter 1 - 1.1, 1.4

Chapter 2 - 2.1, 2.2, 2.3, 2.4

Module-2

Problem-solving: Problem-solving agents, Example problems, Searching for Solutions Uninformed Search Strategies

Chapter 3 - 3.1, 3.2, 3.3, 3.4

Module-3

Problem-solving: Informed Search Strategies, Heuristic functions

Logical Agents: Knowledge–based agents, The Wumpus world, Logic, Propositional logic, Reasoning patterns in Propositional Logic

Chapter 3 - 3.5, 7.6

Chapter 7 - 7.1, 7.2, 7.3, 7.4

Module-4

First Order Logic: Representation Revisited, Syntax and Semantics of First Order logic, Using First Order logic, Knowledge Engineering In First-Order Logic

Inference in First Order Logic: Propositional Versus First Order Inference, Unification, Forward Chaining

Chapter 8- 8.1, 8.2, 8.3, 8.4

Chapter 9- 9.1, 9.2, 9.3

Module-5
Inference in First Order Logic: Backward Chaining, Resolution **Classical Planning:** Definition of Classical Planning, Algorithms for Planning as State-Space Search, Planning Graphs **Chapter 9-9.4, 9.5** **Chapter 10- 10.1,10.2,10.3**
Course outcomes (Course Skill Set) At the end of the course, the student will be able to: 1. Explain the architecture and components of intelligent agents, including their interaction with the AI environment. 2. Apply problem-solving agents and various search strategies to solve a given problem. 3. Illustrate logical reasoning and knowledge representation using propositional and first-order logic. 4. Demonstrate proficiency in representing knowledge and solving problems using first-order logic. 5. Describe classical planning in the context of artificial intelligence, including its goals, constraints, and applications in problem-solving.
Assessment Details (both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together. **Continuous Internal Evaluation:** • For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks. • The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered • Any two assignment methods mentioned in the 22OB2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned. • For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment. **Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.** **Semester-End Examination:** Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the course (**duration 03 hours).** 1. The question paper will have ten questions. Each question is set for 20 marks. 2. There will be 2 questions from each module. Each of the two questions under a module (with

Suggested Learning Resources:

Text Book

Stuart J. Russell and Peter Norvig, Artificial Intelligence, 3rd Edition, Pearson, 2015

Reference Books

1. Elaine Rich, Kevin Knight, Artificial Intelligence, 3rd edition, Tata McGraw Hill, 2013
2. George F Lugar, Artificial Intelligence Structure and strategies for complex, Pearson Education, 5th Edition, 2011
3. Nils J. Nilsson, Principles of Artificial Intelligence, Elsevier, 1980
4. Saroj Kaushik, Artificial Intelligence, Cengage learning, 2014

Web links and Video Lectures (e-Resources):

1. https://www.kdnuggets.com/2019/11/10-free-must-read-books-ai.html
2. https://www.udacity.com/course/knowledge-based-ai-cognitive-systems--ud409
3. https://nptel.ac.in/courses/106/105/106105077/

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

1. Using OpenAI tool, develop a chatbot (25 marks)

	CLOUD COMPUTING		Semester	V
	Course Code	**BAD515C**	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
	Total Hours of Pedagogy	40	Total Marks	100
	Credits	03	Exam Hours	
	Examination type (SEE)	Theory		

Course objectives:

- Introduce the rationale behind the cloud computing revolution and the business drivers
- Understand various models, types and challenges of cloud computing
- Understand the design of cloud native applications, the necessary tools and the design tradeoffs.
- Realize the importance of Cloud Virtualization, Abstraction`s, Enabling Technologies and cloud security

Teaching-Learning Process (General Instructions)

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

1. Lecturer method (L) needs not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes.
2. Use of Video/Animation to explain functioning of various concepts.
3. Encourage collaborative (Group Learning) Learning in the class.
4. Ask at least three HOT (Higher order Thinking) questions in the class, which promotes critical thinking.
5. Discuss how every concept can be applied to the real world - and when that's possible, it
   helps improve the students' understanding.
6. Use any of these methods: Chalk and board, Active Learning, Case Studies.

Module-1

Distributed System Models and Enabling Technologies: Scalable Computing Over the Internet, Technologies for Network Based Systems, System Models for Distributed and Cloud Computing, Software Environments for Distributed Systems and Clouds, Performance, Security and Energy Efficiency.

Textbook 1: Chapter 1: 1.1 to 1.5

Module-2

Virtual Machines and Virtualization of Clusters and Data Centers: Implementation Levels of Virtualization, Virtualization Structure/Tools and Mechanisms, Virtualization of CPU/Memory and I/O devices, Virtual Clusters and Resource Management, Virtualization for Data Center Automation

Textbook 1: Chapter 3: 3.1 to 3.5

Module-3

	Cloud Platform Architecture over Virtualized Datacenters: Cloud Computing and Service Models, Data Center Design and Interconnection Networks, Architectural Design of Compute and Storage Clouds, Public Cloud Platforms: GAE, AWS and Azure, Inter-Cloud Resource Management. **Textbook 1: Chapter 4: 4.1 to 4.5**
	Module-4
	Cloud Security: Top concern for cloud users, Risks, Privacy Impact Assessment, Cloud Data Encryption, Security of Database Services, OS security, VM Security, Security Risks Posed by Shared Images and Management OS, XOAR, A Trusted Hypervisor, Mobile Devices and Cloud Security **Cloud Security and Trust Management:** Cloud Security Defense Strategies, Distributed Intrusion/Anomaly Detection, Data and Software Protection Techniques, Reputation-Guided Protection of Data Centers. **Textbook 2: Chapter 11: 11.1 to 11.3, 11.5 to 11.8, 11.10 to 11.14** **Textbook 1: Chapter 4: 4.6**
	Module-5
	Cloud Programming and Software Environments: Features of Cloud and Grid Platforms, Parallel and Distributed Computing Paradigms, Programming Support for Google App Engine, Programming on Amazon AWS and Microsoft, Emerging Cloud Software Environments. **Textbook 1: Chapter 6: 6.1 to 6.5**

Course outcome (Course Skill Set)

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

1. Describe various cloud computing platforms and service providers.
2. Illustrate the significance of various types of virtualization.
3. Identify the architecture, delivery models and industrial platforms for cloud computing based applications.
4. Analyze the role of security aspects in cloud computing.
5. Demonstrate cloud applications in various fields using suitable cloud platforms.

Assessment Details (both CIE and SEE)

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

Continuous Internal Evaluation:

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:

Text Books:

1. Kai Hwang, Geoffrey C Fox, and Jack J Dongarra, Distributed and Cloud Computing, Morgan Kaufmann, Elsevier 2012
2. Dan C. Marinescu, Cloud Computing Theory and Practice, Morgan Kaufmann, 2nd Edition, Elsevier 2018

Reference Books:

1. Rajkumar Buyya, Christian Vecchiola, and Thamrai Selvi, Mastering Cloud Computing McGrawHill Education, 1st Edition, 2017
2. Toby Velte, Anthony Velte, Cloud Computing: A Practical Approach, McGraw-Hill Education, 2017.
3. George Reese, Cloud Application Architectures: Building Applications and Infrastructure in the Cloud, O'Reilly Publication, 1st Edition, 2009
4. John Rhoton, Cloud Computing Explained: Implementation Handbook for Enterprises, Recursive Press, 2nd Edition, 2009.

Web links and Video Lectures (e-Resources):

- https://freevideolectures.com/course/4639/nptel-cloud-computing/1.
- https://www.youtube.com/playlist?list=PLShJJCRzJWxhz7SfG4hpaBD5bKOloWx9J
- https://www.youtube.com/watch?v=EN4fEbcFZ_E
- https://www.youtube.com/watch?v=RWgW-CgdIk0
- https://www.geeksforgeeks.org/virtualization-cloud-computing-types/
- https://www.javatpoint.com/cloud-service-provider-companies

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

- Installation of virtualization software (Virtual box, Xen etc..) and run applications with different OS. - 10 Marks
- Implement cloud applications using GAE, AWS, Azure/simulate cloud applications using Cloudsim/ Greencloud/ Cloud Analyst etc… - 15 Marks

	DISTRIBUTED SYSTEMS		Semester	5
	Course Code	**BCS515D**	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	3:0:0:0	SEE Marks	50
	Total Hours of Pedagogy	3Hrs	Total Marks	100
	Credits	03	Exam Hours	
	Examination type (SEE)	Theory		

Course objectives:

- Understand the goals and challenges of distributed systems
- Describe the architecture of RPC/RMI, distributed file systems and name services
- Learn clock synchronization algorithms to monitor and order the events, mutual exclusion, election and consensus algorithms.
- Study the fundamental concepts and algorithms related to distributed transactions and replication.

Teaching-Learning Process (General Instructions)

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

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

Module-1

CHARACTERIZATION OF DISTRIBUTED SYSTEMS: Introduction, Focus on resource sharing, Challenges.

REMOTE INVOCATION: Introduction, Request-reply protocols, Remote procedure call, Introduction to Remote Method Invocation.

Textbook: Chapter- 1.1,1.4,1.5, 5.1-5.5

Module-2

DISTRIBUTED FILE SYSTEMS: Introduction, File service architecture.

NAME SERVICES: Introduction, Name services and the Domain Name System, Directory services.

Textbook: Chapter- 12.1,12.2, 13.1-13.3

Module-3

TIME AND GLOBAL STATES: Introduction, Clocks, events and process states, Synchronizing Physical clocks, Logical time and logical clocks, Global states

	Textbook: Chapter- 14.1-14.5
	Module-4
	COORDINATION AND AGREEMENT: Introduction, Distributed mutual exclusion, Elections, Coordination and agreement in group communication, Consensus and related problems. **Textbook: Chapter -15.1-15.5**
	Module-5
	DISTRIBUTED TRANSACTIONS: Introduction, Flat and nested distributed transactions, Atomic commit protocols, Concurrency control in distributed transactions, Distributed deadlocks, Transaction recovery. **REPLICATION:** Introduction. **Textbook: Chapter -17.1-17.6, 18.1**

Course outcome (Course Skill Set)

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

1. Identify the goals and challenges of distributed systems
2. Demonstrate the remote invocation techniques for communication
3. Describe the architecture of distributed file systems and name services
4. Apply clock synchronization algorithms to monitor and order the events.
5. Analyze the performance of mutual exclusion, election and consensus algorithms.
6. Illustrate the fundamental concepts and algorithms related to distributed transactions and replication

Assessment Details (both CIE and SEE)

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

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

Semester-End Examination:

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

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

Suggested Learning Resources:

Textbook's:

1. George Coulouris, Jean Dollimore and Tim Kindberg, "Distributed Systems Concepts and Design", Fifth Edition, Pearson Education, 2012.

Web links and Video Lectures (e-Resources):

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- https://www.youtube.com/watch?v=Azyizl9w2xo&list=PLrjkTql3jnm9FEOXHA_qjRTMODlaIk-W

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

- Programming Assignment (15 marks)
- Literature Review/ Case Studies (10 marks)