BIG DATA ANALYTICS		Semester	6
Course Code	**BAD601**	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	3
Examination nature (SEE)	Theory/practical		

Course objectives:

1. To implement MapReduce programs for processing big data.
2. To realize storage and processing of big data using MongoDB, Pig, Hive and Spark.
3. To analyze big data using machine learning techniques.

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) 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

Classification of data, Characteristics, Evolution and definition of Big data, What is Big data, Why Big data, Traditional Business Intelligence Vs Big Data,Typical data warehouse and Hadoop environment.

Big Data Analytics: What is Big data Analytics, Classification of Analytics, Importance of Big Data Analytics, Technologies used in Big data Environments, Few Top Analytical Tools , NoSQL, Hadoop.

TB1: Ch 1: 1.1, Ch2: 2.1-2.5,2.7,2.9-2.11, Ch3: 3.2,3.5,3.8,3.12, Ch4: 4.1,4.2

MODULE-2

Introduction to Hadoop: Introducing hadoop, Why hadoop, Why not RDBMS, RDBMS Vs Hadoop, History of Hadoop, Hadoop overview, Use case of Hadoop, HDFS (Hadoop Distributed File System),Processing data with Hadoop, Managing resources and applications with Hadoop YARN(Yet Another Resource Negotiator).

Introduction to Map Reduce Programming: Introduction, Mapper, Reducer, Combiner, Partitioner, Searching, Sorting, Compression.

TB1: Ch 5: 5.1-,5.8, 5.10-5.12, Ch 8: 8.1 - 8.8

MODULE-3

Introduction to MongoDB: What is MongoDB, Why MongoDB, Terms used in RDBMS and MongoDB, Data Types in MongoDB, MongoDB Query Language.

TB1: Ch 6: 6.1-6.5

MODULE-4

Introduction to Hive: What is Hive, Hive Architecture, Hive data types, Hive file formats, Hive Query Language (HQL), RC File implementation, User Defined Function (UDF).

Introduction to Pig: What is Pig, Anatomy of Pig, Pig on Hadoop, Pig Philosophy, Use case for Pig, Pig Latin Overview, Data types in Pig, Running Pig, Execution Modes of Pig, HDFS Commands, Relational Operators, Eval Function, Complex Data Types, Piggy Bank, User Defined Function, Pig Vs Hive.

TB1: Ch 9: 9.1-9.6,9.8, Ch 10: 10.1 - 10.15, 10.22

MODULE-5

Spark and Big Data Analytics: Spark, Introduction to Data Analysis with Spark.

Text, Web Content and Link Analytics: Introduction, Text Mining, Web Mining, Web Content and Web Usage Analytics, Page Rank, Structure of Web and Analyzing a Web Graph.
TB2: Ch5: 5.2,5.3, Ch 9: 9.1-9.4

PRACTICAL COMPONENT OF IPCC

Sl.NO	Experiments (Java/Python/R)
1	Install Hadoop and Implement the following file management tasks in Hadoop: Adding files and directories Retrieving files Deleting files and directories. **Hint:** A typical Hadoop workflow creates data files (such as log files) elsewhere and copies them into HDFS using one of the above command line utilities.
2	Develop a MapReduce program to implement Matrix Multiplication
3	Develop a Map Reduce program that mines weather data and displays appropriate messages indicating the weather conditions of the day.
4	Develop a MapReduce program to find the tags associated with each movie by analyzing movie lens data.
5	Implement Functions: Count – Sort – Limit – Skip – Aggregate using MongoDB
6	Develop Pig Latin scripts to sort, group, join, project, and filter the data.
7	Use Hive to create, alter, and drop databases, tables, views, functions, and indexes.
8	Implement a word count program in Hadoop and Spark.
9	Use CDH (Cloudera Distribution for Hadoop) and HUE (Hadoop User Interface) to analyze data and generate reports for sample datasets

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

1. Identify and list various Big Data concepts, tools and applications.
2. Develop programs using HADOOP framework.
3. Make use of Hadoop Cluster to deploy Map Reduce jobs, PIG, HIVE and Spark programs.
4. Analyze the given data set and identify deep insights from the data set.
5. Demonstrate Text, Web Content and Link Analytics.

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 scored by 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:

Books:

1. Seema Acharya and Subhashini Chellappan "Big data and Analytics" Wiley India Publishers, 2nd Edition, 2019.
2. Rajkamal and Preeti Saxena, "Big Data Analytics, Introduction to Hadoop, Spark and Machine Learning", McGraw Hill Publication, 2019.

Reference Books:

1. Adam Shook and Donald Mine, "MapReduce Design Patterns: Building Effective Algorithms and Analytics for Hadoop and Other Systems" - O'Reilly 2012
2. Tom White, "Hadoop: The Definitive Guide" 4th Edition, O'reilly Media, 2015.
3. Thomas Erl, Wajid Khattak, and Paul Buhler, Big Data Fundamentals: Concepts, Drivers & Techniques, Pearson India Education Service Pvt. Ltd., 1st Edition, 2016
4. John D. Kelleher, Brian Mac Namee, Aoife D'Arcy -Fundamentals of Machine Learning for Predictive Data Analytics: Algorithms, Worked Examples, MIT Press 2020, 2nd Edition

Web links and Video Lectures (e-Resources):

- https://www.kaggle.com/datasets/grouplens/movielens-20m-dataset
- https://www.youtube.com/watch?v=bAyrObl7TYE&list=PLEiEAq2VkUUJqp1k-g5W1mo37urJQOdCZ
- https://www.youtube.com/watch?v=VmO0QgPCbZY&list=PLEiEAq2VkUUJqp1kg5W1mo37urJQOdCZ&index=4
- https://www.youtube.com/watch?v=GG-VRm6XnNk https://www.youtube.com/watch?v=JglO2Nv_92A

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

1. Implement MongoDB based application to store big data for data processing and analyzing the results [10 marks]

	MACHINE LEARNING		Semester	6
	Course Code	**BCS602**	CIE Marks	50
	Teaching Hours/Week (L: T:P: S)	4:0:0:0	SEE Marks	50
	Total Hours of Pedagogy	50	Total Marks	100
	Credits	04	Exam Hours	03
	Examination type (SEE)	Theory		

Course objectives:

- To introduce the fundamental concepts and techniques of machine learning.
- To understanding of various types of machine learning and the challenges faced in real-world applications.
- To familiarize the machine learning algorithms such as regression, decision trees, Bayesian models, clustering, and neural networks.
- To explore advanced concept like reinforcement learning and provide practical insight into its applications.
- To enable students to model and evaluate machine learning solutions for different types of 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/Demonstration 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/Practical Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills, and practical skill such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it.
6. Use animations/videos to help the students to understand the concepts.
7. Demonstrate the concepts using PYTHON and its libraries wherever possible

Module-1

Introduction: Need for Machine Learning, Machine Learning Explained, Machine Learning in Relation to other Fields, Types of Machine Learning, Challenges of Machine Learning, Machine Learning Process, Machine Learning Applications.

Understanding Data – 1: Introduction, Big Data Analysis Framework, Descriptive Statistics, Univariate Data Analysis and Visualization.

Chapter-1, 2 (2.1-2.5)

Module-2

Understanding Data – 2: Bivariate Data and Multivariate Data, Multivariate Statistics, Essential Mathematics for Multivariate Data, Feature Engineering and Dimensionality Reduction Techniques.

Basic Learning Theory: Design of Learning System, Introduction to Concept of Learning, Modelling in Machine Learning.

Chapter-2 (2.6-2.8, 2.10), Chapter-3 (3.3, 3.4, 3.6)

Module-3

	Similarity-based Learning: Nearest-Neighbor Learning, Weighted K-Nearest-Neighbor Algorithm, Nearest Centroid Classifier, Locally Weighted Regression (LWR). **Regression Analysis:** Introduction to Regression, Introduction to Linear Regression, Multiple Linear Regression, Polynomial Regression, Logistic Regression. **Decision Tree Learning:** Introduction to Decision Tree Learning Model, Decision Tree Induction Algorithms. **Chapter-4 (4.2-4.5), Chapter-5 (5.1-5.3, 5.5-5.7), Chapter-6 (6.1, 6.2)**
	Module-4
	Bayesian Learning: Introduction to Probability-based Learning, Fundamentals of Bayes Theorem, Classification Using Bayes Model, Naïve Bayes Algorithm for Continuous Attributes. **Artificial Neural Networks:** Introduction, Biological Neurons, Artificial Neurons, Perceptron and Learning Theory, Types of Artificial Neural Networks, Popular Applications of Artificial Neural Networks, Advantages and Disadvantages of ANN, Challenges of ANN. **Chapter-8 (8.1-8.4), Chapter-10 (10.1-10.5, 10.9-10.11)**
	Module-5
	Clustering Algorithms: Introduction to Clustering Approaches, Proximity Measures, Hierarchical Clustering Algorithms, Partitional Clustering Algorithm, Density-based Methods, Grid-based Approach. **Reinforcement Learning:** Overview of Reinforcement Learning, Scope of Reinforcement Learning, Reinforcement Learning as Machine Learning, Components of Reinforcement Learning, Markov Decision Process, Multi-Arm Bandit Problem and Reinforcement Problem Types, Model-based Learning, Model Free Methods, Q-Learning, SARSA Learning. **Chapter -13 (13.1-13.6), Chapter-14 (14-1-14.10)**

Course outcome (Course Skill Set)

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

1. Describe the machine learning techniques, their types and data analysis framework.
2. Apply mathematical concepts for feature engineering and perform dimensionality reduction to enhance model performance.
3. Develop similarity-based learning models and regression models for solving classification and prediction tasks.
4. Build probabilistic learning models and design neural network models using perceptrons and multilayer architectures
5. Utilize clustering algorithms to identify patterns in data and implement reinforcement learning techniques

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:

Books

1. S Sridhar, M Vijayalakshmi, "Machine Learning", OXFORD University Press 2021, First Edition.

Reference Books

1. Murty, M. N., and V. S. Ananthanarayana. Machine Learning: Theory and Practice, Universities Press, 2024.
2. T. M. Mitchell, "Machine Learning", McGraw Hill, 1997.
3. Burkov, Andriy. *The hundred-page machine learning book*. Vol. 1. Quebec City, QC, Canada: Andriy Burkov, 2019.

Web links and Video Lectures (e-Resources):

- **https://www.universitiespress.com/resources?id=9789393330697**
- https://www.drssridhar.com/?page_id=1053
- Machine Learning Tutorials: https://www.geeksforgeeks.org/machine-learning/
- Machine Learning Tutorials: https://www.tutorialspoint.com/machine_learning/index.htm
- Python for Machine Learning: https://www.w3schools.com/python/python_ml_getting_started.asp
- Introduction to Machine Learning: https://onlinecourses.nptel.ac.in/noc22_cs29/preview

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

- Practical Assignment: Implementation of Practical Exercises Chapter 2: Q1-Q4, Chapter 3: Q1, Chapter-4: Q1, Chapter-7: Q1, Chapter-8: Q1 **- 10 Marks.**
  (Note: Refer to ***Reference book 1*** for programming assignments **https://www.universitiespress.com/resources?id=9789393330697)**
- Course project: By considering suitable machine learning-based real-world application problem **[15 Marks]**

	Human-Centred AI		Semester	6
	Course Code	**BAI613A**	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:

- To understanding of the foundational principles of Human-Centered AI
- To learn and evaluate reliable, safe, and trustworthy AI systems using the HCAI framework
- To understand governance strategies that bridge the gap between ethical principles and practical steps
- To learn how to create and assess safety cultures in organizations through management strategies, incident reporting, and trustworthy certification practices
- To understand how AI can amplify human-to-human communication and cooperation

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/Demonstration 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. Use animations/videos to help the students to understand the concepts.

Module-1

WHAT IS HUMAN-CENTERED ARTIFICIAL INTELLIGENCE: Introduction, Are People and Computers in the Same Category?, Will Automation, AI, and Robots Lead to Widespread Unemployment?

Textbook: Chapter 1, Chapter 3, Chapter 4

Module-2

HUMAN-CENTERED AI FRAMEWORK: Introduction, Defining Reliable, Safe, and Trustworthy Systems, Two-Dimensional HCAI Framework, Design Guidelines and Examples

Textbook: Chapter 6, Chapter 7, Chapter 8, Chapter 9

Module-3

DESIGN METAPHORS: Introduction, Science and Innovation Goals, Intelligent Agents and Supertools, Teammates and Tele-bots, Social Robots and Active Appliances

Textbook: Chapter 11, Chapter 12, Chapter 13, Chapter 14, Chapter 16

Module-4

GOVERNANCE STRUCTURES – 1: Introduction, Reliable Systems Based on Sound Software Engineering Practice, Safety Culture through Business Management Strategies, Trustworthy Certification by Independent Oversight

	Textbook: Chapter 18, Chapter 19, Chapter 20, Chapter 21
	Module-5
	GOVERNANCE STRUCTURES – 2: Government Interventions and Regulations, Introduction: Driving HCAI Forward, Assessing Trustworthiness, Caring for and Learning from Older Adults **Textbook: Chapter 22, Chapter 24, Chapter 25, Chapter 26,**

Course outcome (Course Skill Set)

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

1. Demonstrate a foundational of Human-Centered AI with human values such as rights, dignity, and justice.
2. Apply the Human-Centered AI framework to design AI systems that achieve high levels of both human control and automation
3. Utilize design metaphors (supertools and tele-bots) to innovate and develop AI applications that enhance human creativity
4. Develop governance structures and ethical strategies to ensure the safe and responsible deployment of AI systems
5. Identify emerging trends and challenges in Human-Centered AI and Design strategies for enhancing trustworthiness and societal benefits

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:

Books

1. Shneiderman, Ben. Human-centered AI. Oxford University Press, 2022.

Reference Book

1. Nam, Chang S., Jae-Yoon Jung, and Sangwon Lee, eds. Human-Centered Artificial Intelligence: Research and Applications. Academic Press, 2022.
2. Chetouani, Mohamed, et al., eds. Human-centered artificial intelligence: Advanced lectures. Vol. 13500. Springer Nature, 2023.

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/playlist?app=desktop&list=PL2ovtN0KdWZiBkaQsHXMGFTEzok7YQkvt
- https://www.youtube.com/watch?v=HcCZSw-Rm-w

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

- Course Project: Covers the demonstration of the concepts outlined in the syllabus– 25 Marks

	NATURAL LANGUAGE PROCESSING		Semester	VI
	Course Code	**BAD613B**	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:

- Learn the importance of natural language modelling
- Understand the applications of natural language processing
- Study spelling, error detection and correction methods and parsing techniques in NLP
- Illustrate the information retrieval models in natural language processing

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) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.
2. Utilize video/animation films to illustrate the functioning of various concepts.
3. Promote collaborative learning (Group Learning) in the class.
4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.
5. Incorporate Problem-Based Learning (PBL) to foster students' analytical skills and develop their ability to evaluate, generalize, and analyze information rather than merely recalling it.
6. Introduce topics through multiple representations.
7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.
8. Discuss the real-world applications of every concept to enhance students' comprehension.
9. Use any of these methods: Chalk and board, Active Learning, Case Studies.

Module-1

Introduction: What is Natural Language Processing? Origins of NLP, Language and Knowledge, The Challenges of NLP, Language and Grammar, Processing Indian Languages, NLP Applications.

Language Modeling: Statistical Language Model - N-gram model (unigram, bigram), Paninion Framework, Karaka theory.

Textbook 1: Ch. 1, Ch. 2.

Module-2

Word Level Analysis: Regular Expressions, Finite-State Automata, Morphological Parsing, Spelling Error Detection and Correction, Words and Word Classes, Part-of Speech Tagging.

Syntactic Analysis: Context-Free Grammar, Constituency, Top-down and Bottom-up Parsing, CYK Parsing.

Textbook 1: Ch. 3, Ch. 4.

	Module-3
	Naive Bayes, Text Classification and Sentiment: Naive Bayes Classifiers, Training the Naive Bayes Classifier, Worked Example, Optimizing for Sentiment Analysis, Naive Bayes for Other Text Classification Tasks, Naive Bayes as a Language Model. **Textbook 2:** Ch. 4.
	Module-4
	Information Retrieval: Design Features of Information Retrieval Systems, Information Retrieval Models - Classical, Non-classical, Alternative Models of Information Retrieval - Custer model, Fuzzy model, LSTM model**,** Major Issues in Information Retrieval. **Lexical Resources**: WordNet, FrameNet, Stemmers, Parts-of-Speech Tagger, Research Corpora. **Textbook 1:** Ch. 9, Ch. 12.
	Module-5
	Machine Translation: Language Divergences and Typology, Machine Translation using Encoder-Decoder, Details of the Encoder-Decoder Model, Translating in Low-Resource Situations, MT Evaluation, Bias and Ethical Issues. **Textbook 2:** Ch. 13.

Course outcome (Course Skill Set)

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

1. Apply the fundamental concept of NLP, grammar-based language model and statistical-based language model.
2. Explain morphological analysis and different parsing approaches.
3. Develop the Naïve Bayes classifier and sentiment analysis for Natural language problems and text classifications.
4. Apply the concepts of information retrieval, lexical semantics, lexical dictionaries.
5. Identify the Machine Translation applications of NLP using Encode and Decoder.

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. Tanveer Siddiqui, U.S. Tiwary, "Natural Language Processing and Information Retrieval", Oxford University Press.
2. Daniel Jurafsky, James H. Martin, "Speech and Language Processing, An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition", Pearson Education, 2023.

Reference Books:

1. Akshay Kulkarni, Adarsha Shivananda, "Natural Language Processing Recipes - Unlocking Text Data with Machine Learning and Deep Learning using Python", Apress, 2019.
2. T V Geetha, "Understanding Natural Language Processing – Machine Learning and Deep Learning Perspectives", Pearson, 2024.
3. Gerald J. Kowalski and Mark.T. Maybury, "Information Storage and Retrieval systems", Kluwer Academic Publishers.

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=M7SWr5xObkA
- https://youtu.be/02QWRAhGc7g
- https://www.youtube.com/watch?v=CMrHM8a3hqw
- https://onlinecourses.nptel.ac.in/noc23_cs45/preview
- https://archive.nptel.ac.in/courses/106/106/106106211/

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

Text Classification Game (15 Marks)

- Objective: Learn supervised learning and text classification.
- Activity: Provide students with a set of documents (e.g., movie reviews) labelled as positive or negative. Divide them into groups and have them create a simple classification model using keywords or phrases. They can then test their model on new reviews.

Grammar Check and Correction (10 Marks)

- Objective: Learn about language structure and NLP tools.
- Activity: Provide sentences with grammatical errors. Students can use grammar checking tools (like Grammarly or LanguageTool) to identify errors and suggest corrections, discussing why each suggestion is made.

	Blockchain Technology		Semester	6
	Course Code	**BCS613A**	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:

- To Understand Blockchain terminologies with its applications. design
- To learn working principles of Blockchain and methodologies used in Bitcoin
- To gain knowledge on Ethereum Network, Wallets, Nodes, Smart contract & DApps
- To learn blockchain Based Application Architecture using Hyperledger and the Smart Contract Lifecycle

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/Demonstration 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. Use animations/videos to help the students to understand the concepts.

Module-1

Distributed systems, CAP theorem, Byzantine Generals problem, Consensus. The history of blockchain, Introduction to blockchain, Various technical definitions of blockchains, Generic elements of a blockchain, Features of a blockchain, Applications of blockchain technology, Tiers of blockchain technology, Consensus in blockchain, CAP theorem and blockchain, Benefits and limitations of blockchain.

Chapter 1

Module-2

Decentralization using blockchain, Methods of decentralization, Blockchain and full ecosystem decentralization, Smart contract, Decentralized organizations, Decentralized autonomous organizations, Decentralized autonomous corporations, Decentralized autonomous societies Decentralized applications, Platforms for decentralization.

Cryptographic primitives: Symmetric cryptography, Asymmetric cryptography, Public and private keys, Hash functions: Compression of arbitrary messages into fixed length digest, Easy to compute, Pre-image resistance, Second pre-image resistance, Collision resistance, Message Digest (MD),Secure Hash Algorithms (SHAs), Merkle trees, Patricia trees, Distributed hash tables (DHTs), Digital signatures, Elliptic Curve Digital signature algorithm (ECDSA).

Chapter 2, Chapter 3: pg:56-105

Module-3

	Bitcoin, Bitcoin definition, Transactions, The transaction life cycle, The transaction structure, Types of transaction, The structure of a block , The structure of a block header, The genesis block, The bitcoin network, Wallets, Smart Contracts-History, Definition, Ricardian contracts, Smart contract templates, Oracles, Smart Oracles, Deploying smart contracts on a blockchain, The DAO. **Chapter 4:pg:111-148, Chapter 6**
	Module-4
	Ethereum 101, Introduction, Ethereum clients and releases, The Ethereum stack, Ethereum blockchain, Currency (ETH and ETC), Forks, Gas, The consensus mechanism, The world state, Transactions, Contract creation transaction, Message call transaction, Elements of the Ethereum blockchain , Ethereum virtual machine (EVM), Accounts, Block, Ether, Messages, Mining, The Ethereum network. Hands-on: Clients and wallets –Geth. **Chapter 7: pg: 210-227, 235-269**
	Module-5
	Hyperledger, Hyperledger as a protocol, Fabric, Hyperledger Fabric, Sawtooth lake, Corda. **Chapter 9**

Course outcomes (Course Skill Set)

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

1. Explain the Blockchain terminologies with its applications. design
2. Illustrate the working principles of Blockchain and the Smart Contract Lifecycle
3. Demonstrate the principles and methodologies used in Bitcoin
4. Develop Ethereum Network, Wallets, Nodes, Smart contract and DApps.
5. Make use of Hyperledger in Blockchain Based Application Architecture.

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:

Books

1. Imran Bashir. "Mastring BlockChain", Third Edition, Packt – 2020.

Reference Book

1. Andreas M. , Mastering Bitcoin: Programming the Open Blockchain – O'rielly – 2017.

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/courses/106104220
- https://www.geeksforgeeks.org/blockchain/
- https://www.tutorialspoint.com/blockchain/index.htm

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

- Course Project: Covers the implementation of the major concepts outlined in the syllabus– 25 Marks

	TIME SERIES ANALYSIS		Semester	6
	Course Code	**BAI613D**	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:

- Learn the importance of time series analysis on the data.
- Identify approaches to handle linear stationary and non stationary models.
- Analyse ways of model building and parameter estimation.
- Recognize methods to handle multivariate time series data.

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) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.
2. Utilize video/animation films to illustrate the functioning of various concepts.
3. Promote collaborative learning (Group Learning) in the class.
4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.
5. Incorporate Problem-Based Learning (PBL) to foster students' analytical skills and develop their ability to evaluate, generalize, and analyze information rather than merely recalling it.
6. Introduce topics through multiple representations.
7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.
8. Discuss the real-world applications of every concept to enhance students' comprehension.
9. Use any of these methods: Chalk and board, Active Learning, Case Studies.

Module-1

Introduction, Five Important Practical Problems, **Autocorrelation Function and Spectrum of Stationary Processes:** Autocorrelation Properties of Stationary Models, Spectral Properties of Stationary Models, **Linear Stationary Models:** General Linear Process, Autoregressive Processes, Moving Average Processes, Mixed Autoregressive--Moving Average Processes.

Ch. 1.1, Ch. 2.1,2.2 Ch. 3.1,3.2,3.3,3.4

Module-2

Linear Nonstationary Models: Autoregressive Integrated Moving Average Processes, Three Explicit Forms for the ARIMA Model, Integrated Moving Average Processes.

Forecasting : Minimum Mean Square Error Forecasts and Their Properties, Calculating Forecasts and Probability Limits, Examples of Forecast Functions and Their Updating, Use of State-Space Model Formulation for Exact Forecasting

Ch. 4.1,4.2,4.3, Ch. 5.1,5.2,5.3,5.4,5.5.

	Module-3
	Model Identification: Objectives of Identification, Identification Techniques, Initial Estimates for the Parameters, Model Multiplicity. **Parameter Estimation:** Study of the Likelihood and Sum-of-Squares Functions, Nonlinear Estimation, Some Estimation Results for Specific Models, Likelihood Function Based on the State-Space Model, Estimation Using Bayes' Theorem **Ch. 6.1,6.2,6.3,6.4 Ch. 7.1,7.2,7.3,7.4,7.5.**
	Module-4
	Model Diagnostic Checking: Checking the Stochastic Model, Overfitting, Diagnostic Checks Applied to Residuals, Use of Residuals to Modify the Model, **Analysis of Seasonal Time Series**: Parsimonious Models for Seasonal Time Series, Some Aspects of More General Seasonal ARIMA Models, Structural Component Models and Deterministic Seasonal Components, Regression Models with Time Series Error Terms. **Ch. 8.1,8.2,8.3 Ch. 9.1,9.2,9.3,9.4,9.5**
	Module-5
	Multivariate Time Series Analysis: Stationary Multivariate Time Series, Vector Autoregressive Models, Vector Moving Average Models, Vector Autoregressive--Moving Average Models, Forecasting for Vector Autoregressive--Moving Average Processes, State-Space Form of the VARMA Model, Nonstationary and Cointegration **Ch. 14.1,14.2,14.3,14.4,14.5,14.6,14.8**

Course outcome (Course Skill Set)

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

1. Apply the fundamental concept of Time series analysis for Autocorrelation Function and spectrum on linear stationary models.
2. Develop non-linear stationary models and perform forecasting.
3. Identify models and estimate the various parameters .
4. Recognize ways to perform model diagnostic checking and analyze the seasonal time series .
5. Analyze multivariate time series data.

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. George E. P. Box, Gwilym M. Jenkins, Gregory C. Reinsel, Greta M. Ljung, "Time Series Analysis – Forecasting and Control", Wiley Publications , 2016.

Reference Books:

1. Paul S.P. Cowpertwait and Andrew V. Metcalfe, Introductory Time Series with R, Springer Verlag, New York, 2009.
2. Rob J. Hyndman and George Athanasopoulos, Forecasting: Principles and Practice, One line, Open Access Textbooks.

Web links and Video Lectures (e-Resources):

- https://nptel.ac.in/courses/103106123
- https://www.youtube.com/watch?v=GE3JOFwTWVM
- https://www.youtube.com/watch?v=tepxdcepTbY
- https://www.youtube.com/watch?v=rDwczdWBlTA

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

- Course project (25 marks)

Load a raw time series dataset (e.g., stock prices, weather data, or energy consumption). Identify trends, seasonality, and noise using visualization tools.
Handle missing values, outliers, and perform data transformation (e.g., log transformation or differencing). Decompose the series into trend, seasonal, and residual components using decomposition techniques.

Refer to monthly sales data or airline passenger data and Fit simple models like Moving Average (MA) and Exponential Smoothing (SES). Evaluate performance using metrics such as RMSE, MAE, and MAPE. Experiment with different smoothing parameters to improve forecasts.

	INTRODUCTION TO DATA STRUCTURES		Semester	6
	Course Code	**BCS654A**	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:

- Introduce primitive and non-primitive data structures
- Understand the various types of data structure along their operations
- Study various searching and sorting algorithms
- Assess appropriate data structures during program development / problem solving

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) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.
2. Utilize video/animation films to illustrate the functioning of various concepts.
3. Promote collaborative learning (Group Learning) in the class.
4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.
5. Incorporate Problem-Based Learning (PBL) to foster students' analytical skills and develop their ability to evaluate, generalize, and analyze information rather than merely recalling it.
6. Introduce topics through multiple representations.
7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.
8. Discuss the real-world applications of every concept to enhance students' comprehension.
9. Use any of these methods: Chalk and board, Active Learning, Case Studies.

Module-1

Arrays: Introduction, One-Dimensional Arrays, Two-Dimensional Arrays, Initializing Two-Dimensional Arrays, Multidimensional arrays.

Pointers: Introduction, Pointer Concepts, Accessing Variables through Pointers, Pointer Applications, Dynamic Memory Allocation Functions.

Structures and Unions: Introduction, Declaring Structures, Giving Values to Members, Structure Initialization, Comparison of Structure Variables, Arrays of Structures, Arrays within Structures, Nested Structures, Unions, Size of Structures.

Textbook 1: Ch. 8.1 to 8.5, Ch. 12.1 to 12.8, 12.10, 12.11.
Textbook 2: Ch. 2.1 to 2.3, 2.5, 2.9.

Module-2

	Stacks: Introduction, Stack Operations, Stack Implementation using Arrays, Applications of Stacks. **Queues:** Introduction, Queue Operations, Queue Implementation using Arrays, Different Types of Queues: Circular Queues, Double-Ended Queues, Priority Queues, Applications of Queues. **Textbook 2:** Ch. 6.1 to 6.3, Ch. 8.1 to 8.2.
	Module-3
	Linked Lists: Introduction, Singly Linked List, Self-Referential Structures, Operations on Singly Linked Lists: Insert-Delete-Display, Implementation of Stacks and Queues using Linked List, Concatenate two Lists, Reverse a List without Creating a New Node, Static Allocation Vs Linked Allocation. **Circular Singly Linked List:** Introduction, Operations: Insert-Delete-Display. **Textbook 2:** Ch. 9.1 to 9.2, 9.3 (Only 9.3.1 to 9.3.5, 9.3.11 to 9.3.12), 9.4 to 9.5.
	Module-4
	Trees: Introduction, Basic Concepts, Representation of Binary Trees, Operations on Binary Trees: Insertion-Traversals-Searching-Copying a Tree, Binary Search Trees, Operations on Binary Search Trees: Insertion-Searching-Find Maximum and Minimum Value-Count Nodes, Expression Trees. **Textbook 2:** Ch. 10.1 to 10.4, 10.5 (Only 10.5.1, 10.5.2, 10.5.3.1, 10.5.3.2, 10.5.3.4), 10.6.3.
	Module-5
	Sorting: Introduction, Bubble Sort, Selection Sort, Insertion Sort. **Searching:** Introduction, Linear Search, Binary Search. **Textbook 1:** Ch. 17.1, 17.2.6, 17.3.2. **Textbook 2:** Ch. 11.1 to 11.3, 11.10.1.

Course outcome (Course Skill Set)

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

1. Develop C programs utilizing fundamental concepts such as arrays, pointers and structures.
2. Apply data structures like stacks and queues to solve problems.
3. Develop C programs using linked lists and their various types.
4. Explain the fundamental concepts of trees and their practical applications.
5. Demonstrate different sorting and searching algorithms and determine their algorithmic complexities.

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. E Balagurusamy, "C Programming and Data Structures", 4th Edition, McGraw-Hill, 2007.
2. A M Padma Reddy, "Systematic Approach to Data Structures using C", 9th Revised Edition, Sri Nandi Publications, 2009.

Reference Books:

1. Ellis Horowitz and Sartaj Sahni, "Fundamentals of Data Structures in C", 2nd Edition, Universities Press, 2014.
2. Seymour Lipschutz, "Data Structures Schaum's Outlines", Revised 1st Edition, McGraw-Hill, 2014.

Web links and Video Lectures (e-Resources):

- https://www.youtube.com/watch?v=DFpWCl_49i0
- https://www.youtube.com/watch?v=x7t_-ULoAZM
- https://www.youtube.com/watch?v=I37kGX-nZEI
- https://www.youtube.com/watch?v=XuCbpw6Bj1U
- https://www.youtube.com/watch?v=R9PTBwOzceo

- https://www.youtube.com/watch?v=qH6yxkw0u78
- https://archive.nptel.ac.in/courses/106/105/106105085/
- https://onlinecourses.swayam2.ac.in/cec19_cs04/preview

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

Develop C programs that focus on Data Structure concepts such as arrays, pointers, structures, stacks, queues, linked lists, trees as well as, sorting and searching algorithms (25 Marks).

	FUNDAMENTALS OF OPERATING SYSTEMS		Semester	6
	Course Code	**BCS654B**	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:

- To demonstrate the need and different types of OS
- To discuss suitable techniques for management of different resources
- To analyse different memory, storage, and file system management strategies.

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) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.
2. Utilize video/animation films to illustrate the functioning of various concepts.
3. Promote collaborative learning (Group Learning) in the class.
4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.
5. Incorporate Problem-Based Learning (PBL) to foster students' analytical skills and develop their ability to evaluate, generalize, and analyze information rather than merely recalling it.
6. Introduce topics through multiple representations.
7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.
8. Discuss the real-world applications of every concept to enhance students' comprehension.
9. Use any of these methods: Chalk and board, Active Learning, Case Studies.

Module-1

Introduction: What operating systems do; Computer System organization; Computer System Organization, Computer System architecture; Operating System operations; Resource Management

Operating System Structures: Operating System Servies, User and Operating System interface; System calls, Application Program Interface, Types of system calls;

Textbook 1: Chapter 1: 1.1, 1.2, 1.3,1.4, 1.5 Chapter 2: 2.1, 2.2 (2.2.1, 2.2.2), 2.3 (2.3.2, 2.3.3)

Module-2

Process Management: Process concept; Process scheduling; Operations on processes; Interprocess Communication

Multi-threaded Programming: Overview; Multithreading models, Thread Libraries

Textbook 1: Chapter 3: 3.1-3.4, Chapter 4: 4.1, 4.3 5, 4.4

Module-3

	CPU Scheduling: Basic Concepts, Scheduling criteria, Scheduling algorithms, Thread Scheduling**,** **Process Synchronization:** Synchronization: The critical section problem; Peterson's solution; Semaphores; Classical problems of synchronization; **Textbook 1: Chapter 5: 5.1, 5.2,5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.4 Chapter 6: 6.1, 6.2.,6.3, 6.6**
	Module-4
	Deadlocks: System model; Deadlock characterization; Methods for handling deadlocks; Deadlock prevention; Deadlock avoidance; Deadlock detection and recovery from deadlock. **Memory Management:** Background; Contiguous memory allocation; Paging; Structure of page table **Textbook 1: Chapter 8: 8.1-8.8 Textbook 1: Chapter 9: 9.1-9.4 (9.4.1, 9.4.2)**
	Module-5
	Virtual Memory Management: Background; Demand paging; Copy-on-write; Page replacement; **File System Interface:** File concept; Access methods; Directory Structure, Protection, File System Implementation: File System Structure, File System Operations, **File System Internals**: File Systems, File System Mounting; Partition and Mounting, File sharing; **Textbook 1: Chapter 10: 10.1-10.3, 10.4 (10.4.1, 10.4.2, 10.4.4.) Chapter 13: 13.1, 13.2, 13.3 (13.3.1, 13.3.2, 13.3.3), 13.4 (13.4.1, 13.4.2) Chapter 15: 15.1-15.4**

Course outcomes (Course Skill Set)

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

1. Explain the fundamentals of operating systems.
2. Apply appropriate CPU scheduling algorithm for the given scenarios.
3. Analyse the various techniques for process synchronization and deadlock handling.
4. Apply the various techniques for memory management
5. Analyse the importance of File System Mounting and File Sharing

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. Abraham Silberschatz, Peter Baer Galvin, Greg Gagne, Operating System Principles 10th edition, Wiley-India, 2015

Reference Books

2. Ann McHoes Ida M Fylnn, Understanding Operating System, Cengage Learning, 6th Edition, 2010

3. D.M Dhamdhere, Operating Systems: A Concept Based Approach 3rd Ed, McGraw-Hill, 2013, P.C.P. Bhatt, An Introduction to Operating Systems: Concepts and Practice 4th Edition, PHI(EEE), 2014.

4. William Stallings Operating Systems: Internals and Design Principles, 6th Edition, Pearson, 2008

Reference Books:

1. Akshay Kulkarni, Adarsha Shivananda, "Natural Language Processing Recipes - Unlocking Text Data with Machine Learning and Deep Learning using Python", Apress, 2019.

2. T V Geetha, "Understanding Natural Language Processing – Machine Learning and Deep Learning Perspectives", Pearson, 2024.

3. Gerald J. Kowalski and Mark.T. Maybury, "Information Storage and Retrieval systems", Kluwer Academic Publishers.

Web links and Video Lectures (e-Resources):

1.https://archive.nptel.ac.in/courses/106/105/106105214/
2.https://archive.nptel.ac.in/courses/106/102/106102132/

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

- Students are expected to prepare animated PPT to illustrate the different types of Process Scheduling and Paging. **(10 Marks)**
- Students are required to prepare detailed case study report on Deadlocks **OR** Students can illustrate deadlock using any programming language **(15 Marks)**

	MOBILE APPLICATION DEVELOPMENT		Semester	6
	Course Code	BIS654C	CIE Marks	50
	Teaching Hours/Week (L:T:P: S)	3:0:0	SEE Marks	50
	Total Hours of Pedagogy	40	Total Marks	100
	Credits	03	Exam Hours	3
	Examination type (SEE)	Theory		

Course objectives:

Create, test and debug Android application by setting up Android development environment.

Implement adaptive, responsive user interfaces that work across a wide range of devices.

Infer long running tasks and background work in Android applications

Demonstrate methods in storing, sharing and retrieving data in Android applications

Analyze performance of android applications

Describe the steps involved in publishing Android application to share with the world.

Teaching-Learning Process (General Instructions)

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

1. Chalk and board, power point presentations
2. Online material (Tutorials) and video lectures.
3. Demonstration of setup Android application development environment & programing examples.
4. Illustrate user interfaces for interacting with apps and triggering actions

Module-1

Introduction to Android OS: Android Description – Open Handset Alliance – Android. Ecosystem – Android versions – Android Activity – Features of Android – Android Architecture Stack Linux Kernel. Configuration of Android Environment: Operating System – Java JDK Android SDK – Android Development Tools (ADT) – Android Virtual Devices (AVDs) – Emulators Dalvik Virtual Machine – Differences between JVM and DVM – Steps to Install and Configure Eclipse and SDK.

(Chapters 1 & 2)

Module-2

Create the first android application: Directory Structure. Android User Interface: Understanding the Components of a screen– Linear Layout – Absolute Layout – Frame. Layout Relative Layout – Table Layout.

(Chapters 3 & 4)

Module-3

Designing User Interface with View – Text View – Button – Image Button – Edit Text Check Box – Toggle Button – Radio Button and Radio Group – Progress Bar – Auto complete Text View – Spinner – List View – Grid View – Image View - Scroll View – Custom Toast – Alert – Time and Date Picker. (Chapter 5)
Module-4
Activity: Introduction – Intent – Intent filter – Activity life cycle – Broadcast life cycle Service. Multimedia: Android System Architecture – Play Audio and Video – Text to Speech. (Chapters 6 & 7)
Module-5
SQLite Database in Android: SQLite Database – Creation and Connection of the database – Transactions. Case Study: SMS Telephony and Location Based Services. (Chapters 8, 9, & 10)
Course outcome (Course Skill Set) At the end of the course the student will be able to: 1. Explain Mobile Application Ecosystem like concepts, architecture, and lifecycle of mobile applications on Android 2. Identify the key components of mobile application frameworks and development tools. 3. Apply design principles to create intuitive and responsive user interfaces using appropriate UI/UX tools. 4. Develop Functional Mobile Applications -Integrate core functionalities such as layouts, event handling, navigation, and multimedia support into applications. 5. Implement local data storage mechanisms (SQLite, Shared Preferences) and external databases (Firebase, APIs) for mobile applications.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks 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 Examination (CIE)

- 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 Examinations (SEE)

SEE paper shall be set for 50 questions, each of the 01 marks. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is **01 hour.** The student has to secure a minimum of 35% of the maximum marks meant for SEE.

OR

MCQ (Multiple Choice Questions) are preferred for 01 credit courses, however, if course content demands the general question paper pattern that followed for 03 credit course, then

1. The question paper will have ten questions. Each question is set for 10 marks.
2. There will be 2 questions from each module. Each of the two questions under a module may or may not have the sub-questions (with maximum sub-questions of 02, with marks distributions 5+5, 4+6, 3+7).
3. The students have to answer 5 full questions, selecting one full question from each module.

Suggested Learning Resources:

Books

1. TEXT BOOK 1. Prasanna Kumar Dixit, "Android", Vikas Publishing House Private Ltd., Noida, 2014.
2. REFERENCE BOOKS
   1. Reto Meier and Wrox Wiley, "Professional Android 4 Application Development", 2012.
   2. ZiguradMednieks, LaridDornin, G.BlakeMeike, Masumi Nakamura, "Programming Andriod", O'Reilly,2013.
   3. Robert Green, Mario Zechner, "Beginning Android 4 Games Development", Apress Media LLC, New York, 2011

Web links and Video Lectures (e-Resources):

	• .https://www.geeksforgeeks.org/android-tutorial/ • https://developer.android.com/ • https://www.tutorialspoint.com/android • https://www.w3schools.blog/android-tutorial
	Activity Based Learning (Suggested Activities in Class)/Practical-Based Learning: 1. Programming exercises, fostering the practical application of theoretical concepts. [25 marks]

INTRODUCTION TO ARTIFICIAL INTELLIGENCE		Semester	6
Course Code	**BAI654D**	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:

- To understand the primitives of AI
- To familiarize Knowledge Representation Issues
- To understand fundamentals of Statistical Reasoning, Natural Language Processing.

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) does not mean only the traditional lecture method, but different types of teaching methods may be adopted to achieve the outcomes.
2. Utilize video/animation films to illustrate the functioning of various concepts.
3. Promote collaborative learning (Group Learning) in the class.
4. Pose at least three HOT (Higher Order Thinking) questions in the class to stimulate critical thinking.
5. Incorporate Problem-Based Learning (PBL) to foster students' analytical skills and develop their ability to evaluate, generalize, and analyze information rather than merely recalling it.
6. Introduce topics through multiple representations.
7. Demonstrate various ways to solve the same problem and encourage students to devise their own creative solutions.
8. Discuss the real-world applications of every concept to enhance students' comprehension.
9. Use any of these methods: Chalk and board, Active Learning, Case Studies

Module-1

What **is** artificial intelligence? Problems, Problem Spaces, and search

Text Book 1: Ch 1, 2

Module-2

Knowledge Representation Issues, Using Predicate Logic, representing knowledge using Rules.

Text Book 1: Ch 4, 5 and 6.

Module-3

Symbolic Reasoning under Uncertainty, Statistical reasoning

Text Book 1: Ch 7, 8

Module-4

Game Playing, Natural Language Processing

Text Book 1: Ch 12 and 15

Module-5

Learning, Expert Systems.

Text Book 1: Ch 17 and 20

Course outcomes (Course Skill Set)

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

1. Identify the problems where the adaptation of AI has significant impact.
2. Analyse the different approaches of Knowledge Representation.
3. Explain Symbolic Reasoning under Uncertainty and Statistical reasoning.
4. Derive the importance of different types of Learning Techniques.
5. Explain Natural Language Processing and Expert System.

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. E. Rich, K. Knight & S. B. Nair, Artificial Intelligence, 3rd Edition, McGraw Hill.,2009

Reference Books

2. Stuart Rusell, Peter Norving, Artificial Intelligence: A Modern Approach, 2nd Edition, Pearson Education

3. Dan W. Patterson, Introduction to Artificial Intelligence and Expert Systems, 1st Edition,Prentice Hal of India, 2015
4. G. Luger, Artificial Intelligence: Structures and Strategies for complex problem Solving, 4th Edition, Pearson Education, 2002.
5. N.P. Padhy "Artificial Intelligence and Intelligent Systems", Oxford University Press, 2015

Web links and Video Lectures (e-Resources):

1. https://nptel.ac.in/courses/106102220
2. https://nptel.ac.in/courses/106105077
3. https://archive.nptel.ac.in/courses/106/105/106105158/
4. https://archive.nptel.ac.in/courses/106/106/106106140/

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

- Apply NLP steps for any given real time scenario. Students are expected to document different NLP steps and their output for the given scenario. Students can use python or any programming language of their choice. **(10 Marks)**
- Students are expected to identify different case studies/scenarios where expert systems can be adopted. Students need to prepare a report on any one case study. **(15 marks)**

Machine Learning lab		Semester	6
Course Code	BCSL606	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:

- To become familiar with data and visualize univariate, bivariate, and multivariate data using statistical techniques and dimensionality reduction.
- To understand various machine learning algorithms such as similarity-based learning, regression, decision trees, and clustering.
- To familiarize with learning theories, probability-based models and developing the skills required for decision-making in dynamic environments.

Sl.NO	Experiments
1	Develop a program to create histograms for all numerical features and analyze the distribution of each feature. Generate box plots for all numerical features and identify any outliers. Use California Housing dataset. **Book 1: Chapter 2**
2	Develop a program to Compute the correlation matrix to understand the relationships between pairs of features. Visualize the correlation matrix using a heatmap to know which variables have strong positive/negative correlations. Create a pair plot to visualize pairwise relationships between features. Use California Housing dataset. **Book 1: Chapter 2**
3	Develop a program to implement Principal Component Analysis (PCA) for reducing the dimensionality of the Iris dataset from 4 features to 2. **Book 1: Chapter 2**
4	For a given set of training data examples stored in a .CSV file, implement and demonstrate the Find-S algorithm to output a description of the set of all hypotheses consistent with the training examples. **Book 1: Chapter 3**
5	Develop a program to implement k-Nearest Neighbour algorithm to classify the randomly generated 100 values of *x* in the range of [0,1]. Perform the following based on dataset generated. a. Label the first 50 points $\{x_1,\ldots\ldots,x_{50}\}$ as follows: if (xi ≤ 0.5), then $x_i \in \text{Class}_1$, else $x_i \in \text{Class}_1$ b. Classify the remaining points, $x_{51},\ldots\ldots,x_{100}$ using KNN. Perform this for $k=1,2,3,4,5,20,30$ **Book 2: Chapter – 2**
6	Implement the non-parametric Locally Weighted Regression algorithm in order to fit data points. Select appropriate data set for your experiment and draw graphs **Book 1: Chapter – 4**
7	Develop a program to demonstrate the working of Linear Regression and Polynomial Regression. Use Boston Housing Dataset for Linear Regression and Auto MPG Dataset (for vehicle fuel efficiency prediction) for Polynomial Regression. **Book 1: Chapter – 5**
8	Develop a program to demonstrate the working of the decision tree algorithm. Use Breast Cancer Data set for building the decision tree and apply this knowledge to classify a new sample. **Book 2: Chapter – 3**

9	Develop a program to implement the Naive Bayesian classifier considering Olivetti Face Data set for training. Compute the accuracy of the classifier, considering a few test data sets. **Book 2: Chapter – 4**
10	Develop a program to implement k-means clustering using Wisconsin Breast Cancer data set and visualize the clustering result. **Book 2: Chapter – 4**

Course outcomes (Course Skill Set):

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

- Illustrate the principles of multivariate data and apply dimensionality reduction techniques.
- Demonstrate similarity-based learning methods and perform regression analysis.
- Develop decision trees for classification and regression problems, and Bayesian models for probabilistic learning.
- Implement the clustering algorithms to share computing resources.

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:

Books:

1. S Sridhar and M Vijayalakshmi, “Machine Learning”, Oxford University Press, 2021.
2. M N Murty and Ananthanarayana V S, “Machine Learning: Theory and Practice”, Universities Press (India) Pvt. Limited, 2024.

Web links and Video Lectures (e-Resources):

- https://www.drssridhar.com/?page_id=1053
- https://www.universitiespress.com/resources?id=9789393330697
- https://onlinecourses.nptel.ac.in/noc23_cs18/preview

Mobile Application Development with Flutter		Semester	6
Course Code	**BCGL657A**	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:

- To introduce basics of Flutter platform for progressive app development
- To gain knowledge on user interface support in Flutter.
- To learn various programming elements reuired for app development.
- To develop progressive applications with flutter.

Sl.NO	Experiments
1	Develop an application using Flutter to print “Hello world and Hello Flutter”.
2	Develop an application using Flutter to Increment and Decrement Numbers (Counter App).
3	Develop Login Screen Application.
4	Develop a “To-do List” Application.
5	Develop Calculator Application.
6	Develop an application to Check the Weather in Countries Across the world (Weather app).
7	Develop a “Stopwatch” application using Flutter.
8	Develop an application that Navigate from one Screen to another (Seamless navigation).
9	Develop Basic E-commerce UI Application.
10	Develop an application to implement Animates Logo.
11	Develop an application that tracks our daily Expenses and get a report chart.
12	Develop an application to Play Quiz and get the Score Board.

Course outcomes (Course Skill Set):

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

- Demonstrate basics elements Flutter platform for progressive app development.
- Develop user interface designs for applications.
- Experiment with different programming elements of app development.
- Develop progressive applications for real-world problems.

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:

- https://flutter.dev/
- https://developers.google.com/learn/pathways/intro-to-flutter
- https://github.com/flutter/flutter
- https://www.geeksforgeeks.org/flutter-tutorial/
- https://www.tutorialspoint.com/flutter/index.htm

UI/UX		Semester	6
Course Code	**BADL657B**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:2:0	SEE Marks	50
Credits	01	Exam Hours	02
Examination type (SEE)	Practical		

Course objectives:

- To explore and understand the nuances of User Experience and User Interface.
- To gain mastery over the usage of Figma for designing and prototyping UI/UX.
- To understand user requirement and translate it into UI/UX protype.
- To analyse apps and websites and understand how they can be continually improved.
- To understand the UI components and interactions being used in different apps and websites.

Sl.NO	Experiments (Designing and Prototyping using Figma)
NOTE: Wire frames can be hand-drawn and recorded by the students. Designing and Prototyping can be done using Figma.	
1	Chat App Redesign: Create a Wireframe and redesign any popular chat app.
2	Food App: Create a wireframe, Design and Prototype the UI Pages for the food application.
3	Social Media App: Create a wireframe, Design and Prototype social media photo sharing app.
4	Product Website: Design and prototype a product website page. Create web pages and rollovers for the web pages
5	Travel Agency Website: Create a wireframe, Design and prototype the UI for the website including design for Home Page with search bar, Activities page, Client Testimonial Page, Image Gallery
6	UI/UX Designer Portfolio Design: Create a wireframe, Design and prototype a UI for a portfolio including design for About page, Work showcase page, Blog page, contact page
7	Dashboard Design: Create a wireframe, Design and Prototype Dashboard UI page, add some Dashboard details, statistics and graphs, Add dropdown options for some dashboard details
8	E-Commerce Website: Create a wireframe, Design and prototype Web pages including product category pages (example: mobiles, gaming consoles, Speakers), product pages in each category, buynow page, add to cart page
9	Educational Website: Create a wireframe, Design and Prototype the UI for an educational website – Include a Homepage with footer, About Us Page, Programs page, Instructors page, Pricing page, Payments page with radial buttons. Design dropdowns for programs button
10	Music Player App: Create a wireframe, Design and prototype the pages with a background and a Rollover button, and Song selection Page with a Home Rollover button. The third page may include animated play and pause button, play music animation, timer animation.

Course outcomes (Course Skill Set):

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

- Apply the basics of wireframing in designing apps and Websites.
- Make use of Figma for designing and prototyping UI/UX for different types of apps and Websites.
- Analyse user requirements and translate the requirements to design prototypes.
- Demonstrate the UI/UX concepts applied when designing the prototype of apps and Websites.
- Develop (redesign) the existing apps & Websites with customized design.

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:

- https://www.figma.com/
- UX Programming for Beginners, August, 2022
- https://www.udemy.com/course/learn-figma-web-design
- https://www.udemy.com/course/figma-2023-master-class-realtime-uiux-web-projects

Generative AI		Semester	6
Course Code	**BAIL657C**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:0:1:0	SEE Marks	50
Credits	01	Exam Hours	100
Examination type (SEE)	Practical		

Course objectives:

- Understand the principles and concepts behind generative AI models
- Explain the knowledge gained to implement generative models using Prompt design frameworks.
- Apply various Generative AI applications for increasing productivity.
- Develop Large Language Model-based Apps.

Sl.NO	Experiments
1.	Explore pre-trained word vectors. Explore word relationships using vector arithmetic. Perform arithmetic operations and analyze results.
2.	Use dimensionality reduction (e.g., PCA or t-SNE) to visualize word embeddings for Q 1. Select 10 words from a specific domain (e.g., sports, technology) and visualize their embeddings. Analyze clusters and relationships. Generate contextually rich outputs using embeddings. Write a program to generate 5 semantically similar words for a given input.
3.	Train a custom Word2Vec model on a small dataset. Train embeddings on a domain-specific corpus (e.g., legal, medical) and analyze how embeddings capture domain-specific semantics.
4.	Use word embeddings to improve prompts for Generative AI model. Retrieve similar words using word embeddings. Use the similar words to enrich a GenAI prompt. Use the AI model to generate responses for the original and enriched prompts. Compare the outputs in terms of detail and relevance.
5.	Use word embeddings to create meaningful sentences for creative tasks. Retrieve similar words for a seed word. Create a sentence or story using these words as a starting point. Write a program that: Takes a seed word. Generates similar words. Constructs a short paragraph using these words.
6.	Use a pre-trained Hugging Face model to analyze sentiment in text. Assume a real-world application, Load the sentiment analysis pipeline. Analyze the sentiment by giving sentences to input.
7.	Summarize long texts using a pre-trained summarization model using Hugging face model. Load the summarization pipeline. Take a passage as input and obtain the summarized text.
8.	Install langchain, cohere (for key), langchain-community. Get the api key(By logging into Cohere and obtaining the cohere key). Load a text document from your google drive . Create a prompt template to display the output in a particular manner.
9.	Take the Institution name as input. Use Pydantic to define the schema for the desired output and create a custom output parser. Invoke the Chain and Fetch Results. Extract the below Institution related details from Wikipedia: **The founder of the Institution. When it was founded. The current branches in the institution . How many employees are working in it. A brief 4-line summary of the institution.**
10	Build a chatbot for the Indian Penal Code. We'll start by downloading the official Indian Penal Code document, and then we'll create a chatbot that can interact with it. Users will be able to ask questions about the Indian Penal Code and have a conversation with it.

Course outcomes (Course Skill Set):

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

- Develop the ability to explore and analyze word embeddings, perform vector arithmetic to investigate word relationships, visualize embeddings using dimensionality reduction techniques
- Apply prompt engineering skills to real-world scenarios, such as information retrieval, text generation.
- Utilize pre-trained Hugging Face models for real-world applications, including sentiment analysis and text summarization.
- Apply different architectures used in large language models, such as transformers, and understand their advantages and limitations.

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:

Books:

1. Modern Generative AI with ChatGPT and OpenAI Models: Leverage the Capabilities of OpenAI's LLM for Productivity and Innovation with GPT3 and GPT4, by Valentina Alto, Packt Publishing Ltd, 2023.
2. Generative AI for Cloud Solutions: Architect modern AI LLMs in secure, scalable, and ethical cloud environments, by Paul Singh, Anurag Karuparti ,Packt Publishing Ltd, 2024.

Web links and Video Lectures (e-Resources):

- https://www.w3schools.com/gen_ai/index.php
- https://youtu.be/eTPiL3DF27U
- https://youtu.be/je6AlVeGOV0
- https://youtu.be/RLVqsA8ns6k
- https://youtu.be/0SAKM7wiC-A
- https://youtu.be/28_9xMyrdjg
- https://youtu.be/8iuiz-c-EBw
- https://youtu.be/7oQ8VtEKcgE
- https://youtu.be/seXp0VWWZV0

DEVOPS		Semester	6
Course Code	**BCSL657D**	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:

- To introduce DevOps terminology, definition & concepts
- To understand the different Version control tools like Git, Mercurial
- To understand the concepts of Continuous Integration/ Continuous Testing/ Continuous Deployment)
- To understand Configuration management using Ansible
- Illustrate the benefits and drive the adoption of cloud-based Devops tools to solve real world problems

Sl.NO	Experiments
1	**Introduction to Maven and Gradle:** Overview of Build Automation Tools, Key Differences Between Maven and Gradle, Installation and Setup
2	**Working with Maven:** Creating a Maven Project, Understanding the POM File, Dependency Management and Plugins
3	**Working with Gradle:** Setting Up a Gradle Project, Understanding Build Scripts (Groovy and Kotlin DSL), Dependency Management and Task Automation
4	**Practical Exercise:** Build and Run a Java Application with Maven**,** Migrate the Same Application to Gradle
5	**Introduction to Jenkins:** What is Jenkins?, Installing Jenkins on Local or Cloud Environment, Configuring Jenkins for First Use
6	**Continuous Integration with Jenkins:** Setting Up a CI Pipeline**,** Integrating Jenkins with Maven/Gradle**,** Running Automated Builds and Tests
7	**Configuration Management with Ansible:** Basics of Ansible: Inventory, Playbooks, and Modules, Automating Server Configurations with Playbooks, Hands-On: Writing and Running a Basic Playbook
8	**Practical Exercise:** Set Up a Jenkins CI Pipeline for a Maven Project, Use Ansible to Deploy Artifacts Generated by Jenkins
9	**Introduction to Azure DevOps:** Overview of Azure DevOps Services, Setting Up an Azure DevOps Account and Project
10	**Creating Build Pipelines:** Building a Maven/Gradle Project with Azure Pipelines, Integrating Code Repositories (e.g., GitHub, Azure Repos), Running Unit Tests and Generating Reports
11	**Creating Release Pipelines:** Deploying Applications to Azure App Services, Managing Secrets and Configuration with Azure Key Vault, Hands-On: Continuous Deployment with Azure Pipelines
12	**Practical Exercise and Wrap-Up:** Build and Deploy a Complete DevOps Pipeline, Discussion on Best Practices and Q&A

Course outcomes (Course Skill Set):

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

- Demonstrate different actions performed through Version control tools like Git.
- Perform Continuous Integration and Continuous Testing and Continuous Deployment using Jenkins by building and automating test cases using Maven & Gradle.
- Experiment with configuration management using Ansible.
- Demonstrate Cloud-based DevOps tools using Azure DevOps.

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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:

- https://www.geeksforgeeks.org/devops-tutorial/
- https://www.javatpoint.com/devops
- https://www.youtube.com/watch?v=2N-59wUIPVI
- https://www.youtube.com/watch?v=87ZqwoFeO88