Advances in Operating Systems			
Course Code	MSCS201	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	3

Course Learning objectives:

- Analyze the characteristics of operating systems for multiprocessor and multicomputer architectures.
- Understand and address the challenges related to designing operating systems.
- Explore the latest trends in developing mobile operating systems.
- Evaluate the implications of these trends on performance and user experience.

Module-1	
Multiprocessor Operating Systems: System Architectures- Structures of OS – OS design issues – Process synchronization – Process Scheduling and Allocation- Memory Management.	
Teaching- Learning Process	Chalk and board and PPT

Module-2	
Distributed Operating Systems: System Architectures- Design issues – Communication models – clock synchronization – mutual exclusion – election algorithms- Distributed Deadlock detection.	
Teaching- Learning Process	Chalk and board and PPT

Module-3	
Distributed scheduling - Distributed shared memory - Distributed File system – Multimedia file systems - File placement – Caching.	
Teaching- Learning Process	Chalk and board and PPT

Module-4	
Database Operating Systems: Requirements of Database OS – Transaction process model – Synchronization primitives - Concurrency control algorithms.	
Teaching- Learning Process	Chalk and board and PPT

Module-5	
Mobile Operating Systems: ARM and Intel architectures - Power Management - Mobile OS Architectures - Underlying OS - Kernel structure and native level programming - Runtime issues- Approaches to power management.	
Teaching- Learning Process	Chalk and board and PPT

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 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

1. Two Unit Tests each of **25 Marks**
2. Two assignments each of **25 Marks**or **oneSkill Development Activity of 50 marks**

to attain the COs and POs

The sum of two tests, two assignments/skill Development Activities, will be **scaled down to 50 marks**

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

Semester-End Examination:

1. The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
2. The question paper will have ten full questions carrying equal marks.
3. Each full question is for 20 marks. There will be two full questions (with a maximum of four sub-questions) from each module.
4. Each full question will have a sub-question covering all the topics under a module.
5. The students will have to answer five full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1. M Singhal and NG Shivaratri , Advanced Concepts in Operating Systems, Tata McGraw Hill Inc, 2001

Reference Book

1. A S Tanenbaum, Distributed Operating Systems, Pearson Education Asia, 2001
2. Source Wikipedia, Mobile Operating Systems, General Books LLC, 2010

Skill Development Activities Suggested

- Thestudentswiththehelpofthecourseteachercantakeuprelevanttechnical–activitieswhichwillenhancetheir skill. The prepared report shall be evaluated for CIE marks.

Course outcome (Course Skill Set)

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

Sl.No.	Description	BloomsLevel
CO1	Analyze the characteristics of operating systems for multiprocessor and multicomputer architectures.	L2
CO2	Understand and address the challenges related to designing operating systems and their implications.	L3
CO3	Explore the latest trends in developing mobile operating systems and evaluate their impact on performance.	L4

Program Outcome of this course :

Sl. No.	Description	POs
1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and computer science and business systems to the solution of complex engineering and societal problems.	Po1
2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering and business problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.	PO2
3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	PO3
4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	PO4
5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations	PO5
6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering and business practices.	PO6
7	Environment and sustainability: Understand the impact of the professional engineering solutions in business societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	PO7
8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering and business practices.	PO8
9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	PO9
10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	PO10
11	Project management and finance: Demonstrate knowledge and understanding of the engineering, business and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	PO11
12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	PO12

Mapping of COS and POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	x		x									
CO2	x	x		x	x		x					
CO3	x		x	x								

NETWORK PROTOCOL DESIGN			
Course Code	MLNI202	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:1	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	03

Course Learning objectives:

- Illustrate the knowledge on various secure mechanisms through set of protocols.
- Efficiently design new set of protocols.
- Define the Security issues and overcome means with protocols.

Module-1

How to specify network protocols? Semantics of traditional protocol specifications, syntax of traditional protocol. Network processes constants, inputs, and variables. Specifications in new protocol, A vending machine protocol, a request/reply protocol, a Manchester encoding protocol.
Current internet.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study**

Module-2

Protocol execution processes in the internet. Nondeterministic assignment process arrays, protocol process communication in the internet, Types of transmission errors. Error occurrence. Normal timeout actions implementing transmission errors in the internet connections: using timeouts connections, using identifiers full-duplex and half-duplex connections. Connections in the internet.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study**

Module-3

Detection of message corruption. Detection of message loss, detection of message reorder, error detection in the internet. Error recovery-forward & backward error recovery. Cumulative acknowledgment, individual acknowledgment, blocks acknowledgment error recovery in the internet flow control. Window size control, rate control, circular buffer control, flow control in the
internet.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study /Simulation**

Module-4

Local and global topology information, maintaining local topology information, hierarchical topology information topology information in the internet, Abstraction of perfect channel in the internet, Hierarchical routing, random routing.

Teaching-Learning Process	**Chalk and talk method / PowerPoint Presentation/Case study**

Module-5

Asymmetric and symmetric keys authentication. Privacy and integrity non-repudiation authorization. Message digest security in the internet data compression. Huffman coding, static Huffman compression, dynamic Huffman compression. Context sensitive compression, lossy compression, data compression in the internet	
Teaching-Learning	**Chalk and talk method / PowerPoint Presentation/Simulation**

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 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

1. Two Unit Tests each of **25 Marks**
2. Two assignments each of **25 Marks** or **one Skill Development Activity of 50 marks**
   1. to attain the COs and POs

The sum of two tests, two assignments/skill Development Activities, will be **scaled down to 50 marks**

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

Semester End Examination:

1. The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
2. The question paper will have ten full questions carrying equal marks.
3. Each full question is for 20 marks. There will be two full questions (with a maximum of four sub-questions) from each module.
4. Each full question will have a sub-question covering all the topics under a module.
5. The students will have to answer five full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books:

1. Elements of Network Protocol Design ,Mohamed G. Gouda John ,Wiley & Sons, 2004
2. Computer Networks and Internet Applications, Douglas E Corner, Pearson Fourth Edition, 2004

Web links and Video Lectures (e-Resources):

- https://youtu.be/4u2-mggdMx0
- https://www.youtube.com/watch?v=ly8ikWtAY7s

Skill Development Activities Suggested

- The students with the help of the course teacher can take up relevant technical –activities which will enhance their skill. The prepared report shall be evaluated for CIE marks.

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Evaluate networking protocols in AP notation(can be attained through assignment or CIE)	L3
CO2	Compare and contrast on routing, security and compression protocols	L2
CO3	Designing various error and congestion and multiplexing protocols(can be attained through assignment or CIE)	L3

Program Outcome of this course

Sl. No.	Description	POs
1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and computer science and business systems to the solution of complex engineering and societal problems.	Po1
2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering and business problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.	PO2
3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	PO3
4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	PO4
5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations	PO5
6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering and business practices.	PO6
7	Environment and sustainability: Understand the impact of the professional engineering solutions in business societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	PO7
8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering and business practices.	PO8
9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	PO9
10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	PO10
11	Project management and finance: Demonstrate knowledge and understanding of the engineering, business and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	PO11
12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	PO12

Mapping of COS and POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1			x					x				
CO2	x											x
CO3			x		x			x				

NETWORK PROGRAMMING			
Course Code	MLNI203	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:1	SEE Marks	50
Total Hours of Pedagogy	40 Hrs	Total Marks	100
Credits	04	Exam Hours	03

Course Learning objectives:

CLO 1.Define the key protocols which support the Internet

CLO 2.Exploreworking of the TCP/UDP Sockets

CLO 3.Demonstarte applications using techniques such as multiplexing, forking, multithreading

CLO 4.Illustrate working of Daemon Processes

Module-1

Introduction to network application, client/server communication, OSI Model, BSD Networking history, Test Networks and Hosts, Unix Standards, 64-bit architectures, Transport Layer: TCP, UDP and SCTP.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study/Web links**

Module-2

Sockets Introduction – socket address structures, value-result arguments, byte ordering and manipulation functions, address conversion functions, Elementary TCP Sockets – socket, connect, bind, listen, accept , fork and concurrent server design, getcsockname and getpeername functions and TCP Client/Server Example.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study/Web links**

Module-3

I/O Multiplexing and Socket Options – I/O Modules, select function, str_cli function, batch input and buffering, shutdown function, TCP Echo Server, pselect function, poll function.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study/Web links**

Module-4

Advanced I/O functions – Socket timeouts, recv and send functions, readv, writev, sendmsg and recvmsg. Unix domain protocols - socket address structure, socketpair functions, socket functions Unix domain stream client/server , Unix domain Datagram client/server .

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study/Web links**

Module-5

Client/Server Design Alternatives – TCP Client Alternatives, TCP Test Client, TCP Iterative server, TCP Concurrent server, TCP preforked server, no locking around accept, TCP preforked server, file locking around accept, TCP preforked server, thread locking around accept, TCP preforked server, descriptor passing, TCP concurrent server, one thread per client.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study/Web links/network Database like https://crawdad.org/**

Assessment Details (both CIE and SEE)

The weight age of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

1. Two Unit Tests each of **25 Marks**
2. Two assignments each of **25 Marks** or **one Skill Development Activity of 50 marks** to attain the COs and POs

The sum of two tests, two assignments/skill Development Activities, will be **scaled down to 50 marks**

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

Semester End Examination:

1. The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
2. The question paper will have ten full questions carrying equal marks.
3. Each full question is for 20 marks. There will be two full questions (with a maximum of four sub-questions) from each module.
4. Each full question will have a sub-question covering all the topics under a module.
5. The students will have to answer five full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books

1. UNIX Network Programming W. Richard Stevens, Bill Fenner, Andrew M. Rudoff Pearson Volume 1, Third Edition, 2004

Reference Books:

1. Network Programming in C Barry Nance PHI 2002
2. Windows Socket Network Programming Bob Quinn, Dave Shute Pearson 2003
3. UNIX Network Programming Richard Stevens Second Edition.

Web links and Video Lectures (e-Resources):

i. https://archive.nptel.ac.in/courses/106/105/106105183

Skill Development Activities Suggested

The students with the help of the course teacher can take up relevant technical –activities which will enhance their skill. The prepared report shall be evaluated for CIE marks.

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Explain the concept of Networking and Transport Layer: TCP, UDP and SCTP.	L2
CO2	Illustrate the working of Sockets	L2
CO3	Demonstrate the Daemon Processes and No blocking I/O (can be attained through assignment or CIE)	L3
CO4	Explain the ioctl operations- socket SAD	L2

Mapping of COS and POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1			X			X						

CO2		**X**										**X**
CO3				**X**						**X**		
CO4								**X**				**X**

Program Outcome of this course

Sl. No.	Description	POs
1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and computer science and business systems to the solution of complex engineering and societal problems.	PO1
2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering and business problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.	PO2
3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	PO3
4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	PO4
5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations	PO5
6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering and business practices.	PO6
7	Environment and sustainability: Understand the impact of the professional engineering solutions in business societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	PO7
8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering and business practices.	PO8
9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	PO9
10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	PO10
11	Project management and finance: Demonstrate knowledge and understanding of the engineering, business and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	PO11
12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	PO12

Network Routing Algorithm

Course Code	MLNI214A	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning objectives:

- Illustrate the basic foundation of network routings.
- Explain different routing in IP Network
- Illustrate the Routing Architecture

Module-1

NETWORK ROUTING: BASICS AND FOUNDATIONS: Networking and Network Routing: An Introduction: Addressing and Internet Service: An Overview, Network Routing: An Overview, IP Addressing, On Architectures, Service Architecture, Protocol Stack Architecture, Router Architecture, Network Topology Architecture, Network Management Architecture, Public Switched Telephone Network, Communication Technologies, Standards Committees, Last Two Bits. Routing Algorithms: Shortest Path and Widest Path: Bellman–Ford Algorithm and the Distance Vector Approach, Dijkstra's Algorithm, Comparison of the Bellman–Ford Algorithm and Dijkstra's Algorithm, Shortest Path Computation with Candidate Path Caching, Widest Path Computation with Candidate Path Caching, Widest Path Algorithm, k-Shortest Paths Algorithm Routing Protocols: Framework and Principles: Routing Protocol, Routing Algorithm, and Routing Table, Routing Information Representation and Protocol Messages, Distance Vector Routing Protocol, Link State Routing Protocol, Path Vector Routing Protocol, Link Cost

Teaching-Learning Process	**Chalk and Talk method /PPT/Web contents**

Module-2

ROUTING IN IP NETWORKS: IP Routing and Distance Vector Protocol Family : Routers, Networks, and Routing Information: Some Basics, Static Routes, Routing Information Protocol, Version 1 (RIPv1), Routing Information Protocol, Version 2 (RIPv2), Interior Gateway Routing Protocol (IGRP), Enhanced Interior Gateway Routing Protocol (EIGRP), Route Redistribution OSPF and Integrated IS-IS: From a Protocol Family to an instanceof a Protocol, OSPF: Protocol Features, OSPF Packet Format, Examples of Router LSAs and Network LSAs, Integrated IS-IS, Similarities and Differences Between IS-IS and OSPF Internet Routing Architectures: Internet Routing Evolution, Addressing and Routing: Illustrations, Current Architectural View of the Internet, Allocation of IP Prefixes and AS Number, Policy-Based Routing, Point of Presence, Traffic Engineering Implications, Internet Routing Instability

Teaching-Learning Process	**Chalk and Talk method /PPT/ Web contents/Case Study**

Module-3

Router Architectures: Functions of a Router, Types of Routers, Elements of a Router, Packet Flow, Packet Processing: Fast Path versus Slow Path, Router Architectures. IP Address Lookup Algorithms: Impact of Addressing on Lookup, Longest Prefix Matching, Naïve Algorithms, Binary Tries, Multibit Tries, Compressing Multibit Tries, Search by Length Algorithms, Search by Value Approaches, Hardware Algorithms, Comparing Different Approaches. IP Packet Filtering and Classification: Importance of Packet Classification, Packet Classification Problem, Packet Classification Algorithms, Naïve Solutions, Two-Dimensional Solutions, Approaches ford Dimensions, Extending Two-dimensional Solutions, Divide and Conquer Approaches, Tuple Space Approaches, Decision Tree Approaches, Hardware-Based Solutions

Teaching-Learning Process	**Chalk and talk method / PPT/Case study**

Module-4

ADVANCED ROUTING PROTOCOLS FOR WIRELESS NETWORKS: Wireless networking basic aspects, Basic routing concepts, AD hoc routing, Mesh routing, Vehicular routing, Sensor routing.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study/Web contents**

Module-5

TOWARD NEXT GENERATION ROUTING: Quality of Service Routing: QoS Attributes, Adapting Shortest Path and Widest Path Routing: A Basic Framework, Update Frequency, Information Inaccuracy, and Impact on Routing, Lessons from Dynamic Call Routing in the Telephone Network, Heterogeneous Service, Single-Link Case, A General Framework for Source-Based QoS Routing with Path Caching, Routing Protocols for QoS Routing MPLS and GMPLS: Traffic Engineering Extension to Routing Protocols, Multiprotocol Label Switching, Generalized MPLS, MPLS Virtual Private Networks. Routing and Traffic Engineering with MPLS: Traffic Engineering of IP/MPLS Networks, VPN Traffic Engineering, Routing/Traffic Engineering for Voice Over MPLS. VoIP Routing: Interoperability through IP and PSTN : PSTN Call Routing Using the Internet, PSTN Call Routing: Managed IP Approach, IP-PSTN Interworking for VoIP, IP Multimedia Subsystem, Multiple Heterogeneous Providers Environment and All-IP Environment of VoIP Services.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study**

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 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

1. Two Unit Tests each of **25 Marks**
2. Two assignments each of **25 Marks** or **one Skill Development Activity of 50 marks**

to attain the COs and POs

The sum of three tests, two assignments/skill Development Activities, will be scaled down to 50 marks

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

Semester End Examination:

1. The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
2. The question paper will have ten full questions carrying equal marks.
3. Each full question is for 20 marks. There will be two full questions (with a maximum of four sub-questions) from each module.
4. Each full question will have a sub-question covering all the topics under a module.
5. The students will have to answer five full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1. Network Routing: Algorithms, Protocols, and Architectures, DeepankarMedhiand
2. Karthikeyan Ramasa my , Elsevier,2007
3. Advanced Routing Protocols for Wireless Networks, Miguel Elias M. Campista and Marcelo
4. G. Rubinstein , John Wiley & Sons, Inc 2014

Reference Books:

- High speed networks and Internets Performance and Quality of Service", 2nd Edition, Reprint India, William Stallings, Pearson Education Asia.2002
- Routing in Communication network, M. Steen Strub, Prentice –Hall International,1995
- Network Analysis, Architecture, and Design, James D. McCabe, Elsevier Inc, 3 rd 2007

Web links and Video Lectures (e-Resources):

- https://youtu.be/CaukSKg_sI0

Skill Development Activities Suggested

The students with the help of the course teacher can take up relevant technical –activities which will enhance their skill. The prepared report shall be evaluated for CIE marks.

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Explore the architecture of Network Routing	L3
CO2	Interpret Routing in IP Network	L2
CO3	Analyze routing protocol for Wireless network	L2

Mapping of COs and POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1				X				X				X
CO2		X										X
CO3									X			

Program Outcome of this course

Sl. No.	Description	POs
1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and computer science and business systems to the solution of complex engineering and societal problems.	PO1
2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering and business problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.	PO2

3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	PO3
4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	PO4
5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations	PO5
6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering and business practices.	PO6
7	Environment and sustainability: Understand the impact of the professional engineering solutions in business societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	PO7
8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering and business practices.	PO8
9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	PO9
10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	PO10
11	Project management and finance: Demonstrate knowledge and understanding of the engineering, business and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	PO11
12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	PO12

Social Network Analysis

Course Code	MLNI214B	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	40 Hrs	Total Marks	100
Credits	03	Exam Hours	03

Course Learning objectives:

- Illustrate the knowledge on various secure mechanisms through set of protocols.
- Efficiently design new set of protocols.
- Define the Security issues and overcome means with protocols.

Module-1

Introduction to social network analysis and Descriptive network analysis: Introduction to new science of networks. Networks examples. Graph theory basics. Statistical network properties. Degree distribution, clustering coefficient. Frequent patterns. Network motifs. Cliques and k-cores

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study/Web links**

Module-2

Network structure, Node centralities and ranking on network: Nodes and edges, network diameter and average path length. Node centrality metrics: degree, closeness and betweenness centrality. Eigenvector centrality and PageRank. Algorithm HITS.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study/Web links**

Module-3

Network communities and Affiliation networks: Networks communities. Graph partitioning and cut metrics. Edge betweenness. Modularity clustering. Affiliation network and bipartite graphs. 1-mode projections. Recommendation systems

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study/Web links**

Module-4

Information and influence propagation on networks and Network visualization: Social Diffusion. Basic cascade model. Influence maximization. Most influential nodes in network. Network visualization and graph layouts. Graph sampling. Low -dimensional projections

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study/Web links**

Module-5

Social media mining and SNA in real world: FB/VK and Twitter analysis: Natural language processing and sentiment mining. Properties of large social networks: friends, connections, likes, retweets.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study/Web links/network Database like https://crawdad.org/**

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 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 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):

1. Two Unit Tests each of **25 Marks**
2. Two assignments each of **25 Marks** or **one Skill Development Activity of 50 marks**

to attain the COs and POs The sum of two tests, two assignments/skill Development Activities, will be scaled down to 50 marks CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

- The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have ten full questions carrying equal marks.
- Each full question is for 20 marks. There will be two full questions (with a maximum of four sub-questions) from each module.
- Each full question will have a sub-question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books

- Networks, Crowds, and Markets: Reasoning About a Highly Connected World, David Easley
- and
- John Kleinberg, Cambridge University Press,2010
- Statistical Analysis of Network Data with R, Eric Kolaczyk, Gabor Csardi, Springer,2014
- Social Network Analysis. Methods and Applications, Stanley Wasserman and Katherine Faust, Cambridge University Press,1994

Reference Books

- Social Networks and the Semantic Web,Peter Mike, Springer,2007

Web links and Video Lectures (e-Resources):

- https://youtu.be/v3JaWbAdTTg

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Define notation and terminology used in network science (can be attained through assignment or CIE)	L2
CO2	Demonstrate, summarize and compare networks	L3
CO3	Explain basic principles behind network analysis algorithms. (can be attained through assignment or CIE)	L3

Mapping of COs and POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1			X					X				
CO2	X											X
CO3			X		X			X				X

Sl. No.	Description	POs
1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and computer science and business systems to the solution of complex engineering and societal problems.	PO1
2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering and business problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.	PO2
3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	PO3
4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	PO4
5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations	PO5
6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering and business practices.	PO6
7	Environment and sustainability: Understand the impact of the professional engineering solutions in business societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	PO7
8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering and business practices.	PO8
9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	PO9

10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	PO10
11	Project management and finance: Demonstrate knowledge and understanding of the engineering, business and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	PO11
12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	PO12

Mobile Application Development			
Course Code	MLNI214C	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	03

Course Learning objectives:

- Able to explain the overview of Mobile App Development
- Able to explain the App Design Issues and Considerations
- To Develop the Mobile App

Module-1

Introduction to mobile communication and computing: Introduction to mobile computing, Novel applications, limitations and GSM architecture, Mobile services, System architecture, Radio interface, protocols, Handover and security. Smart phone operating systems and smart phones applications.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study**

Module-2

Fundamentals of Android Development: Introduction to Android., The Android 4.1 Jelly Bean SDK, Understanding the Android Software Stack, Installing the Android SDK, Creating Android Virtual Devices, Creating the First Android Project, Using the Text View Control, Using the Android Emulator.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study**

Module-3

The Intent of Android Development, Four kinds of Android Components: Activity, Service, Broadcast Receiver and Content Provider. Building Blocks for Android Application Design, Laying Out Controls in Containers. Graphics and Animation: Drawing graphics in Android, Creating Animation with Android's Graphics API.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study /Simulation**

Module-4

Creating the Activity, working with views: Exploring common views, using a list view, creating custom views, understanding layout. Using Selection Widgets and Debugging Displaying and Fetching Information Using Dialogs and Fragments. Multimedia: Playing Audio, Playing Video and Capturing Media. Advanced Android Programming: Internet, Entertainment, and Services.

Teaching-Learning Process	**Chalk and talk method / PowerPoint Presentation/Case study**

Module-5

Displaying web pages and maps, communicating with SMS and emails. Creating and using content providers: Creating and consuming services, publishing android applications

Teaching-Learning	**Chalk and talk method / PowerPoint Presentation/Simulation**

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 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

1. Two Unit Tests each of **25 Marks**
2. Two assignments each of **25 Marks** or **one Skill Development Activity of 50 marks**

to attain the COs and POs

The sum of two tests, two assignments/skill Development Activities, will be **scaled down to 50 marks**

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

Semester End Examination:

1. The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
2. The question paper will have ten full questions carrying equal marks.
3. Each full question is for 20 marks. There will be two full questions (with a maximum of four sub-questions) from each module.
4. Each full question will have a sub-question covering all the topics under a module.
5. The students will have to answer five full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1. Mobile Computing: (technologies and Applications. N. N. Jani. S chand
2. Android programming. B.M.Hirwani. Pearson publications. 2013.
3. Android in Action. W. Frank Ableson, RobiSen and C. E. Ortiz. DreamTech Publisher. Third Edition-2012.

Refence Books:

1. *Android Application development.* James C. Sheusi. Cengage learning. 2017.

Web links and Video Lectures (e-Resources):

- https://tinyurl.com/5du53uam
- https://www.ibm.com/cloud/learn/mobile-application-development-explained
- https://tinyurl.com/mscezade

Skill Development Activities Suggested

The students with the help of the course teacher can take up relevant technical –activities which will enhance their skill. The prepared report shall be evaluated for CIE marks.

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Describe the requirements for mobile applications	L2
CO2	Explain the challenges in mobile application design and development	L2
CO3	Deploy mobile applications in Android and iPone marketplace for distribution (can be attained through assignment or CIE)	L3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1		x					x				x	
CO2		x		x								
CO3			x		x							

Program Outcome of this course

Sl. No.	Description	POs
1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and computer science and business systems to the solution of complex engineering and societal problems.	PO1
2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering and business problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.	PO2
3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	PO3
4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	PO4
5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations	PO5
6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering and business practices.	PO6
7	Environment and sustainability: Understand the impact of the professional engineering solutions in business societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	PO7
8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering and business practices.	PO8

9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	PO9
10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	PO10
11	Project management and finance: Demonstrate knowledge and understanding of the engineering, business and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	PO11
12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	PO12

Cloud Computing			
Course Code	MLNI214D	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	3	Exam Hours	03

Course Learning objectives:

- Discuss the concepts, characteristics, delivery models and benefits of cloud computing.
- Explore the key technical, organizational and compliance challenges of cloud computing.
- Grasp the concepts of virtualization efficiently.
- Explore the security issues that arise from cloud computing architectures intended for delivering Cloud based enterprise IT services.

Module-1

Introduction, Cloud Infrastructure: Cloud computing, Cloud computing delivery models and services, Ethical issues, Cloud vulnerabilities, Cloud computing at Amazon, Cloud computing the Google perspective, Microsoft Windows Azure and online services, Open-source software platforms for private clouds, Cloud storage diversity and vendor lockin, Energy use and ecological impact, Service level agreements, User experience and software licensing. Exercises and problems.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study**

Module-2

Cloud Computing: Application Paradigms.: Challenges of cloud computing, Architectural styles of cloud computing, Workflows: Coordination of multiple activities, Coordination based on a state machine model: The Zookeeper, The Map Reduce programming model, A case study: The Gre The Web application, Cloud for science and engineering, High-performance computing on a cloud, Cloud computing for Biology research, Social computing, digital content

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study**

Module-3

Cloud Resource Virtualization: Virtualization, Layering and virtualization, Virtual machine monitors, Virtual Machines, Performance and Security Isolation, Full virtualization and paravirtualization, Hardware support for virtualization, Case Study: Xen a VMM based paravirtualization, Optimization of network virtualization, vBlades, Performance comparison of virtual machines, The dark side of virtualization, Exercises and problems

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study /Simulation**

Module-4

Cloud Resource Management and Scheduling: Policies and mechanisms for resource management, Application of control theory to task scheduling on a cloud, Stability of a two-level resource allocation architecture, Feedback control based on dynamic thresholds, Coordination of specialized autonomic performance managers, A utility-based model for cloud-based Web services, Resourcing bundling: Combinatorial auctions for cloud resources, Scheduling algorithms for computing clouds, Fair queuing, Start-time fair queuing, Borrowed virtual time, Cloud scheduling subject to deadlines, Scheduling MapReduce applications subject

to deadlines, Resource management and dynamic scaling, Exercises and problems

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation/Case study

Module-5

Cloud Security, Cloud Application Development: Cloud security risks, Security: The top concern for cloud users, Privacy and privacy impact assessment, Trust, Operating system security, Virtual machine Security, Security of virtualization, Security risks posed by shared images, Security risks posed by a management OS, A trusted virtual machine monitor, Amazon web services: EC2 instances, Connecting clients to cloud instances through firewalls, Security rules for application and transport layer protocols in EC2, How to launch an EC2 Linux instance and connect to it, How to use S3 final09122023 2 in java, Cloud-based simulation of a distributed trust algorithm, A trust management service, A cloud service for adaptive data streaming, Cloud based optimal FPGA synthesis .Exercises and problems.

Teaching-Learning	Chalk and talk method / PowerPoint Presentation/Simulation

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 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

1. Two Unit Tests each of **25 Marks**
2. Two assignments each of **25 Marks** or **one Skill Development Activity of 50 marks**

to attain the COs and POs .

The sum of three tests, two assignments/skill Development Activities, will be scaled down to 50 marks CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

1. The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
2. The question paper will have ten full questions carrying equal marks.
3. Each full question is for 20 marks. There will be two full questions (with a maximum of four sub-questions) from each module.
4. Each full question will have a sub-question covering all the topics under a module.
5. The students will have to answer five full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1. Cloud Computing:Theory and Practice, Dan C Marinescu Elsevier (MK), 2013.
2. Computing Principles and Paradigms, RajkumarBuyya , James Broberg, Andrzej Goscinsk,i Willey, 2014.
3. Cloud Computing Implementation, Management and Security John W Rittinghouse, James F Ransome, CRC Press, 2013.

Web links and Video Lectures (e-Resources):

- https://www.javatpoint.com/cloud-computing-tutorial
- https://www.tutorialspoint.com/cloud_computing/index.htm
- https://www.digimat.in/nptel/courses/video/106105167/L01.html

Skill Development Activities Suggested

The students with the help of the course teacher can take up relevant technical –activities which will enhance their skill. The prepared report shall be evaluated for CIE marks.

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Compare the strengths and limitations of cloud computing	L2
CO2	Identify the architecture, infrastructure and delivery models of cloud computing	L2
CO3	Demonstrate the working of VM and VMM on any cloud platforms(public/private), and run a software service on that.	L3
CO4	Identify the known threats, risks, vulnerabilities and privacy issues associated with Cloud based IT services.	L2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1		x				x						
CO2		x									x	
CO3	x											x
CO4							x					

Sl. No.	Description	POs
1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and computer science and business systems to the solution of complex engineering and societal problems.	PO1
2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering and business problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.	PO2
3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	PO3
4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	PO4
5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations	PO5
6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering and business practices.	PO6
7	Environment and sustainability: Understand the impact of the professional engineering solutions in business societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	PO7
8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering and business practices.	PO8

9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	PO9
10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	PO10
11	Project management and finance: Demonstrate knowledge and understanding of the engineering, business and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	PO11
12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	PO12

INTERNET OF THINGS AND APPLICATIONS			
Course Code	MLNI215A	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course objectives:
Course Learning objectives:

- Able to interpret the application areas of IOT ·
- Able to realize the revolution of Internet in Mobile Devices, Cloud & Sensor Networks.
- Able to interpret building blocks of Internet of Things and characteristics.

MODULE-1

What is The Internet of Things? Overview and Motivations, Examples of Applications, IPV6 Role, Areas of Development and Standardization, Scope of the Present Investigation.Internet of Things Definitions and frameworks-IoT Definitions, IoT Frameworks, Basic Nodal Capabilities. Internet of Things Application Examples-Overview, Smart Metering/Advanced Metering Infrastructure-Health/Body Area Networks, City Automation, Automotive Applications, Home Automation, Smart Cards, Tracking, OverThe-Air-Passive Surveillance/Ring of Steel, Control Application Examples, Myriad Other Applications.

Teaching-Learning Process	**Chalk and talk/PPT/Case study/web content**

MODULE-2

Fundamental IoT Mechanism and Key Technologies-Identification of IoT Object and Services, Structural Aspects of the IoT, Key IoT Technologies. Evolving IoT Standards-Overview and Approaches, IETF IPV6 Routing Protocol for RPL Roll, Constrained Application Protocol, Representational State Transfer, ETSI M2M,Third Generation Partnership Project Service Requirements for Machine-Type Communications, CENELEC, IETF IPv6 Over Low power WPAN, Zigbee IP(ZIP),IPSO

Teaching-Learning Process	**Chalk and talk/PPT/Case study/web content**

MODULE-3

Layer ½ Connectivity: Wireless Technologies for the IoT-WPAN Technologies for IoT/M2M, Cellular and Mobile Network Technologies for IoT/M2M,Layer 3 Connectivity:IPv6 Technologies for the IoT: Overview and Motivations. Address Capabilities,IPv6 Protocol Overview, IPv6 Tunnelling, IPsec in IPv6,Header Compression Schemes, Quality of Service in IPv6, Migration Strategies to IPv6.

Teaching-Learning Process	**Chalk and talk/PPT/Case study/web content**

MODULE-4

Case Studies illustrating IoT Design-Introduction, Home Automation, Cities, Environment, Agriculture, Productivity Applications.

Teaching-Learning Process	**Chalk and talk/PPT/Case study/web content**

MODULE 5

Data Analytics for IoT – Introduction, Apache Hadoop, Using HadoopMapReduce for Batch Data Analysis, Apache Oozie, Apache Spark, Apache Storm, Using Apache Storm for Real-time Data Analysis, Structural Health Monitoring Case Study.

Teaching-Learning Process	**Chalk and talk/PPT/Case study/web content**

PRACTICAL COMPONENT OF IPCC *(May cover all / major modules)*

Sl.NO	Experiments
1	Transmit a string using UART
2	Point-to-Point communication of two Motes over the radio frequency
3	Multi-point to single point communication of Motes over the radio frequency. AN (Subnetting).
4	I2C protocol study
5	Reading Temperature and Relative Humidity value from the sensor
6	Study of Connectivity and Configuration of Raspberry-Pi/ Beagle Board circuit with basic peripherals, LEDs, Understanding GPIO and its use in program.
7	Study of different operating systems for Raspberry Pi / Beagle board. Understanding the process of Os installation on Raspberry – Pi/ Beagle board.
8	Familiarization with the concept of IOT, Arduino / Raspberry Pi and perform necessary software installation.

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 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 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 IPCC

1. Two Tests each of **20 Marks**
2. Two assignments each of **10 Marks/One Skill Development Activity of 20 marks**
3. Total Marks of two tests and two assignments/one Skill Development Activity added will be CIE for 60 marks, marks scored will be proportionally scaled down to **30 marks**.

CIE for the practical component of IPCC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The**15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- 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 at the end /after completion of all the experiments shall be conducted for 50 marks and scaled down to 05 marks**.**

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IPCC for **20 marks**.

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 be set for 100 marks and marks scored will be scaled down proportionately to 50 marks.
2. The question paper will have ten questions. Each question is set for 20 marks.
3. 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.
4. The students have to answer 5 full questions, selecting one full question from each module.

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 shall include questions from the practical component).

- The minimum marks to be secured in CIE to appear for SEE shall be the 15 (50% of maximum marks-30) in the theory component and 10 (50% of maximum marks -20) in the practical component. The laboratory component of the IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included**.** The maximum of 04/05 questions to be set from the practical component of IPCC, the total marks of all questions should not be more than the 20 marks.
- SEE will be conducted for 100 marks and students shall secure 40% of the maximum marks to qualify in the SEE. Marks secured will be scaled down to 50. (Student has to secure an aggregate of 50% of maximum marks of the course(CIE+SEE)

Suggested Learning Resources:

Text Books:

1. Building the Internet of Things with IPv6 and MIPv6:The Evolving World of M2M Communications, Daniel Minoli, Wiley,2013.
2. Internet of Things: A Hands on Approach, ArshdeepBahga, Vijay Madisetti, Universities Press, 2015.

Reference Books:

1. *The Internet of Things*, Michael Miller, Pearson, 2015 First Edition
2. Designing Connected Products, Claire Rowland,Elizabeth Goodman et.al, O'Reilly, First Edition, 2015

Web links and Video Lectures (e-Resources):

- https://www.coursera.org/specializations/internet-of-things
- https://www.youtube.com/watch?v=Ic63-yf-zuc&list=PL3uLubnzL2Tm5PAw88N1jR9MLTJpuPEnX

Mapping of COS and Pos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1			x							x		
CO2							x					x
CO3			x			x						
CO4	x	x			x							

Program Outcome of this course

Sl. No.	Description	POs
1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and computer science and business systems to the solution of complex engineering and societal problems.	PO1
2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering and business problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.	PO2
3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	PO3
4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	PO4
5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations	PO5
6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering and business practices.	PO6
7	Environment and sustainability: Understand the impact of the professional engineering solutions in business societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	PO7
8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering and business practices.	PO8
9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	PO9
10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	PO10
11	Project management and finance: Demonstrate knowledge and understanding of the engineering, business and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	PO11
12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	PO12

ADVANCES IN STORAGE AREA NETWORK			
Course Code	MLNI215B	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning objectives:

- To study the Storage Area Networks characteristics and its components.
- Illustrate storage virtualization and bring out its importance.
- Describe different networked storage options for different application environments
- Explore the management of storage networks

Module-1

Introduction: Server Centric IT Architecture and its Limitations; Storage – Centric IT Architecture and its advantages. Case study: Replacing a server with Storage Networks The Data Storage and Data Access problem; The Battle for size and access. Intelligent Disk Subsystems: Architecture of Intelligent Disk Subsystems; Hard disks and Internal I/O Channels; JBOD, Storage virtualization using RAID and different RAID levels; Caching: Acceleration of Hard Disk Access; Intelligent disk
subsystems, Availability of disk subsystems

Teaching-Learning Process	**Chalk and Talk method /PPT/Web contents**

Module-2

I/O Techniques: The Physical I/O path from the CPU to the Storage System; SCSI; Fibre Channel Protocol Stack; Fibre Channel SAN; IP Storage. Network Attached Storage: The NAS Architecture, The NAS hardware Architecture, The NAS Software Architecture, Network connectivity, NAS as a
storage system. File System and NAS: Local File Systems; Network file Systems and file servers; Shared Disk file systems; Comparison of fibre Channel and NAS.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study**

Module-3

Storage Virtualization: Definition of Storage virtualization; Implementation Considerations; Storage virtualization on Block or file level; Storage virtualization on various levels of the storage Network; Symmetric and Asymmetric storage virtualization in the Network.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Web contents**

Module-4

SAN Architecture and Hardware devices: Overview, creating a Network for storage; SAN Hardware devices; The fibre channel switch; Host Bus Adaptors; Putting the storage in SAN; Fabric operation from a Hardware perspective. Software Components of SAN: The switch's Operating system; Device Drivers; Supporting the switch's components; Configuration options for SANs.

Teaching-Learning Process	Chalk and Talk method /PPT/ Case study/Web contents

Module-5

Management of Storage Network: System Management, Requirement of management System, Support by Management System, Management Interface, Standardized Mechanisms, Property Mechanisms, Inband Management, Use of SNMP, CIM and WBEM, Storage Management Initiative Specification (SMIS), CMIP and DMI, Optional Aspects of the Management of Storage Networks, Summary

Teaching-Learning Process	Chalk and Talk method /PPT/ Case study/Web contents

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 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

1. Two Unit Tests each of **25 Marks**
2. Two assignments each of **25 Marks** or **one Skill Development Activity of 50 marks**
   to attain the COs and POs

The sum of two tests, two assignments/skill Development Activities, will be **scaled down to 50 marks**
CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

1. The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
2. The question paper will have ten full questions carrying equal marks.
3. Each full question is for 20 marks. There will be two full questions (with a maximum of four sub-questions) from each module.
4. Each full question will have a sub-question covering all the topics under a module.
5. The students will have to answer five full questions, selecting one full question from each module

Suggested Learning Resources:

Books

1. Storage Networks Explained: Basics and Application of Fibre Channel SAN, NAS, iSCSI,InfiniBand and FCoE, Ulf Troppens, Rainer Erkens and Wolfgang Muller, Wiley ,2nd Edition,2009

Reference Books:

1. EMC Education Services, Information Storage and Management: Storing, Managing, and Protecting Digital Information in Classic, Virtualized, and Cloud Environments, Wiley, 2nd Edition, 2012
2. Robert Spalding 2003 "Storage Networks The Complete Reference ,Robert Spalding,Tata Mcgraw Hill ,1st Edition,2003
3. Storage Area Networks Essential A complete Guide to understanding and implementing SANS

   Richard Baker and Paul Masssiglia, Wiley, 1st Edition,2002.

Web links and Video Lectures (e-Resources):
• https://youtu.be/nF3kr5KvUno
Skill Development Activities Suggested The students with the help of the course teacher can take up relevant technical –activities which will enhance their skill. The prepared report shall be evaluated for CIE marks.

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Identify the need for performance evaluation and the metrics used for it	L2
CO2	Apply the techniques used for data maintenance.	L2
CO3	Realize strong virtualization concepts.	L2
CO4	Develop techniques for evaluating policies for LUN masking, file systems(can be attained through assignment or CIE)	L3

Mapping of COS and POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1		X				X		X		X		X
CO2				X			X					X
CO3									X			X
CO4				X	X							

Program Outcome of this course

Sl. No.	Description	POs
1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and computer science and business systems to the solution of complex engineering and societal problems.	PO1
2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering and business problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.	PO2
3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	PO3
4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	PO4
5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations	PO5
6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering and business practices.	PO6
7	Environment and sustainability: Understand the impact of the professional engineering solutions in business societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	PO7
8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering and business practices.	PO8

9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	PO9
10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	PO10
11	Project management and finance: Demonstrate knowledge and understanding of the engineering, business and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	PO11
12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	PO12

Cyber Security and Cyber Law

Course Code	MLNI215C	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning objectives:

- Define cyber security, cyber law and their roles
- Demonstrate cyber security cybercrime and forensics.
- Infer legal issues in cybercrime,
- Demonstrate tools and methods used in cybercrime and security.
- Illustrate evidence collection and legal challenges

Module-1

Introduction to Cybercrime: Cybercrime: Definition and Origins of the Word, Cybercrime and Information Security, Who are Cybercriminals?, Classifications of Cybercrimes, Cybercrime: The Legal Perspectives, Cybercrimes: An Indian Perspective, Cybercrime and the Indian ITA 2000, A Global Perspective on Cybercrimes, Cybercrime Era: Survival Mantra for the Netizens. Cyberoffenses: How Criminals Plan Them: How Criminals Plan the Attacks, Social Engineering, Cyberstalking, Cybercafe and Cybercrimes, Botnets: The Fuel for Cybercrime, Attack Vector, Cloud Computing.

Teaching-Learning Process	**Chalk and Talk method /PPT/ Case study/Web contents**

Module-2

Cybercrime: Mobile and Wireless Devices: Introduction, Proliferation of Mobile and Wireless Devices, Trends in Mobility, Credit Card Frauds in Mobile and Wireless Computing Era, Security Challenges Posed by Mobile Devices, Registry Settings for Mobile Devices, Authentication Service Security, Attacks on Mobile/Cell Phones, Mobile Devices: Security Implications for organizations, Organizational Measures for Handling Mobile, Organizational Security Policies and Measures in Mobile Computing Era, Laptops

Teaching-Learning Process	**Chalk and talk method / PowerPoint Presentation/ Case study**

Module-3

Tools and Methods Used in Cybercrime: Introduction, Proxy Servers and Anonymizers, Phishing, Password Cracking, Keyloggers and Spywares, Virus and Worms, Trojan Horses and Backdoors, Steganography, DoS and DDoS Attacks, SQL Injection, Buffer Overflow, Attacks on Wireless Networks. Phishing and Identity Theft: Introduction, Phishing, Identity Theft (ID Theft).

Teaching-Learning Process	**Chalk and talk method / PowerPoint Presentation/ Case study**

Module-4

Understanding Computer Forensics: Introduction, Historical Background of Cyberforensics, Digital Forensics Science, The Need for Computer Forensics, Cyberforensics and Digital Evidence, Forensics Analysis of E-Mail, Digital Forensics Life Cycle, Chain of Custody Concept, Network Forensics, Approaching a Computer Forensics Investigation, Setting up a Computer Forensics Laboratory: Understanding the Requirements, Computer Forensics and Steganography, Relevance of the OSI 7 Layer Model to Computer Forensics,

Forensics and Social Networking Sites: The Security/Privacy Threats, Computer Forensics from Compliance Perspective, Challenges in Computer Forensics, Special Tools and Techniques, Forensics Auditing, Antiforensics.	
Teaching-Learning Process	**Chalk and talk method / PowerPoint Presentation/ Case study**

Module-5

Introduction to Security Policies and Cyber Laws: Need for An Information Security Policy, Information Security Standards – Iso, Introducing Various Security Policies and Their Review Process, Introduction to Indian Cyber Law, Objective and Scope of the it Act, 2000, Intellectual Property Issues, Overview of Intellectual - Property - Related
Legislation in India, Patent, Copyright, Law Related to Semiconductor Layout and Design, Software License.

Teaching-Learning Process	**Chalk and talk method / PowerPoint Presentation/ Case study**

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 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

1. Two Unit Tests each of **25 Marks**
2. Two assignments each of **25 Marks** or **one Skill Development Activity of 50 marks**
   to attain the COs and POs

The sum of two tests, two assignments/skill Development Activities, will be **scaled down to 50 marks**
CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the
outcome defined for the course.

Semester End Examination:

1. The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
2. The question paper will have ten full questions carrying equal marks.
3. Each full question is for 20 marks. There will be two full questions (with a maximum of four sub-questions) from each module.
4. Each full question will have a sub-question covering all the topics under a module.
5. The students will have to answer five full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books

1. Cyber Security: Understanding Cyber Crimes, Computer Forensics And Legal Perspectives. SunitBelapure and Nina Godbole. Wiley India Pvt Ltd. 2013.

2. Introduction to information security and cyber laws. Surya PrakashTripathi, RitendraGoyal, Praveen Kumar Shukla. Dreamtech Press. 2015.

Reference Books:

1. *Cybersecurity: Managing Systems, Conducting Testing, and Investigating Intrusions.* Thomas J. Mowbray. John Wiley & Sons,

2. *Cyber Security Essentials.* James Graham, Ryan Olson, Rick Howard. CRC Press, 2010.

Web links and Video Lectures (e-Resources):

- https://www.udemy.com/course/cybersecurity-law-policy/
- https://www.youtube.com/watch?v=BS5v5Rr-oVo&list=PL-JvKqQx2AteIbm-z4X709scVr9OaHpIY

Skill Development Activities Suggested

The students with the help of the course teacher can take up relevant technical –activities which will enhance their skill. The prepared report shall be evaluated for CIE marks.

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Demonstrate cyber security cybercrime and forensics. (can be attained through assignment or CIE)	L3
CO2	Demonstrate tools and methods used in cybercrime and security. (can be attained through assignment or CIE)	L3
CO3	Illustrate evidence collection and legal challenges	L2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	X		X									
CO2			X							X		
CO3		X			X							

NETWORK SECURITY MONITORING			
Course Code	MLNI215D	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	3:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03

Course Learning objectives:

- Define Network Security Monitoring Rations
- Explore network traffic
- Learn NSM deployment and installation

Module-1

Network Security Monitoring Rations: An Introduction to NSM,A sample NSM Test, The range of NSM Data, NSM drawback

Teaching-Learning Process	**Chalk and talk method / PowerPoint Presentation/Web contents**

Module-2

Collecting network traffic: Access,Storage and management: A sample Network for apilot NSM system, IP address and network address Translation,Choosing the best plce to obtain Network visibility,Getting physical Access to the Traffic,chossong an NSM Platform.

Teaching-Learning Process	**Chalk and talk method / PowerPoint Presentation/ Case study**

Module-3

Stand alone NSM deployment and installation: Stand alone or server plus sensors,Choosing how to get SO Code onto hardware,installing a stand alone system, Distributed deployment:installing an SO server using the SO .iso image,installing an SO sensor using the SO .iso image,Building an SO server using PPAs,Building an SO sensor using PPAs.

Teaching-Learning Process	**Chalk and talk method / PowerPoint Presentation/ Case study**

Module-4

Command Line packet analysis tools: SO tool Categories,Running Tcpdump,Using Dumpcap and Tshark,Running Argus and the Ra Client,Graphical Packet analysis tools: usinh Wireshark,Using Xplico,NSM Consoles:An NSM centric look at network Traffic,Using Sguil,Uisng Squert,Using Snorby,Using ELSA.

Teaching-Learning Process	**Chalk and talk method / PowerPoint Presentation/Web contents**

Module-5

NSM Operations: The Enterprise Security Cycle ,Collection,Analysis,Esaclation and Resolution, Server side Compromise Defined, server Side Compromise: Server side compromise defined, action, Exploring the session data, steeping back

Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation/Web contents

Assessment Details (both CIE and SEE)

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marks of SEE. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 50% (50 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

1. Two Unit Tests each of **25 Marks**
2. Two assignments each of **25 Marks** or **one Skill Development Activity of 50 marks** to attain the COs and

POs

The sum of three tests, two assignments/skill Development Activities, will be scaled down to 50 marks

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

Semester End Examination:

• The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

• The question paper will have ten full questions carrying equal marks.

• Each full question is for 20 marks. There will be two full questions (with a maximum of four sub-questions) from each module.

• Each full question will have a sub-question covering all the topics under a module.

• The students will have to answer five full questions, selecting one full question from each module

Suggested Learning Resources:

Text Books

1. The Practice of Network security monitoring: understanding incident detection and response , Richard Bejtlich,No starch pressman Francisco.

Reference Books:

2. Applied Network Security Monitoring: Collection, Detection, and Analysis, Chris Sanders, Jason Smith, Syngress; 1st edition (December 19, 2013)

Web links and Video Lectures (e-Resources):

- https://youtu.be/oouR87i5r9c
- https://youtu.be/ubQxWUCtzpw

Skill Development Activities Suggested

The students with the help of the course teacher can take up relevant technical –activities which will enhance their skill. The prepared report shall be evaluated for CIE marks.

Course outcome (Course Skill Set)

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

Sl. No.	Description	Blooms Level
CO1	Build an SO sensor using PPAs	L3
CO2	Demonstrate the working of SO server using the SO .iso image	L3
CO3	Demonstrate Command Line packet analysis using tools	L2
CO4	Explore Server side compromise	L2

Mapping of COS and POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1												
CO2	X		X							X		
CO3											X	
CO4		X										

Program Outcome of this course

Sl. No.	Description	POs
1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and computer science and business systems to the solution of complex engineering and societal problems.	PO1
2	Problem analysis: Identify, formulate, review research literature, and analyze complex engineering and business problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.	PO2
3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	PO3
4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	PO4
5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations	PO5
6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering and business practices.	PO6

7	Environment and sustainability: Understand the impact of the professional engineering solutions in business societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	PO7
8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering and business practices.	PO8
9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	PO9
10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	PO10
11	Project management and finance: Demonstrate knowledge and understanding of the engineering, business and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	PO11
12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	PO12

MINI PROJECT WITH SEMINAR			
Course Code	MLNI206	CIE Marks	50
Number of contact Hours/Week	3	SEE Marks	50
Credits	03	Exam Hours/Batch	03

Course objectives:

- To support independent learning and innovative attitude.
- To guide to select and utilize adequate information from varied resources upholding ethics.
- To guide to organize the work in the appropriate manner and present information (acknowledging the sources) clearly.
- To develop interactive, communication, organization, time management, and presentation skills.
- To impart flexibility and adaptability.
- To inspire independent and team working.
- To expand intellectual capacity, credibility, judgement, intuition.
- To adhere to punctuality, setting and meeting deadlines.
- To instill responsibilities to oneself and others.
- To train students to present the topic of project work in a seminar without any fear, face audience confidently, enhance communication skill, involve in group discussion to present and exchange ideas.

Mini-Project: Each student of the project batch shall involve in carrying out the project work jointly in constant consultation with internal guide, co-guide, and external guide and prepare the project report as per the norms avoiding plagiarism.

Course outcomes:

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

- Present the mini-project and be able to defend it.
- Make links across different areas of knowledge and to generate, develop and evaluate ideas and information so as to apply these skills to the project task.
- Habituated to critical thinking and use problem solving skills.
- Communicate effectively and to present ideas clearly and coherently in both the written and oral forms.
- Work in a team to achieve common goal.
- Learn on their own, reflect on their learning and take appropriate actions to improve it.

CIE procedure for Mini - Project:

The CIE marks awarded for Mini - Project, shall be based on the evaluation of Mini - Project Report, Project Presentation skill and Question and Answer session in the ratio 50:25:25.The marks awarded for Mini - Project report shall be the same for all the batch mates.

Semester End Examination

SEE marks for the mini-project shall be awarded based on the evaluation of Mini-Project Report, Presentation skill and Question and Answer session in the ratio 50:25:25 by the examiners appointed by the University.

NETWORK PROTOCOL DESIGN LABORATORY			
Course Code	MLNIL207	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0	SEE Marks	50
Credits	02	Exam Hours	03

Course objectives:

- Demonstrate the working of different Network Protocols.
- Explore the different network topologies.

Sl.NO	Experiments
1	TCP Synchronization (handshake) In this exercise, use a simple program (TELNET) to establish a TCP connection to a specified host. Essentially, the following steps should be completed 1. Initialize. 2. Create socket 3. Connect socket 4. Send full packets of data 5. Close connection
2	Slow-Start and file transfer using TCP(Slow start is the TCP mechanism to initiate data flow across a connection. It operates by observing that the rate at which new packets should be injected into the network is the rate at which the acknowledgments are returned by the other end)
3	File Transfer using UDP
4	Analysis the performance of vending machine protocol, a request/reply protocol, a Manchester encoding protocol.
5	Analysis the performance of Hierarchical routing, random routing
6	Demonstrate the working of Huffman coding

Course outcomes (Course Skill Set):

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

- Demonstrate the working of Protocol in Network.
- Analysis the File transfer protocol.
- Compare working of different routing algorithms.

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 50% of the maximum marks. A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each course. The student has to secure not less than 40% of maximum marks in the semester-end examination(SEE). In total of CIE and SEE student has to secure 50% maximum marks of the course.

Continuous Internal Evaluation (CIE):

CIE marks for the practical course is 50 Marks.

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

- Each experiment to be evaluated for conduction with observation sheet and record write- up. Rubrics for the evaluation of the journal/write-up for hardware/software experiments designed by the faculty who is handling the laboratory session and is 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 downed to 30 marks (60% of maximum marks).
- Weightage to be given for neatness and submission of record/write-up on time.
- Department shall conduct 02 tests for 100 marks, the first test shall be conducted after the 8th week of the semester and the second test shall be conducted after the 14th week of the semester.
- In each 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 average of 02 tests is scaled down to 20 marks (40% of the maximum marks).

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

Semester End Evaluation (SEE):

SEE marks for the practical course is 50 Marks.

SEE shall be conducted jointly by the two examiners of the same institute, examiners are appointed by 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 internal /external 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 10% Marks allotted to the procedure part to be made zero.

The duration of SEE is 03 hours.

Suggested Learning Resources:

Books

1. UNIX Network Programming – Networking APIs: Sockets and XTI by W. Richard Stevens
2. Computer Networks: A Systems Approach – Network Simulation Experiments in OPNET by L. Peterson and S. Davie

SKILL ENHANCEMENT FOR RESEARCH EXCELLENCE-1

Course Code	MSCS258	CIE Marks	50
Number of contact Hours/Week	0:2:0	SEE Marks	50
Credits	01	Exam Hours/Batch	03

The M.Tech Research Skills Development program equips students with essential skills for successful research and publication, including understanding research fundamentals, conducting literature reviews, selecting appropriate methodologies, writing proposals and papers, analyzing data, presenting findings, adhering to ethical standards, and engaging in networking and collaboration, culminating in the effective publication of only 1 research article to Scopus-indexed conferences.

Course objectives:

- **To** produce high-quality research papers that meet the standards of international conferences or peer-reviewed journals.
- **To** effectively identify suitable journals for publication based on the scope and impact of research findings.
- **To** demonstrate proficiency in writing and structuring research papers according to academic conventions.
- **To** engage in the peer review process, providing and receiving constructive feedback to enhance research quality.
- **To** develop skills for presenting research at conferences, including crafting effective abstracts and posters.
- **To** cultivate a strong understanding of ethical considerations in research and publication practices.
- **To** utilize citation management tools to organize references and ensure proper attribution in publications.
- **To** enhance collaboration skills for co-authoring papers and working within research teams.
- **To** stay informed about current trends and advancements in the field to ensure relevance in publications.
- **To** refine the ability to respond to reviewer comments and revise manuscripts effectively.
- **To** understand the importance of open access and alternative publication models in disseminating research.
- **To** build a professional network that supports research collaborations and publication opportunities.

1. **Understanding Research Fundamentals**
   - **Definition of Research:** Understand what constitutes research and its significance in technology and engineering.
   - **Types of Research:**

Basic Research: Focused on gaining comprehensive knowledge without immediate applications.
Applied Research: Aimed at solving specific problems.

Literature Review

- **Conducting a Literature Survey:**
  Identify relevant academic papers, journals, and conference proceedings.
  Summarize key findings and methodologies from existing literature.
- **Critical Analysis:**
  Evaluate the strengths and weaknesses of existing research.
  Identify gaps in the literature that your research can address.

2. **Research Methodology**
   - **Selecting a Research Topic:**
     Choose a topic that aligns with your interests and current trends in technology.
   - **Research Design:**
     Decide on qualitative, quantitative, or mixed methods based on your research objectives.
   - **Data Collection Techniques:**
     Surveys, interviews, experiments, and simulations.
3. **Writing Research Proposals**
   - **Structure of a Proposal:**

Introduction, Literature Review, Methodology, Expected Outcomes, and References.

- **Proposal Presentation:**
  Practice presenting your proposal to peers and faculty for feedback.

4. **Data Analysis**
   - **Statistical Tools:**
     Familiarize yourself with tools like MATLAB, R, or Python for data analysis.
   - **Interpreting Results:**
     Learn to draw meaningful conclusions from your data and relate them back to your research questions.

5. **Writing Research Papers**
   - **Structure of a Research Paper:**
     Abstract, Introduction, Methodology, Results, Discussion, Conclusion, and References.
   - **Academic Writing Skills:**
     Focus on clarity, coherence, and proper citation of sources.
   - **Peer Review Process:**
     Understand the importance of peer review and how to respond to reviewers' comments.

6. **Presentation Skills**
   - **Effective Communication:**
     Develop skills to present your research findings clearly and confidently.
   - **Use of Visual Aids:**
     Incorporate slides, charts, and graphs to enhance your presentations.
7. **Ethical Considerations in Research**
   - **Understanding Ethics:**
     Familiarize yourself with ethical guidelines related to research involving human subjects, data privacy, and plagiarism.
   - **Responsible Conduct of Research:**
     Promote integrity and accountability in your research practices.

Submitting Manuscripts to Scopus-Indexed Conferences or Web of Science or Proceedings /Book Chapters

1. **Identify Relevant Conferences**
   - **Research Scopus-Indexed Conferences:**
     Use platforms like Conference Alerts, IEEE Xplore, or the Scopus website to find conferences in your field.
   - **Check Conference Indexing:**
     Ensure that the conference is indexed in Scopus by checking its official website or the Scopus database.
2. **Prepare Your Manuscript**
   - **Follow Conference Guidelines:**
     Each conference has specific formatting and submission guidelines. Adhere to these requirements.
   - **Structure of the Manuscript:**
     Title, Abstract, Introduction, Methodology, Results, Discussion, Conclusion, and References.
   - **Language and Clarity:**
     Use clear and concise language. Consider having your manuscript proofread by peers or professionals.
   - **Submission of manuscript, Registration and Presentation finally Publication**

Course outcomes:

- At the end of the course the student will be able to:
- Produce High-Quality Research Papers: Create research papers that meet international conference and peer-reviewed journal standards.
- Identify Suitable Journals: Effectively select appropriate journals for publication based on research scope and impact.
- Proficiency in Writing: Demonstrate skill in writing and structuring research papers according to

academic conventions.

- Engage in Peer Review: Actively participate in the peer review process by providing and receiving constructive feedback.
- Develop Presentation Skills: Acquire skills for presenting research at conferences, including crafting effective abstracts and posters.
- Understand Ethical Considerations: Cultivate a strong understanding of ethical issues in research and publication practices.
- Utilize Citation Management Tools: Use citation management tools to organize references and ensure proper attribution.
- Respond to Reviewer Comments: Refine the ability to address reviewer comments and revise manuscripts effectively.

The assessment for **Skill Enhancement for Research Excellence** will be divided into **Continuous Internal Evaluation (CIE) and Semester End Examination (SEE), each carrying 50 marks.**

Continuous Internal Evaluation (CIE) – 50 Marks

CIE shall be conducted **weekly** and will be assessed based on:

- **Base Papers Referred & Review** – 10 Marks
- **Presentations on Proposed Concepts** – 15 Marks
- **Preparation of Conference Papers (Preferably Scopus Indexed or Reputed Conferences)** – 25 Marks

Semester End Examination (SEE) – 50 Marks

- The **SEE examiner may be appointed from the same college** for evaluation.
- The candidate must **present their research work** before the examiner.
- **Mandatory requirement:** The candidate must have **submitted a paper to a conference** or **accepted or presented** at a reputed conference.
- Marks will be awarded based on:
    - **Research Presentation Quality** – 25 Marks
    - **Clarity of Concept & Methodology** – 15 Marks
    - **Conference Submission & Acceptance/Presentation** – 10 Marks