



## PRESIDENCY SCHOOL OF COMPUTER SCIENCE AND ENGINEERING

### Program Regulations and Curriculum

2024-2028

**BACHELOR OF TECHNOLOGY (B.Tech.) in  
COMPUTER SCIENCE AND ENGINEERING (Cyber Security)**

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

**Regulations No.: PU/AC-24.5/SOCSE04/CCS/2024-2028**

*Resolution No.5 of the 24<sup>th</sup> Meeting of the Academic Council held on 03<sup>rd</sup> August 2024, and ratified by  
the Board of Management in its 24<sup>th</sup> Meeting held on 05<sup>th</sup> August, 2024.*

*(As amended up to the 26<sup>th</sup> Meeting of the Academic Council held on 25<sup>th</sup> July 2025, and ratified by the  
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## PART A – PROGRAM REGULATIONS

### 1. Vision & Mission of the University and the School / Department

#### 1.1 Vision of the University

To be a Value-driven Global University, excelling beyond peers and creating professionals of integrity and character, having concern and care for society.

#### 1.2 Mission of the University

- Commit to be an innovative and inclusive institution by seeking excellence in teaching, research and knowledge-transfer.
- Pursue Research and Development and its dissemination to the community, at large.
- Create, sustain and apply learning in an interdisciplinary environment with consideration for ethical, ecological and economic aspects of nation building.
- Provide knowledge-based technological support and services to the industry in its growth and development.
- To impart globally-applicable skill-sets to students through flexible course offerings and support industry's requirement and inculcate a spirit of new-venture creation.

#### 1.3 Vision of Presidency School of Computer Science and Engineering

To be a value based, practice-driven Presidency School of Computer Science and Engineering, committed to developing globally-competent Engineers, dedicated to developing cutting-edge technology, towards enhancing Quality of Life.

#### 1.4 Mission of Presidency School of Computer Science and Engineering

- Cultivate a practice-driven environment, with computing-based pedagogy, integrating theory and practice.
- Attract and nurture world-class faculty to excel in Teaching and Research, in the realm of Computing Sciences.
- Establish state-of-the-art computing facilities, for effective Teaching and Learning experiences.
- Promote Interdisciplinary Studies to nurture talent for global impact.
- Instill Entrepreneurial and Leadership Skills to address Social, Environmental and Community-needs.

### 2. Preamble to the Program Regulations and Curriculum

This is the subset of Academic Regulations and it is to be followed as a requirement for the award of B. Tech degree.

The Curriculum is designed to take into the factors listed in the Choice Based Credit System (CBCS) with focus on Industrial Based Project Learning, Industrial Training, and Internship to enable the students to become eligible and fully equipped for employment in industries, choose higher studies or entrepreneurship.

In exercise of the powers conferred by and in discharge of duties assigned under the relevant provision(s) of the Act, Statutes and Academic Regulations of the University, the Academic Council hereby makes the following Regulations.

### 3. Short Title and Applicability

- a. These Regulations shall be called the Bachelor of Technology Degree Program Regulations and Curriculum 2024-2028.
- b. These Regulations are subject to, and pursuant to the Academic Regulations.
- c. These Regulations shall be applicable to the ongoing Bachelor of Technology Degree Programs of the 2024-2028 batch, and to all other Bachelor of Technology Degree Programs which may be introduced in future.
- d. These Regulations shall supersede all the earlier Bachelor of Technology Degree Program Regulations and Curriculum, along with all the amendments thereto.
- e. These Regulations shall come into force from the Academic Year 2025-2026.

#### **4. Definitions**

*In these Regulations, unless the context otherwise requires:*

- a. *"Academic Calendar" means the schedule of academic and miscellaneous events as approved by the Vice Chancellor;*
- b. *"Academic Council" means the Academic Council of the University;*
- c. *"Academic Regulations" means the Academic Regulations, of the University;*
- d. *"Academic Term" means a Semester or Summer Term;*
- e. *"Act" means the Presidency University Act, 2013;*
- f. *"AICTE" means All India Council for Technical Education;*
- g. *"Basket" means a group of courses bundled together based on the nature/type of the course;*
- h. *"BOE" means the Board of Examinations of the University;*
- i. *"BOG" means the Board of Governors of the University;*
- j. *"BOM" means the Board of Management of the University;*
- k. *"BOS" means the Board of Studies of a particular Department/Program of Study of the University;*
- l. *"CGPA" means Cumulative Grade Point Average as defined in the Academic Regulations;*
- m. *"Clause" means the duly numbered Clause, with Sub-Clauses included, if any, of these Regulations;*
- n. *"COE" means the Controller of Examinations of the University;*
- o. *"Course In Charge" means the teacher/faculty member responsible for developing and organising the delivery of the Course;*
- p. *"Course Instructor" means the teacher/faculty member responsible for teaching and evaluation of a Course;*
- q. *"Course" means a specific subject usually identified by its Course-code and Course-title, with specified credits and syllabus/course-description, a set of references, taught by some teacher(s)/course-instructor(s) to a specific class (group of students) during a specific Academic Term;*
- r. *"Curriculum Structure" means the Curriculum governing a specific Degree Program offered by the University, and, includes the set of Baskets of Courses along with minimum credit requirements to be earned under each basket for a degree/degree with specialization/minor/honours in addition to the relevant details of the Courses and Course catalogues (which describes the Course content and other important information about the Course). Any specific requirements for a particular program may be brought into the Curriculum structure of the specific program and relevant approvals should be taken from the BOS and Academic Council at that time.*
- s. *"DAC" means the Departmental Academic Committee of a concerned Department/Program of Study of the University;*
- t. *"Dean" means the Dean / Director of the concerned School;*

- u. "Degree Program" includes all Degree Programs;
- v. "Department" means the Department offering the degree Program(s) / Course(s) / School offering the concerned Degree Programs / other Administrative Offices;
- w. "Discipline" means specialization or branch of B.Tech. Degree Program;
- x. "HOD" means the Head of the concerned Department;
- y. "L-T-P-C" means Lecture-Tutorial-Practical-Credit – refers to the teaching – learning periods and the credit associated;
- z. "MOOC" means Massive Open Online Courses;
- aa. "MOU" means the Memorandum of Understanding;
- bb. "NPTEL" means National Program on Technology Enhanced Learning;
- cc. "Parent Department" means the department that offers the Degree Program that a student undergoes;
- dd. "Program Head" means the administrative head of a particular Degree Program/s;
- ee. "Program Regulations" means the Bachelor of Technology Degree Program Regulations and Curriculum, 2024-2028;
- ff. "Program" means the Bachelor of Technology (B.Tech.) Degree Program;
- gg. "PSCS" means the Presidency School of Computer Science and Engineering;
- hh. "Registrar" means the Registrar of the University;
- ii. "School" means a constituent institution of the University established for monitoring, supervising and guiding, teaching, training and research activities in broadly related fields of studies;
- jj. "Section" means the duly numbered Section, with Clauses included in that Section, of these Regulations;
- kk. "SGPA" means the Semester Grade Point Average as defined in the Academic Regulations;
- ll. "Statutes" means the Statutes of Presidency University;
- mm. "Sub-Clause" means the duly numbered Sub-Clause of these Program Regulations;
- nn. "Summer Term" means an additional Academic Term conducted during the summer break (typically in June-July) for a duration of about eight (08) calendar weeks, with a minimum of thirty (30) University teaching days;
- oo. "SWAYAM" means Study Webs of Active Learning for Young Aspiring Minds.
- pp. "UGC" means University Grant Commission;
- qq. "University" means Presidency University, Bengaluru; and
- rr. "Vice Chancellor" means the Vice Chancellor of the University.

## 5. Program Description

The Bachelor of Technology Degree Program Regulations and Curriculum 2024-2028 are subject to, and, pursuant to the Academic Regulations. These Program Regulations shall be applicable to the following ongoing Bachelor of Technology (B.Tech.) Degree Programs of 2024-2028 offered by the Presidency School of Computer Science and Engineering (PSCS):

1. Bachelor of Technology in Computer Science and Engineering, abbreviated as CSE
2. Bachelor of Technology in Computer Science and Technology (Big Data), abbreviated as CBD
3. Bachelor of Technology in Computer Science and Engineering (Block Chain), abbreviated as CBC
4. Bachelor of Technology in Computer Science and Technology (Dev Ops), abbreviated as CDV
5. Bachelor of Technology in Computer Science and Engineering (Cyber Security), abbreviated as CCS
6. Bachelor of Technology in Computer Science and Engineering (Internet of Things), abbreviated as CIT

7. Bachelor of Technology in Computer Science and Engineering (Data Science), abbreviated as CSD
8. Bachelor of Technology in Computer Science and Technology, abbreviated as CSG
9. Bachelor of Technology in Information Science and Technology, abbreviated as IST
10. Bachelor of Technology in Computer Science and Information Technology, abbreviated as CSI
11. Bachelor of Technology in Computer Science and Engineering (Networks), abbreviated as CSN
12. Bachelor of Technology in Computer Engineering, abbreviated as COM
13. Bachelor of Technology in Information Science and Engineering, abbreviated as ISE and
14. Bachelor of Technology in Computer Science and Engineering (Artificial Intelligence and Machine Learning) abbreviated as CAI

5.1 These Program Regulations shall be applicable to other similar programs, which may be introduced in future.

5.2 These Regulations may evolve and get amended or modified or changed through appropriate approvals from the Academic Council, from time to time, and shall be binding on all concerned.

5.3 The effect of periodic amendments or changes in the Program Regulations, on the students admitted in earlier years, shall be dealt with appropriately and carefully, so as to ensure that those students are not subjected to any unfair situation whatsoever, although they are required to conform to these revised Program Regulations, without any undue favour or considerations

## **6. Minimum and Maximum Duration**

- 6.1 Bachelor of Technology Degree Program is a Four-Year, Full-Time Semester based program. The minimum duration of the B.Tech. Program is four (04) years and each year comprises of two academic Semesters (Odd and Even Semesters) and hence the duration of the B.Tech. program is eight (08) Semesters.
- 6.2 A student who for whatever reason is not able to complete the Program within the normal period or the minimum duration (number of years) prescribed for the Program, may be allowed a period of two years beyond the normal period to complete the mandatory minimum credits requirement as prescribed by the concerned Program Regulations and Curriculum. In general, the permissible maximum duration (number of years) for completion of Program is 'N' + 2 years, where 'N' stands for the normal or minimum duration (number of years) for completion of the concerned Program as prescribed by the concerned Program Regulations and Curriculum.
- 6.3 The time taken by the student to improve Grades/CGPA, and in case of temporary withdrawal/re-joining (Refer to Clause 16.1 of Academic Regulations), shall be counted in the permissible maximum duration for completion of a Program.
- 6.4 In exceptional circumstances, such as temporary withdrawal for medical exigencies where there is a prolonged hospitalization and/or treatment, as certified through hospital/medical records, women students requiring extended maternity break (certified by registered medical practitioner), and, outstanding sportspersons representing the University/State/India requiring extended time to participate in National/International sports events, a further extension of one (01) year may be granted on the approval of the Academic Council.
- 6.5 The enrolment of the student who fails to complete the mandatory requirements for the award of the concerned Degree (refer Section 19.0 of Academic Regulations) in the prescribed maximum duration (Sub-Clauses 18.1 and 18.2 of Academic Regulations), shall stand terminated and no Degree shall be awarded.

## 7 Programme Educational Objectives (PEO)

After four years of successful completion of the program, the graduates shall be able to:

**PEO 1:** Demonstrate as a Computer Engineering Professional with innovative skills and moral and ethical values

**PEO 2:** Engage in lifelong learning through research and professional development

**PEO 3:** Serve as a leader in the profession through consultancy, extension activities and/ or entrepreneurship

## 8 Programme Outcomes (PO) and Programme Specific Outcomes (PSO)

### 8.1 Programme Outcomes (PO)

On successful completion of the Program, the students shall be able to:

**PO1. Engineering Knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

**PO2. Problem Analysis:** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

**PO3. 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.

**PO4. 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.

**PO5. 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.

**PO6. 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 practice.

**PO7. Environment and Sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

**PO8. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

**PO9. Individual and Team Work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

**PO10. 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.

**PO11. Project Management and Finance:** Demonstrate knowledge and understanding of the engineering 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.

**PO12. 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.

## **8.2 Program Specific Outcomes (PSOs):**

On successful completion of the Program, the students shall be able to:

**PSO1:** Display a strong grasp of computer science fundamentals to clearly explain essential concepts, analyze problems, and utilize theory to model and construct reliable, efficient computing systems.

**PSO2:** Leverage on their programming abilities, knowledge of software development platforms, and understanding of cybersecurity principles to design practical solutions, supporting diverse paths in industry, academia, advanced studies, research, or entrepreneurship.

**PSO3:** Comprehend and evaluate the ethical, legal, societal implications of cybersecurity practices to ensure responsible decision-making while designing, implementing, applications that protect data, networks, and infrastructure against cyber threats.

## **9 Admission Criteria (as per the concerned Statutory Body)**

The University admissions shall be open to all persons irrespective of caste, class, creed, gender or nation. All admissions shall be made on the basis of merit in the qualifying examinations; provided that forty percent of the admissions in all Programs of the University shall be reserved for the students of Karnataka State and admissions shall be made through a Common Entrance Examination conducted by the State Government or its agency and seats shall be allotted as per the merit and reservation policy of the State Government from time to time. The admission criteria to the B.Tech. Program is listed in the following Sub-Clauses:

- 9.1 An applicant who has successfully completed Pre-University course or Senior Secondary School course (+2) or equivalent such as (11+1), 'A' level in Senior School Leaving Certificate Course from a recognized university of India or outside or from Senior Secondary Board or equivalent, constituted or recognized by the Union or by the State Government of that Country for the purpose of issue of qualifying certificate on successful completion of the course, may apply for and be admitted into the Program.
- 9.2 Provided further, the applicant must have taken Physics and Mathematics as compulsory subjects in the Pre-University / Higher Secondary / (10+2) / (11+1) examination, along with either Chemistry / Biology / Electronics / Computer Science / Biotechnology subject, and, the applicant must have obtained a minimum of 45% of the total marks (40% in case of candidates belonging to the Reserved Category as classified by the Government of Karnataka) in these subjects taken together.
- 9.3 The applicant must have appeared for Joint Entrance Examinations (JEE) Main / JEE (Advanced) / Karnataka CET / COMED-K, or any other State-level Engineering Entrance Examinations.
- 9.4 Reservation for the SC / ST and other backward classes shall be made in accordance with the

directives issued by the Government of Karnataka from time to time.

- 9.5 Admissions are offered to Foreign Nationals and Indians living abroad in accordance with the rules applicable for such admission, issued from time to time, by the Government of India.
- 9.6 Candidates must fulfil the medical standards required for admission as prescribed by the University.
- 9.7 If, at any time after admission, it is found that a candidate had not in fact fulfilled all the requirements stipulated in the offer of admission, in any form whatsoever, including possible misinformation and any other falsification, the Registrar shall report the matter to the Board of Management (BOM), recommending revoking the admission of the candidate.
- 9.8 The decision of the BOM regarding the admissions is final and binding.

## **10 Lateral Entry / Transfer Students requirements**

### **10.1 Lateral Entry**

The University admits students directly to the second year (3<sup>rd</sup> Semester) of the B.Tech. Degree program as per the provisions and/or regulations of the Government of Karnataka pertaining to the "Lateral Entry" scheme announced by the Government from time to time. Further, the general conditions and rules governing the provision of Lateral Entry to the B.Tech. Program of the University are listed in the following Sub-Clauses:

- 10.1.1 Admission to 2<sup>nd</sup> year (3<sup>rd</sup> Semester) of the B.Tech. Degree program shall be open to the candidates who are holders of a 3-year Diploma in Engineering (or equivalent qualification as recognized by the University), who have secured not less than forty-five percentage (45%) marks in the final year examination (5<sup>th</sup> and 6<sup>th</sup> Semesters of the Diploma Program) in the appropriate branch of Engineering. Provided that, in case of SC / ST and OBC candidates from Karnataka the minimum marks for eligibility shall be forty percent (40%).
- 10.1.2 Provided further that, candidates seeking Lateral Entry may be required to complete specified bridge Courses as prescribed by the University. Such bridge Courses, if any, shall not be included in the CGPA computations.
- 10.1.3 All the existing Regulations and Policies of the University shall be binding on all the students admitted to the Program through the provision of Lateral Entry.
- 10.1.4 The Course requirements prescribed for the 1<sup>st</sup> Year of the B.Tech. Program shall be waived for the student(s) admitted through Lateral Entry and the duration of the B.Tech. Program for such students is three (03) years, commencing from the 3<sup>rd</sup> Semester (commencement of the 2<sup>nd</sup> Year) of the B.Tech. Program and culminating with the 8<sup>th</sup> Semester (end of the 4<sup>th</sup> Year) of the B.Tech. Program.
- 10.1.5 Provided that, if a Lateral Entry student misses any mandatory program specific courses that are typically offered in the 1<sup>st</sup> year (1<sup>st</sup> or 2<sup>nd</sup> semesters), then those courses must be cleared by the students as soon as possible, preferably during the Summer Term.
- 10.1.6 The existing Program Regulations of the concerned Program to which the student is admitted through the provision of Lateral Entry shall be binding on the student with effect from the 3<sup>rd</sup> Semester of the Program. i.e., the Program Structure and Curriculum from the 3<sup>rd</sup> to 8<sup>th</sup> Semesters of the Program concerned shall be binding on the student admitted through Lateral Entry. Further, any revisions / amendments made to the Program Regulations

thereafter, shall be binding on all the students of the concerned Program.

10.1.7 All the Courses (and the corresponding number of Credits) prescribed for the 1<sup>st</sup> Year of the concerned B.Tech. Program shall be waived for the student(s) admitted to the concerned B.Tech Program through Lateral Entry. Further, the *Minimum Credit Requirements* for the award of the B.Tech. Degree in the concerned Program shall be prescribed / calculated as follows:

The ***Minimum Credit Requirements*** for the award of the Bachelor of Technology (B.Tech.) Degree prescribed by the concerned Bachelor of Technology Degree Program Regulations and Curriculum, 2024-2028, minus the number of Credits prescribed / accepted by the Equivalence Committee for the 1<sup>st</sup> Year (1<sup>st</sup> and 2<sup>nd</sup> Semesters) of the B.Tech. Program.

For instance, if the *Minimum Credit Requirements* for the award of the Bachelor of Technology (B.Tech.) Degree as prescribed by the Regulations for B.Tech. (Computer Science and Engineering-Cyber Security) is "N" Credits, and, if the total credits prescribed in the 1<sup>st</sup> Year (total credits of the 1<sup>st</sup> and 2<sup>nd</sup> Semesters) of the Program concerned is "M" Credits, then the *Minimum Credit Requirements* for the award of the B.Tech. in Computer Science and Engineering for a student who joins the Program through the provision of the Lateral Entry, shall be "N - M" Credits.

10.1.8 Further, no other waiver except the Courses prescribed for the 1<sup>st</sup> year of the B.Tech. Program of the University shall be permissible for students joining the B.Tech. Program through the provision of Lateral Entry.

## **10.2 Transfer of student(s) from another recognized University to the 2<sup>nd</sup> year (3<sup>rd</sup> Semester) of the B.Tech. Program of the University**

A student who has completed the 1<sup>st</sup> Year (i.e., passed in all the Courses / Subjects prescribed for the 1<sup>st</sup> Year) of the B.Tech/B.E/B.S., Four-Year Degree Program from another recognized University, may be permitted to transfer to the 2<sup>nd</sup> Year (3<sup>rd</sup> Semester) of the B.Tech. Program of the University as per the rules and guidelines prescribed in the following Sub-Clauses:

- 10.2.1 The concerned student fulfils the criteria specified in Sub-Clauses 10.1.1, 10.1.2 and 10.1.3.
- 10.2.2 The student shall submit the Application for Transfer along with a non-refundable Application Fee (as prescribed by the University from time to time) to the University no later than July 10 of the concerned year for admission to the 2<sup>nd</sup> Year (3<sup>rd</sup> Semester) B.Tech. Program commencing on August 1 on the year concerned.
- 10.2.3 The student shall submit copies of the respective Marks Cards / Grade Sheets / Certificates along with the Application for Transfer.
- 10.2.4 The transfer may be provided on the condition that the Courses and Credits completed by the concerned student in the 1<sup>st</sup> Year of the B.Tech. / B.E. / B.S. Four Degree Program from the concerned University, are declared equivalent and acceptable by the Equivalence

Committee constituted by the Vice Chancellor for this purpose. Further, the Equivalence Committee may also prescribe the Courses and Credits the concerned students shall have to mandatorily complete, if admitted to the 2<sup>nd</sup> Year of the B.Tech. Program of the University.

10.2.5 The Branch / Discipline allotted to the student concerned shall be the decision of the University and binding on the student.

## **11 Change of Branch / Discipline / Specialization**

A student admitted to a particular Branch of the B.Tech. Program will normally continue studying in that Branch till the completion of the program. However, the University reserves the right to provide the option for a change of Branch, or not to provide the option for a change of Branch, at the end of 1<sup>st</sup> Year of the B.Tech. Program to eligible students in accordance with the following rules and guidelines framed by the University from time to time.

**11.1** Normally, only those students, who have passed all the Courses prescribed for the 1<sup>st</sup> Year of the B.Tech. Program and obtained a CGPA of not less than 6.50 at the end of the 2<sup>nd</sup> Semester, shall be eligible for consideration for a change of Branch.

**11.2** Change of Branch, if provided, shall be made effective from the commencement of the 3<sup>rd</sup> Semester of the B.Tech. Program. There shall be no provision for change of Branch thereafter under any circumstances whatsoever.

**11.3** The student provided with the change of Branch shall fully adhere to and comply with the Program Regulations of the concerned Branch of the B.Tech. Program, the Fee Policy pertaining to that Branch of the B.Tech. Program, and, all other rules pertaining to the changed Branch existing at the time.

**11.4** Change of Branch once made shall be final and binding on the student. No student shall be permitted, under any circumstances, to refuse the change of Branch offered.

**11.5** The eligible student may be allowed a change in Branch, strictly in order of *inter se* merit, subject to the conditions given below:

11.5.1 The actual number of students in the 3<sup>rd</sup> Semester in any particular Branch to which the transfer is to be made, should not exceed the intake fixed by the University for the concerned Branch;

11.5.2 The actual number of students in any Branch from which transfer is being sought does not fall below 75% of the total intake fixed by the University for the concerned Branch.

The process of change of Branch shall be completed within the first five days of Registration for

the 3<sup>rd</sup> Semester of the B.Tech. Program.

## **12 Specific Regulations regarding Assessment and Evaluation (including the Assessment Details of NTCC Courses, Weightages of Continuous Assessment and End Term Examination for various Course Categories)**

- 12.1 The academic performance evaluation of a student in a Course shall be according to the University Letter Grading System based on the class performance distribution in the Course.
- 12.2 Academic performance evaluation of every registered student in every Course registered by the student is carried out through various components of Assessments spread across the Semester. The nature of components of Continuous Assessments and the weightage given to each component of Continuous Assessments (refer Clause 8.8 of Academic regulations) shall be clearly defined in the Course Plan for every Course, and approved by the DAC.
- 12.3 Format of the End-Term examination shall be specified in the Course Plan.
- 12.4 Grading is the process of rewarding the students for their overall performance in each Course. The University follows the system of Relative Grading with statistical approach to classify the students based on the relative performance of the students registered in the concerned Course except in the following cases:

- Non-Teaching Credit Courses (NTCC)
- Courses with a class strength less than 30

Absolute grading method may be adopted, where necessary with prior approval of concerned DAC.

Grading shall be done at the end of the Academic Term by considering the aggregate performance of the student in all components of Assessments prescribed for the Course. Letter Grades (Clause 8.10 of Academic Regulations) be awarded to a student based on her/his overall performance relative to the class performance distribution in the concerned Course. These Letter Grades not only indicate a qualitative assessment of the student's performance but also carry a quantitative (numeric) equivalent called the Grade Point.

### **12.5 Assessment Components and Weightage**

**Table 1: Assessment Components and Weightage for different category of Courses**

<b>Nature of Course and Structure</b>	<b>Evaluation Component</b>	<b>Weightage</b>
<b>Lecture-based Course</b> L component in the L-T-P Structure is predominant (more than 1) (Examples: 3-0-0; 3-0-2; 2-1-0; 2-0-2, 2-0-4 etc.)	Continuous Assessments	50%
	End Term Examination	50%
<b>Lab/Practice-based Course</b> P component in the L-T-P Structure is	Continuous Assessments	75%

predominant (Examples: 0-0-4; 1-0-4; 1-0-2; etc.)	End Term Examination	25%
<b>Skill based Courses</b> like Industry Internship, Capstone project, Research Dissertation, Integrative Studio, Interdisciplinary Project, Summer / Short Internship, Social Engagement / Field Projects, Portfolio, and such similar Non-Teaching Credit Courses, where the pedagogy does not lend itself to a typical L-T-P structure	Guidelines for the assessment components for the various types of Courses, with recommended weightages, shall be specified in the concerned Program Regulations and Curriculum / Course Plans, as applicable.	

The exact weightages of Evaluation Components shall be clearly specified in the respective Course Plan.

Normally, for Practice/Skill based Courses, without a defined credit structure (L-T-P) [NTCC], but with assigned Credits (as defined in Clause 5.2 of the Academic Regulations), the method of evaluation shall be based only on Continuous Assessments. The various components of Continuous Assessments, the distribution of weightage among such components, and the method of evaluation/assessment, shall be as decided and indicated in the Course Plan/PRC. The same shall be approved by the respective DAC.

## 12.6 Minimum Performance Criteria:

### 12.6.1 Theory only Course and Lab/Practice Embedded Theory Course

A student shall satisfy the following minimum performance criteria to be eligible to earn the credits towards the concerned Course:

- a. A student must obtain a minimum of 30% of the total marks/weightage assigned to the End Term Examinations in the concerned Course.
- b. The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of the components of Continuous Assessments, Mid Term Examinations and End Term Examinations in the concerned Course.

### 12.6.2 Lab/Practice only Course and Project Based Courses

The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of all assessment components in the concerned Course.

12.6.2.1 A student who fails to meet the minimum performance criteria listed above in a Course shall be declared as "Fail" and given "F" Grade in the concerned Course. For theory Courses, the student shall have to re-appear in the "Make-Up Examinations" as scheduled by the University in any subsequent semester, or, re-appear in the End Term Examinations of the same Course when it is scheduled at the end of the following Semester or Summer Term, if offered. The marks obtained in the Continuous Assessments (other than the End Term Examination) shall be carried forward and be included in computing the final grade, if the student secures the minimum requirements (as per sub-clauses 12.6.1 and 8.9.2 of Academic Regulations) in the "Make-Up Examinations" of the concerned Course. Further, the student has an option to re-register for the Course and clear the same in the summer term/ subsequent semester if he/she wishes to do so, provided the Course is offered.

## **13 Additional clarifications - Rules and Guidelines for Transfer of Credits from MOOC, etc. - Note: These are covered in Academic Regulations**

The University allows students to acquire credits from other Indian or foreign institutions and/or Massive Open Online Course (MOOC) platforms, subject to prior approval. These credits may be transferred and counted toward fulfilling the minimum credit requirements for the award of a degree. The process of transfer of credits is governed by the following rules and guidelines:

- 13.1 The transfer of credits shall be examined and recommended by the Equivalence Committee (Refer ANNEXURE B of Academic Regulations) and approved by the Dean - Academics.
- 13.2 Students may earn credits from other Indian or foreign Universities/Institutions with which the University has an MOU, and that MOU shall have specific provisions, rules and guidelines for transfer of credits. These transferred credits shall be counted towards the minimum credit requirements for the award of the degree.
- 13.3 Students may earn credits by registering for Online Courses offered by *Study Web of Active Learning by Young and Aspiring Minds* (SWAYAM) and *National Program on Technology Enhanced Learning* (NPTEL), or other such recognized Bodies/ Universities/Institutions as approved by the concerned BOS and Academic Council from time to time. The concerned School/Parent Department shall publish/include the approved list of Courses and the rules and guidelines governing such transfer of credits of the concerned Program from time to time. The Rules and Guidelines for the transfer of credits specifically from the Online Courses conducted by SWAYAM/ NPTEL/ other approved MOOCs are as stated in the following Sub-Clauses:
  - 13.3.1 A student may complete SWAYAM/NPTEL/other approved MOOCs as mentioned in Clause 13.3 (As per Academic Regulations) and transfer equivalent credits to partially or fully complete the mandatory credit requirements of Discipline Elective Courses and/or the mandatory credit requirements of Open Elective Courses as prescribed in the concerned Curriculum Structure. However, it is the sole responsibility of the student to complete the mandatory credit requirements of the Discipline Elective Courses and the Open Elective Courses as prescribed by the Curriculum Structure of the concerned Program.
  - 13.3.2 SWAYAM/NPTEL/ other approved MOOCs as mentioned in Clause 13.3 (As per Academic Regulations) shall be approved by the concerned Board of Studies and placed (as Annexures) in the concerned PRC.
  - 13.3.3 Parent Departments may release a list of SWAYAM/NPTEL/other approved MOOCs for Pre-Registration as per schedule in the Academic Calendar or through University Notification to this effect.
- 13.3.4** Students may Pre-Register for the SWAYAM/NPTEL/other approved MOOCs in the respective Departments and register for the same Courses as per the schedule announced by respective Online Course Offering body/institute/ university.
- 13.3.5 A student shall request for transfer of credits only from such approved Courses as mentioned in Sub-Clause 13.3.2 above.
- 13.3.6 SWAYAM/NPTEL/other approved MOOCs Courses are considered for transfer of credits only if the concerned student has successfully completed the

SWAYAM/NPTEL/other approved MOOCs and obtained a certificate of successful/satisfactory completion.

13.3.7 A student who has successfully completed the approved SWAYAM/NPTEL/ other approved MOOCs and wants to avail the provision of transfer of equivalent credits, must submit the original Certificate of Completion, or such similar authorized documents to the HOD concerned, with a written request for the transfer of the equivalent credits. On verification of the Certificates/Documents and approval by the HOD concerned, the Course(s) and equivalent Credits shall have forwarded to the COE for processing of results of the concerned Academic Term.

13.3.8 The credit equivalence of the SWAYAM/NPTEL/other approved MOOCs are based on Course durations and/or as recommended by the Course offering body/institute/university. The Credit Equivalence mapped to SWAYAM/ NPTEL approved Courses based on Course durations for transfer of credits is summarized in Table shown below. The Grade will be calculated from the marks received by the Absolute Grading Table 8.11. in the Academic Regulations.

**Table 2: Durations and Credit Equivalence for Transfer of Credits from SWAYAM-NPTEL/ other approved MOOC Courses**

<b>SI. No.</b>	<b>Course Duration</b>	<b>Credit Equivalence</b>
1	4 Weeks	1 Credit
2	8 Weeks	2 Credits
3	12 Weeks	3 Credits

13.3.9 The maximum permissible number of credits that a student may request for credit transfer from MOOCs shall not exceed 20% of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree.

13.3.10 The University shall not reimburse any fees/expense; a student may incur for the SWAYAM/NPTEL/other approved MOOCs.

13.4 The maximum number of credits that can be transferred by a student shall be limited to forty percent (40%) of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree. However, the grades obtained in the Courses transferred from other Institutions/MOOCs, as mentioned in this Section (13.0), shall not be included in the calculation of the CGPA.

13.5 **Mandatory Non-Credit Course Completion Requirements:** All mandatory non-credit courses shall be satisfactorily completed by the student as part of the degree requirements. These courses will be evaluated and awarded letter grades based on the following criteria:

**S (Satisfactorily Completed):** Awarded when the student successfully completes all prescribed course requirements.

NC (Not Completed): Awarded when the student fails to meet the prescribed course requirements.

A student receiving an NC grade must reappear for and complete the course in accordance with the guidelines prescribed by the University.

In the case of non-taught and non-credited mandatory courses—where students are advised to undertake learning through MOOC platforms—there shall be a clearly defined Course Catalogue and a corresponding Course Plan. The Course Plan shall outline the assessment components, which will form the basis for evaluation.

## PART B - PROGRAM STRUCTURE

### **14. Structure / Component with Credit Requirements Course Baskets & Minimum Basket wise Credit Requirements**

The B.Tech. (Computer Science and Engineering-Cyber Security) Program Structure (2024-2028) totaling 160 credits. Table 3 summarizes the type of baskets, number of courses under each basket and the associated credits that are mandatorily required for the completion of the Degree.

**Table 3: B.Tech. (Computer Science & Engineering-Cyber Security) 2024-2028: Summary of Mandatory Courses and Minimum Credit Contribution from various Baskets**

<b>SI. No.</b>	<b>Baskets</b>	<b>Credit Contribution</b>
1	Humanities and Social Sciences including Management Courses (HSMC)	10
2	Basic Science Courses (BSC)	17
3	Engineering Science Courses (ESC)	23
4	Professional Core Courses (PCC)	70
5	Project Work (PRW)	16
6	Professional Elective Courses (PEC)	18
7	Open Elective Courses (OEC)	06

**Table 3: B.Tech. (Computer Science & Engineering-Cyber Security) 2024-2028: Summary of Mandatory Courses and Minimum Credit Contribution from various Baskets**

SI. No.	Baskets	Credit Contribution
8	Mandatory Courses (MAC)*	0
	<b>Total Credits</b>	<b>160</b>

\* Please refer to Table 3.6, (where the number '8' corresponds to the serial number of the Mandatory course basket.)

In the entire Program, the practical and skill based course component contribute to an extent of approximately 57% out of the total credits of 160 for B.Tech. (Computer Science and Engineering-Cyber Security) program of four years' duration.

## **15. Minimum Total Credit Requirements of Award of Degree**

As per the AICTE guidelines, a minimum of 160 credits is required for the award of a B.Tech. degree.

## **16. Other Specific Requirements for Award of Degree, if any, as prescribed by the Statutory Bodies,**

- 16.1 The award of the Degree shall be recommended by the Board of Examinations and approved by the Academic Council and Board of Management of the University.
- 16.2 A student shall be declared to be eligible for the award of the concerned Degree if she/he:
  - a. Fulfilled the Minimum Credit Requirements and the Minimum Credits requirements under various baskets;
  - b. Secure a minimum CGPA of 4.50 in the concerned Program at the end of the Semester/Academic Term in which she/he completes all the requirements for the award of the Degree as specified in Sub-Clause 19.2.1 of Academic Regulations;
  - c. No dues to the University, Departments, Hostels, Library, and any other such Centers/ Departments of the University; and
  - d. No disciplinary action is pending against her/him.

## **PART-C: CURRICULUM STRUCTURE**

### **17. Curriculum Structure - Basket Wise Course List**

**List of Courses Tabled - aligned to the Program Structure**

Type of Skill	Course Caters to
F - Foundation S - Skill Development EM – Employability EN – Entrepreneurship SS-Soft Skills AT-Aptitude Training	GS - Gender Sensitization ES - Environment and sustainability HP - Human values and Professional Ethics

**Table 3.1:**  
**List of Humanities and Social Sciences including Management Courses (HSMC)**

Sl. No.	Course Code	Course Name	L	T	P	Credits	Contact Hours	Type of Skill	Pre-requisite
1	ENG1002	Technical English	1	0	2	2	3	S	Nil
2	PPS1001	Introduction to soft skills	0	0	2	1	2	S	Nil
3	DES1146	Introduction to Design Thinking	1	0	0	1	1	F	Nil
4	ENG2001/ FRL1002	Advanced English / Foreign Language courses	1	0	2	2	3	S	ENG1002
5	PPS1012	Enhancing Personality Through Soft Skills	0	0	2	1	2	S	Nil
6	FIN1002	Essentials of Finance	3	0	0	3	3	S	Nil
<b>Total</b>			6	0	10	10	14		

**Table 3.2: List of Basic Science Courses (BSC)**

Sl. No.	Course Code	Course Name	L	T	P	Credits	Contact Hours	Type of Skill	Pre-requisite
1	MAT1001	Calculus and Linear Algebra	3	0	2	4	5	F	Nil
2	PHY1002	Optoelectronics and Device Physics	2	0	2	3	4	F	Nil
3	MAT1003	Applied Statistics	2	0	0	2	2	EM	Nil
4	MAT2501	Integral Transforms and Partial Differential Equations	3	1	0	4	3	F	MAT1001
5	MAT2503	Discrete Mathematics	3	1	0	4	4	F	Nil
<b>Total</b>			<b>14</b>	<b>0</b>	<b>4</b>	<b>17</b>	<b>19</b>		

**Table 3.3 : List of Engineering Science Courses (ESC)**

Sl. No.	Course Code	Course Name	L	T	P	Credits	Contact Hours	Type of Skill	Pre-requisite
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1	MEC1006	Engineering Graphics	2	0	0	2	2	S	--
2	CSE1004	Problem Solving Using C	1	0	4	3	5	S	--
3	ECE2007	Digital Design	2	0	2	3	4	F/S	--
4	CIV1008	Basic Engineering Sciences	2	0	0	2	2	S	--
5	CSE1006	Problem Solving using JAVA	1	0	4	3	5	S	CSE1004
6	EEE1007	Basics of Electrical and Electronics Engineering	3	0	2	4	5	F	--
7	ECE2010	Innovative Projects Using Arduino	-	-	-	1	0	S	--
8	CSE1500	Computational Thinking using Python	2	0	2	3	4	S/EM	--
9	CSE2274	Competitive Programming and Problem Solving	0	0	4	2	4	S/EM	--
<b>Total</b>			<b>13</b>	<b>0</b>	<b>18</b>	<b>23</b>	<b>31</b>		

**Table 3.4: List of Professional Core Courses (PCC)**

S.N o	Course Code	Course Name	L	T	P	C	Contact Hours	Type of Skills/Focus	Pre- requisites/ Co- requisites
1	CSE2253	Data Structures	3	0	0	3	3	S	Nil
2	CSE2258	Web Technologies	3	0	0	3	3	S/EM	Nil
3	CSE2251	Data Communication and Computer Networks	3	0	0	3	3	S	Nil
4	CSE2257	Computer Organization and Architecture	3	0	0	3	3	S	Nil
5	CSE2254	Data Structures Lab	0	0	2	1	2	S	Nil
6	CSE2259	Web Technologies Lab	0	0	2	1	2	S/EM	Nil
7	CSE2252	Data Communication and Computer Networks Lab	0	0	2	1	2	S	Nil
8	CSE2271	Software Design and Development	3	0	0	3	3	S/EM	Nil
9	CSE2260	Database Management Systems	3	0	0	3	3	S	Nil
10	CSE2261	Database Management Systems Lab	0	0	2	1	2	S	Nil
11	CSE2262	Analysis of Algorithms	3	1	0	4	4	S	Nil
12	CSE2263	Analysis of Algorithms Lab	0	0	2	1	2	S	Nil
13	CCS2504	Ethical Hacking	2	0	0	2	2	S/EM	CSE2251
14	CCS2505	Ethical Hacking Lab	0	0	4	2	4	S/EM	CSE2251
15	CSE2502	Cryptography and Network Security	3	0	0	3	3	S	CSE2251

16	CSE2269	Operating Systems	3	0	0	3	3	S	Nil
17	CSE2270	Operating Systems Lab	0	0	2	1	2	S	Nil
18	CSE2266	Theory of Computation	3	0	0	3	3	S	Nil
19	CSE2264	Essentials of AI	3	0	0	3	3	S	Nil
20	CSE2265	Essentials of AI Lab	0	0	2	1	2	S	Nil
21	CCS2502	Cyber Threats for IoT and Cloud	3	0	0	3	3	S	CSE2502
22	CCS2500	Cyber Forensics	2	0	0	2	2	S/EM	CSE2502
23	CCS2512	Cyber Forensics Lab	0	0	4	2	2	S/EM	CSE2502
24	CCS2509	Malware Analysis	3	0	0	3	3	S/EM	
25	CCS2503	Cyber Security	3	0	0	3	3	S/EM	
26	CSE2272	Cloud Computing	2	0	0	2	2	S	Nil
27	CSE2273	Cloud Computing Lab	0	0	2	1	2	S/EM	Nil
28	CCS2507	Web Security	3	0	0	3	3	S/EM	CSE2251
29	CCS2506	Intrusion Detection and Prevention System	3	0	0	3	3	S/EM	CSE2502
30	CCS2508	Web Security Lab	3	0	0	3	3	S/EM	CSE2251
<b>Total No. of Credits</b>						<b>70</b>			

**Table 3.5: List of course in Project Work basket (PRW)**

Course Code	Course Name	L	T	P	Credits	Contact Hours	Type of Skill	Pre-requisite
CSE7000	Internship	0	0	0	2	0	S/EM	Nil
CSE7100	Mini Project	0	0	0	4	0	S/EM	Nil
CSE7300	Capstone Project	0	0	0	10	0	S/EM	Nil
<b>Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>0</b>		

**Table 3.6: List of Mandatory Courses (MAC)**

S.No	Course Code	Course Name	L	T	P	C
1	CHE1018	Environmental Science	-	-	-	0
2	LAW1007	Indian Constitution and Professional Ethics for Engineers	-	-	-	0
3	CIV7601	Universal Human Values and Ethics	-	-	-	0
4	APT4002	Introduction to Aptitude	0	0	2	0
5	APT4004	Aptitude Training - Intermediate	0	0	2	0
6	APT4006	Logical and Critical Thinking	0	0	2	0
7	APT4026	Aptitude for Employability	0	0	2	0

8	PPS4027	Preparedness for Interview	0	0	2	0
<b>Total No. of Credits</b>						<b>0</b>

## **18.Practical / Skill based Courses - Internships / Thesis / Dissertation / Capstone Project Work / Portfolio / Mini project**

Practical / Skill based Courses like internship, project work, capstone project, research project / dissertation, and such similar courses, where the pedagogy does not lend itself to a typical L-T-P-C Structure as defined in Clause 5.1 of the Academic Regulations, are simply assigned the number of Credits based on the quantum of work / effort required to fulfill the learning objectives and outcomes prescribed for the concerned Courses. Such courses are referred to as Non-Teaching Credit Courses (NTCC). These Courses are designed to provide students with hands-on experience and skills essential for their professional development. These courses aim to equip students with abilities in problem identification, root cause analysis, problem-solving, innovation, and design thinking through industry exposure and project-based learning. The expected outcomes are first level proficiency in problem solving and design thinking skills to better equip B.Tech. graduates for their professional careers. The method of evaluation and grading for the Practical / Skill based Courses shall be prescribed and approved by the concerned Departmental Academic Committee (refer Annexure A of the Academic Regulations). The same shall be prescribed in the Course Handout.

### **18.1 Internship / In-plant Training / Skill-based Program / International Immersion (IM) / Recognition of Prior Learning (RPL)**

A student may undergo an Internship / In-plant Training / Skill-based Program / IM / RPL for a period minimum 04 weeks in an industry / company, government bodies, academic / research institution or recognized online platforms offering certified skill-based programs during the semester break between 4<sup>th</sup> and 5<sup>th</sup> semesters, subject to the following conditions:

- 18.1.1 The Internship / In-plant Training / Skill-based Program / IM / RPL shall be conducted in accordance with the Internship Policy prescribed by the University from time to time.
- 18.1.2 Internship: student shall undergo internship, either in industry / company, academic / research organizations, government bodies, or international institutions. The objective is to provide practical exposure, industry insights, and real-world experience relevant to the student's field of study.
- 18.1.3 In-plant Training: student shall undergo training / industrial exposure program aimed at providing with practical insights into real-world working environments. The training may be conducted by industries / companies on-campus or through student visits to industries / companies, government bodies / institutions, or technical organizations.
- 18.1.4 Skill-based Program: student shall undergo a certified skill-based program of 30 hours / 04 weeks. Skill-based program should cater to Skill-Enhancement, Practical Focus, and Career orientation, Complementary to Curriculum or Industry relevant.
- 18.1.5 International Immersion (IM): student shall undergo IM aimed at providing global exposure through collaborations with foreign universities, industries, or research institutions. The International Immersion may include industry visits, expert interactions, and cultural exchange activities, enhancing students' international outlook, communication skills, and professional readiness.

- 18.1.6 Recognition of Prior Learning (RPL): student who shall undergo any formally recognize relevant prior work experience, internships, or project-based learning that meet the internship learning outcomes, thereby allowing students to earn internship credit without repeating equivalent practical training.
- 18.1.7 The number of Internships available for the concerned Academic Term. Further, the available number of Internships / In-plant training / Skill-based Program / IM / RPL shall be awarded to the students by the University on the basis of merit using the CGPA secured by the student and as per the selection criteria. Provided further, the student fulfils the criteria, as applicable, specified by the industry / company, government bodies, academic / research or through certified courses.
- 18.1.8 A student may opt for Internship / In-plant Training / IM / RPL in an industry / company, government bodies / academic / research institution, international bodies of her / his choice, subject to the condition that the concerned student takes the responsibility to arrange the Internship / In-plant Training / IM / RPL on her / his own. Provided further, that the industry / company, government bodies, academic / research institution national or international offering such Internship / Training confirms to the University that the Internship shall be conducted in accordance with the Program Regulations and Internship Policy of the University / Rubrics.
- 18.1.9 A student undergoing RPL must submit an application with supporting documents such as experience letters, project reports, employer feedback, certifications, a self-reflection report etc. Application must be submitted before the commencement of the internship semester.
- 18.1.10 A student selected for an Internship / In-plant Training / Skill-based Program / IM / RPL in an industry / company, government bodies, academic / research institution shall adhere to all the rules and guidelines prescribed in the Internship Policy of the University.

The performance will be assessed and grades awarded as per the university's academic grading policy. It may be included as a non-GPA course (Grade-based Satisfactorily Completed / Not Completed). The student must secure a minimum of 50% of the total marks to be declared as having successfully completed the course.

### **18.2 Mini Project**

A student may opt to do a Project Work for a period of 4-6 weeks in an Industry / Company or academic / research institution or the University Department(s) as an equivalence of Internship during the Semester Break between 4<sup>th</sup> and 5<sup>th</sup> Semesters or 6<sup>th</sup> and 7<sup>th</sup> Semesters or during the 5<sup>th</sup> / 6<sup>th</sup> / 7<sup>th</sup> Semester as applicable, subject to the following conditions:

- 18.2.1 The Project Work shall be approved by the concerned HOD and be carried out under the guidance of a faculty member.
- 18.2.2 The student may do the project work in an Industry / Company or academic / research institution of her / his choice subject to the above mentioned condition (Sub-Clause 18.2.1). Provided further, that the Industry / Company or academic / research institution offering such project work confirms to the University that the project work will be conducted in accordance with the Program Regulations and requirements of the University.

### **18.3 Capstone Project**

A student may undergo a Capstone Project for a period of 12-14 weeks in an industry / company or academic / research institution in the 7<sup>th</sup> / 8<sup>th</sup> Semester as applicable, subject to the following conditions:

18.3.1 The Capstone Project shall be conducted in accordance with the Capstone Project Policy prescribed by the University from time to time.

18.3.2 The selection criteria (minimum CGPA, pass in all Courses as on date, and any other qualifying criteria) as applicable / stipulated by the concerned Industry / Company or academic / research institution for award of the Capstone Project to a student;

18.3.3 The number of Capstone Project available for the concerned Academic Term. Further, the available number of Capstone Project shall be awarded to the students by the University on the basis of merit using the CGPA secured by the student. Provided further, the student fulfils the criteria, as applicable, specified by the Industry / Company or academic / research institution providing the Capstone Project, as stated in Sub-Clause 18.3.2 above.

18.3.4 A student may opt for Capstone Project in an Industry / Company or academic / research institution of her / his choice, subject to the condition that the concerned student takes the responsibility to arrange the Capstone Project on her / his own. Provided further, that the Industry / Company or academic / research institution offering such Capstone Project confirms to the University that the Capstone Project shall be conducted in accordance with the Program Regulations and the Capstone Project Policy of the University.

18.3.5 A student selected for a Capstone Project in an industry / company or academic / research institution shall adhere to all the rules and guidelines prescribed in the Capstone Project Policy of the University.

#### **18.4 Research Project / Dissertation**

A student may opt to do a Research Project / Dissertation for a period of 12-14 weeks in an Industry / Company or academic / research institution or the University Department(s) as an equivalence of Capstone Project, subject to the following conditions:

18.4.1 The Research Project / Dissertation shall be approved by the concerned HOD and be carried out under the guidance of a faculty member.

The student may do the Research Project / Dissertation in an Industry / Company or academic / research institution of her / his choice subject to the above mentioned condition (Sub-Clause 18.4.4). Provided further, that the Industry / Company or academic / research institution offering such Research Project / Dissertation confirms to the University that the Research Project / Dissertation work will be conducted in accordance with the Program Regulations and requirements of the University.

#### **19. List of Elective Courses under various Specializations / Stream Basket**

**Table 3.7: Professional Electives Courses/Specialization Tracks – Minimum of 12 credits is to be earned by the student in a particular track and overall 18 credits.**

**Track 1 – Cyber Defense and Operations Basket**

S.No	Course Code	Course Name	L	T	P	C	Contact hours	Type of Skills	Pre-Requisite
1	CCS2510	Security Assessment and Testing	2	0	2	3	4	S/EM	CSE2251
2	CCS3403	AI and ML in Cyber Security	3	0	0	3	3	S/EM	CSE2502
3	CCS3404	Incident Response and Threat Hunting	3	0	0	3	3	S/EM	CSE2502
4	CCS3406	Cyber Digital Twin	3	0	0	3	3	S/EM	CSE2502
5	CCS3408	Privacy and Security in Online social media	3	0	0	3	3	S/EM	CSE2502
6	CCS3409	Machine Learning for Cyber Security	3	0	0	3	3	S/EM	CSE2264
7	CCS3411	Security Information and Event Management (SIEM)	3	0	0	3	3	S/EM	CSE2502
8	CCS3412	Blockchain Security	3	0	0	3	3	S/EM	CSE2502

#### Track 2 - Digital Evidence and Malware Research Basket

S.No	Course Code	Course Name	L	T	P	C	Contact hours	Type of Skills	Pre-Requisite
1	CCS2509	Malware Analysis	3	0	0	3	3	S/EM	CSE2502
2	CCS3407	Quantum Cryptography	3	0	0	3	3	S/EM	CSE2264
3	CCS3410	Digital Watermarking and Steganography	3	0	0	3	3	S/EM	CSE2502
4	CCS3400	Digital and Mobile Forensics	2	0	2	3	4	S/EM	CSE2251
5	CCS3416	Cryptocurrency Technologies	3	0	0	3	3	S/EM	CSE2502

#### Track 3 - Offensive Security and Engineering

S.N o	Course Code	Course Name	L	T	P	C	Contact hours	Type of Skills	Pre-Requisite
1	CCS3402	Identity and Access Management	3	0	0	3	3	S/EM	CSE2251
2	CCS3414	Security in IoT	3	0	0	3	3	S/EM	CSE2502
3	CCS3405	Vulnerability Assessment and Penetration Testing	3	0	0	3	3	S/EM	CSE2251
4	CCS3413	Security Auditing and Governance	3	0	0	3	3	S/EM	CSE2502
5	CCS3415	Cloud Security	3	0	0	3	3	S/EM	CSE2502

#### Track 04: Special Basket

1	CSE3426	Front End Full Stack Development*	2	0	2	3	4	S/ EM	CSE2258
2	CSE3427	Java Full Stack Development*	2	0	2	3	4	S/ EM	CSE2258
3	CSE3428	.Net Full Stack Development*	2	0	2	3	4	S/ EM	CSE2258
4	CAI3427	Language Models for Text Mining+	2	0	2	3	4	S/EM	CSE2264
5	CAI3428	Practical Deep Learning with TensorFlow+	2	0	2	3	4	S/EM	CSE2264
6	CAI3429	Deep Learning Techniques for Computer Vision+	2	0	2	3	4	S/EM	MAT2402

#### Track -5 Mandatory Non-Credited Course (\*\* Offered for Lateral Entry students in higher semester wherever applicable in MOOC mode)

1	LAW1007	Indian Constitution and Professional Ethics for Engineers **	0	0	0	0	-	F	Nil
2	CHE1018	Environmental Science **	1	0	2	0	3	F	Nil
3	CIV7601	Universal Human Values and Ethics **	0	0	0	0	-	F	Nil

*Mandatory for Students selected for Tech Mahindra and Capgemini
** Offered for Lateral Entry students in higher semester wherever applicable in MOOC mode
+Mandatory for Students Selected for Samsung Innovation Campus

**20. List of Open Electives to be offered by the School / Department (Separately for ODD and EVEN Semesters.**

<b>Table 3.8: Open Elective Courses Baskets: Minimum Credits to be earned from this Basket is 06</b>											
<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Type of Skill / Focus</b>	<b>Courses to be taken</b>	<b>Prerequisites/ Corequisites</b>	<b>Antirequisites</b>	<b>Future Courses that need this as a Prerequisite</b>
<b>Chemistry Basket</b>											
1	CHE1003	Fundamentals of Sensors	3	0	0	3	S	ES	-	-	-
2	CHE1004	Smart materials for IOT	3	0	0	3	S	ES	-	-	-
3	CHE1005	Computational Chemistry	2	0	0	2	S	ES	-	-	-ver
4	CHE1006	Introduction to Nano technology	3	0	0	3	S	ES	-	-	-
5	CHE1007	Biodegradable electronics	2	0	0	2	S	ES	-	-	-
6	CHE1008	Energy and Sustainability	2	0	0	2	S	ES	-	-	-
7	CHE1009	3D printing with Polymers	2	0	0	2	S	ES	-	-	-
8	CHE1010	Bioinformatics and Healthcare IT	2	0	0	2	S	ES	-	-	-
9	CHE1011	Chemical and Petrochemical catalysts	3	0	0	3	S	ES	-	-	-
10	CHE1012	Introduction to Composite materials	2	0	0	2	S	ES	-	-	-
11	CHE1013	Chemistry for Engineers	3	0	0	3	S	ES	-	-	-
12	CHE1014	Surface and Coatings technology	3	0	0	3	S	ES	-	-	-
13	CHE1015	Waste to Fuels	2	0	0	2	S	ES	-	-	-
14	CHE1016	Forensic Science	3	0	0	3	S	ES	-	-	-
<b>Civil Engineering Basket</b>											
1	CIV1001	Disaster mitigation and management	3	0	0	3	S	-	-	-	-
2	CIV1002	Environment Science and Disaster Management	3	0	0	3	FC	-	-	-	-
3	CIV2001	Sustainability Concepts in Engineering	3	0	0	3	S	-	-	-	-
4	CIV2002	Occupational Health and Safety	3	0	0	3	S	-	-	-	-
5	CIV2003	Sustainable Materials and Green Buildings	3	0	0	3	EM	-	-	-	-
6	CIV2004	Integrated Project Management	3	0	0	3	EN	-	-	-	-
7	CIV2005	Environmental Impact Assessment	3	0	0	3	EN	-	-	-	-
8	CIV2006	Infrastructure Systems for Smart Cities	3	0	0	3	EN	-	-	-	-
9	CIV2044	Geospatial Applications for Engineers	2	0	2	3	EM	-	-	-	-

10	CIV2045	Environmental Meteorology	3	0	0	3	S	-	-	-	-
11	CIV3046	Project Problem Based Learning	3	0	0	3	S	-	-	-	-
12	CIV3059	Sustainability for Professional Practice	3	0	0	3	EN	-	-	-	-

#### **Commerce Basket**

1	COM2001	Introduction to Human Resource Management	2	0	0	2	F	HP/GS	-	-	-
2	COM2002	Finance for Non Finance	2	0	0	2	S	-	-	-	-
3	COM2003	Contemporary Management	2	0	0	2	F	-	-	-	-
4	COM2004	Introduction to Banking	2	0	0	2	F	-	-	-	-
5	COM2005	Introduction to Insurance	2	0	0	2	F	-	-	-	-
6	COM2006	Fundamentals of Management	2	0	0	2	F	-	-	-	-
7	COM2007	Basics of Accounting	3	0	0	3	F	-	-	-	-

#### **Computer Science Basket**

**(not to be offered for Computer Science and Engineering students)**

1	CSE2002	Programming in Java	2	0	2	3	S/EM	-	-	-	-
2	CSE2003	Social Network Analytics	3	0	0	3	S	GS	-	-	-
3	CSE2004	Python Application Programming	2	0	2	3	S/EM	-	-	-	-
4	CSE2005	Web design fundamentals	2	0	2	3	EM/EN	-	-	-	-

#### **Design Basket**

1	DES1001	Sketching and Painting	0	0	2	1	S	-	-	-	-
2	DES1002	Innovation and Creativity	2	0	0	2	F	-	-	-	-
3	DES1121	Introduction to UX design	1	0	2	2	S	-	-	-	-
4	DES1122	Introduction to Jewellery Making	1	0	2	2	S	-	-	-	-
5	DES1124	Spatial Stories	1	0	2	2	S	-	-	-	-
6	DES1125	Polymer Clay	1	0	2	2	S	-	-	-	-
7	DES2001	Design Thinking	3	0	0	3	S	-	-	-	-
8	DES1003	Servicability of Fashion Products	1	0	2	2	F	ES	-	-	-
9	DES1004	Choices in Virtual Fashion	1	0	2	2	F	ES, GS, HP	-	-	-
10	DES1005	Fashion Lifestyle and Product Diversity	1	0	2	2	F	ES, GS, HP	-	-	-
11	DES1006	Colour in Everyday Life	1	0	2	2	F	ES	-	-	-
12	DES2080	Art of Design Language	3	0	0	3	S	-	-	-	-
13	DES2081	Brand Building in Design	3	0	0	3	S	-	-	-	-
14	DES2085	Web Design Techniques	3	0	0	3	S	-	-	-	-
15	DES2089	3D Modeling for Professionals	1	0	4	3	S	-	-	-	-
16	DES2090	Creative Thinking for Professionals	3	0	0	3	S	-	-	-	-
17	DES2091	Idea Formulation	3	0	0	3	S	-	-	-	-

#### **Electrical and Electronics Basket**

1	EEE1002	IoT based Smart Building Technology	3	0	0	3	S	-	-	-	-
2	EEE1003	Basic Circuit Analysis	3	0	0	3	S	-	-	-	-
3	EEE1004	Fundamentals of Industrial Automation	3	0	0	3	S	-	-	-	-
4	EEE1005	Electric Vehicles & Battery Technology	3	0	0	3	S	-	-	-	-

5	EEE1006	Smart Sensors for Engineering Applications	3	0	0	3	S	-	-	-	-
<b>Electronics and Communication Basket</b>											
1	ECE1003	Fundamentals of Electronics	3	0	0	3	F	-	-	-	-
2	ECE1004	Microprocessor based systems	3	0	0	3	F	-	-	-	-
3	ECE3089	Artificial Neural Networks	3	0	0	3	S	-	-	-	-
4	ECE3097	Smart Electronics in Agriculture	3	0	0	3	F/ EM	-	-	-	-
5	ECE3098	Environment Monitoring Systems	3	0	0	3	F/ EM	-	-	-	-
6	ECE3102	Consumer Electronics	3	0	0	3	F/ EM	-	-	-	-
7	ECE3103	Product Design of Electronic Equipment	3	0	0	3	S/F/ EM / EN	-	-	-	-
8	ECE3106	Introduction to Data Analytics	3	0	0	3	F/ EM	-	-	-	-
9	ECE3107	Machine Vision for Robotics	3	0	0	3	F/ EM	-	-	-	-
<b>English Basket</b>											
1	ENG1008	Indian Literature	2	0	0	2	-	GS/ HP	-	-	-
2	ENG1009	Reading Advertisement	3	0	0	3	S	-	-	-	-
3	ENG1010	Verbal Aptitude for Placement	2	0	2	3	S	-	-	-	-
4	ENG1011	English for Career Development	3	0	0	3	S	-	-	-	-
5	ENG1012	Gender and Society in India	2	0	0	2	-	GS/ HP	-	-	-
6	ENG1013	Indian English Drama	3	0	0	3	-	-	-	-	-
7	ENG1014	Logic and Art of Negotiation	2	0	2	3	-	-	-	-	-
8	ENG1015	Professional Communication Skills for Engineers	1	0	0	1	-	-	-	-	-
<b>DSA Basket</b>											
1	DSA2001	Spirituality for Health	2	0	0	2	F	HP	-	-	-
2	DSA2002	Yoga for Health	2	0	0	2	S	HP	-	-	-
3	DSA2003	Stress Management and Well Being	2	0	0	2	F	-	-	-	-
<b>Kannada Basket</b>											
1	KAN1001	Kali Kannada	1	0	0	1	S	-	-	-	-
2	KAN1003	Kannada Kaipidi	3	0	0	3	S	-	-	-	-
3	KAN2001	Thili Kannada	1	0	0	1	S	-	-	-	-
4	KAN2003	Pradharshana Kale	1	0	2	2	S	-	-	-	-
5	KAN2004	Sahithya Vimarshe	2	0	0	2	S	-	-	-	-
6	KAN2005	Anuvadha Kala Sahithya	3	0	0	3	S	-	-	-	-
7	KAN2006	Vichara Manthana	3	0	0	3	S	-	-	-	-
8	KAN2007	Katha Sahithya Sampada	3	0	0	3	S	-	-	-	-
9	KAN2008	Ranga Pradarshana Kala	3	0	0	3	S	-	-	-	-
<b>Foreign Language Basket</b>											
1	FRL1004	Introduction of French Language	2	0	0	2	S	S	-	-	-
2	FRL1005	Fundamentals of French	2	0	0	2	S	S	-	-	-
3	FRL1009	Mandarin Chinese for Beginners	3	0	0	3	S	S	-	-	-
<b>Law Basket</b>											
1	LAW1001	Introduction to Sociology	2	0	0	2	F	HP	-	-	-
2	LAW2001	Indian Heritage and Culture	2	0	0	2	F	HP/ GS	-	-	-

3	LAW2002	Introduction to Law of Succession	2002	F	HP/GS		-	-
4	LAW2003	Introduction to Company Law	2002	F	HP		-	-
5	LAW2004	Introduction to Contracts	2002	F	HP	-	-	-
6	LAW2005	Introduction to Copy Rights Law	2002	F	HP	-	-	-
7	LAW2006	Introduction to Criminal Law	2002	F	HP	-	-	-
8	LAW2007	Introduction to Insurance Law	2002	F	HP	-	-	-
9	LAW2008	Introduction to Labour Law	2002	F	HP	-	-	-
10	LAW2009	Introduction to Law of Marriages	2002	F	HP/GS	-	-	-
11	LAW2010	Introduction to Patent Law	2002	F	HP	-	-	-
12	LAW2011	Introduction to Personal Income Tax	2002	F	HP	-	-	-
13	LAW2012	Introduction to Real Estate Law	2002	F	HP	-	-	-
14	LAW2013	Introduction to Trademark Law	2002	F	HP	-	-	-
15	LAW2014	Introduction to Competition Law	3003	F	HP	-	-	-
16	LAW2015	Cyber Law	3003	F	HP	-	-	-
17	LAW2016	Law on Sexual Harassment	2002	F	HP/GS	-	-	-
18	LAW2017	Media Laws and Ethics	2002	F	HP/GS	-	-	-

#### **Mathematics Basket**

1	MAT2008	Mathematical Reasoning	3003	S	-	-	-	-
2	MAT2014	Advanced Business Mathematics	3003	S	-	-	-	-
3	MAT2041	Functions of Complex Variables	3003	S	-	-	-	-
4	MAT2042	Probability and Random Processes	3003	S	-	-	-	-
5	MAT2043	Elements of Number Theory	3003	S	-	-	-	-
6	MAT2044	Mathematical Modelling and Applications	3003	S	-	-	-	-

#### **Mechanical Basket**

1	MEC1001	Fundamentals of Automobile Engineering	3003	F	-	-	-	-
2	MEC1002	Introduction to Matlab and Simulink	3003	S/EM	-	-	-	-
3	MEC1003	Engineering Drawing	1043	S	-	-	-	-
4	MEC2001	Renewable Energy Systems	3003	F	ES	-	-	-
5	MEC2002	Operations Research & Management	3003	F	-	-	-	-
6	MEC2003	Supply Chain Management	3003	S/EM/EN	-	-	-	-
7	MEC2004	Six Sigma for Professionals	3003	S/EM	-	-	MEC2008	-
8	MEC2005	Fundamentals of Aerospace Engineering	3003	F	-	-	-	-
9	MEC2006	Safety Engineering	3003	S/EM	ES	-	-	-
10	MEC2007	Additive Manufacturing	3003	F/EM	-	-	-	-
11	MEC3069	Engineering Optimization	3003	S/EM	-	-	-	-
12	MEC3070	Electronics Waste Management	3003	F/S	ES	-	-	-
13	MEC3071	Hybrid Electric Vehicle Design	3003	S/EM	ES	-	-	-

14	MEC3072	Thermal Management of Electronic Appliances	3	0	0	3	S/ EM	-	-	-	-
15	MEC3200	Sustainable Technologies and Practices	3	0	0	3	S/ EM	-	-	-	-
16	MEC3201	Industry 4.0	3	0	0	3	S/ EM	-	-	-	-
<b>Petroleum Basket</b>											
1	PET1011	Energy Industry Dynamics	3	0	0	3	FC	ES	-	NIL	-
2	PET1012	Energy Sustainability Practices	3	0	0	3	FC	ES	-	NIL	-
<b>Physics Basket</b>											
1	PHY1003	Mechanics and Physics of Materials	3	0	0	3	FC / SD				
2	PHY1004	Astronomy	3	0	0	3	FC				
3	PHY1005	Game Physics	2	0	2	3	FC / SD				
4	PHY1006	Statistical Mechanics	2	0	0	2	FC				
5	PHY1007	Physics of Nanomaterials	3	0	0	3	FC				
6	PHY1008	Adventures in nanoworld	2	0	0	2	FC				
7	PHY2001	Medical Physics	2	0	0	2	FC	ES			
8	PHY2002	Sensor Physics	1	0	2	2	FC / SD				
9	PHY2003	Computational Physics	1	0	2	2	FC				
10	PHY2004	Laser Physics	3	0	0	3	FC	ES			
11	PHY2005	Science and Technology of Energy	3	0	0	3	FC	ES			
12	PHY2009	Essentials of Physics	2	0	0	2	FC				
<b>Management Basket- I</b>											
1	MGT2007	Digital Entrepreneurship	3	0	0	3	S/ EM/ EN	-	-	-	-
2	MGT2015	Engineering Economics	3	0	0	3	S	-	-	-	-
3	MGT2023	People Management	3	0	0	3	S/ EM/ EN	HP	-	-	-
<b>Management Basket- II</b>											
1	MGT1001	Introduction to Psychology	3	0	0	3	F	HP	-	-	-
2	MGT1002	Business Intelligence	3	0	0	3	EN	-	-	-	-
3	MGT1003	NGO Management	3	0	0	3	S	-	-	-	-
4	MGT1004	Essentials of Leadership	3	0	0	3	EM/ EN	GS/ HP	-	-	-
5	MGT1005	Cross Cultural Communication	3	0	0	3	S/ EM/ EN	HP	-	-	-
6	MGT2001	Business Analytics	3	0	0	3	S/ EM/ EN	-	-	-	-
7	MGT2002	Organizational Behaviour	3	0	0	3	F	HP	-	-	-
8	MGT2003	Competitive Intelligence	3	0	0	3	S	-	-	-	-
9	MGT2004	Development of Enterprises	3	0	0	3	S/ EM/ EN	-	-	-	-
10	MGT2005	Economics and Cost Estimation	3	0	0	3	S/ EM	-	-	-	-
11	MGT2006	Decision Making Under Uncertainty	3	0	0	3	S	-	-	-	-
12	MGT2008	Econometrics for Managers	3	0	0	3	S	-	-	-	-
13	MGT2009	Management Consulting	3	0	0	3	S/ EM/ EN	-	-	-	-

14	MGT2010	Managing People and Performance	3	0	0	3	S/ EM/ EN	HP/ GS	-	-	-
15	MGT2011	Personal Finance	3	0	0	3	F	-	-	-	-
16	MGT2012	E Business for Management	3	0	0	3	S/ EM	-	-	-	-
17	MGT2013	Project Management	3	0	0	3	EN / EM	GS/ HP/ ES	-	-	-
18	MGT2014	Project Finance	3	0	0	3	EN / EM	HP	-	-	-
19	MGT2016	Business of Entertainment	3	0	0	3	EM/ EN	-	-	-	-
20	MGT2017	Principles of Management	3	0	0	3	S/ EM/ EN	-	-	-	-
21	MGT2018	Professional and Business Ethics	3	0	0	3	S/ EM/ EN	HP	-	-	-
22	MGT2019	Sales Techniques	3	0	0	3	S/ EM/ EN	HP	-	-	-
23	MGT2020	Marketing for Engineers	3	0	0	3	S/ EM/ EN	HP	-	-	-
24	MGT2021	Finance for Engineers	3	0	0	3	S/ EM/ EN	HP	-	-	-
25	MGT2022	Customer Relationship Management	3	0	0	3	S/ EM/ EN	HP	-	-	-
<b>Media Studies Basket</b>											
1	BAJ3050	Corporate Filmmaking and Film Business	0	0	4	2	EM	HP	-	-	-
2	BAJ3051	Digital Photography	2	0	2	3	EM	HP	-	-	-
3	BAJ3055	Introduction to News Anchoring and News Management	0	0	2	1	EM	-	-	-	-

## 21.1st of MOOC Courses

21.1 Presidency University students are given the opportunity to study abroad in International Universities through a selection process coordinated by the Office of International Affairs (OIA). Such selected students need to complete their credits for the semester that they are abroad in the following way:

- 21.1.1. The student needs to study and complete School Core and Program Core Courses in offline mode only.
- 21.1.2. Massive Open Online Course (MOOC) courses maybe given for Open Elective and Discipline Elective Courses. These courses need to be approved by the concerned BOS and Academic Council from time to time.
- 21.1.3. SWAYAM/NPTEL/ other approved MOOCs shall be approved by the concerned Board of Studies and placed in the concerned PRC.
- 21.1.4. Student shall register for these courses in the ERP of Presidency University.

21.1.5. For these MOOC courses faculty coordinators are identified. These faculty should have undergone similar MOOC courses and therefore should be familiar with the mode of class conduction, types of assessments and evaluation procedures.

21.1.6. Study materials shall be provided to the students as video lectures shared by the MOOCs Coordinator(s), or the students may access the approved MOOCs Portal directly. The mode of class conduction is determined by the MOOCs coordinator(s) as detailed in the Course Catalogue and Course Plan.

21.1.7. The question paper shall be prepared by the MOOCs coordinator(s).

21.1.8. Students write the exams in online mode. These exams are scheduled and conducted by the School.

21.1.9. Results are evaluated by School and given to the Office of the Controller of Examinations (CoE).

21.1.10. The details of the duration, credits and evaluation are given below:

SI#	Duration	Credits
1.	12 weeks	3
2.	8 weeks	2
3	4 weeks	1

**21.2 MOOC – Discipline Elective Courses for B.Tech. Computer Science and Engineering (Cyber Security) Program.**

<b>Table 3.9 : MOOC Discipline Elective Courses</b>				
Sl.No	Course Code	Course Name	Credits	L-T-P-C
1	CSE3111	Artificial Intelligence: Search Methods for Problem Solving	3	3-0-0-3
2	CSE3112	Privacy and Security in Online Social Media	3	3-0-0-3
3	CSE3113	Computational Complexity	3	3-0-0-3
4	CSE3114	Deep Learning for Computer Vision	3	3-0-0-3
5	CSE3115	Learning Analytics Tools	3	3-0-0-3
6	CSE505	The Joy of Computing Using Python	3	3-0-0-3
7	CSE3119	Coding Skills in Python	3	3-0-0-3
8	CSE3121	Parallel Computer Architecture	3	3-0-0-3
9	CSE3124	Games and Information	3	3-0-0-3
10	CSE3140	Introduction to Industry 4.0 and Industrial Internet of Things	3	3-0-0-3
11	CSE3142	Affective Computing	3	3-0-0-3
12	CSE3196	Foundations of Cyber Physical Systems	3	3-0-0-3
13	CSE3197	Getting Started with Competitive Programming	3	3-0-0-3
14	CSE3198	GPU Architectures and Programming	3	3-0-0-3
15	CSE3199	Artificial Intelligence: Knowledge Representation and Reasoning	3	3-0-0-3
16	CSE3200	Programming in Modern C++	3	3-0-0-3
17	CSE3201	Circuit Complexity Theory	3	3-0-0-3
18	CSE3202	Basics of Computational Complexity	3	3-0-0-3
19	CSE3212	Introduction to Computer and Network Performance Analysis using Queuing	1	1-0-0-1

20	CSE3213	C Programming and Assembly Language	1	1-0-0-1
21	CSE3214	Python for Data Science	1	1-0-0-1
22	CSE3215	Software Conceptual Design	1	1-0-0-1
23	CSE3117	Industrial Digital Transformation	3	3-0-0-3
24	CSE3118	Blockchain for Decision Makers	3	3-0-0-3
25	CSE3349	Technology for Lawyers	3	3-0-0-3
26	CSE3430	Deep Learning for Natural Language Processing	3	3-0-0-3
27	CSE3431	Machine Learning for Engineering and Science Applications	3	3-0-0-3
28	CSE3432	Algorithms in Computational Biology and Sequence Analysis	3	3-0-0-3
29	CSE3433	Introduction to Large Language Models (LLMs)	3	3-0-0-3
30	CSE3434	Quantum Algorithms and Cryptography	3	3-0-0-3
31	CAI3430	Responsible & Safe AI Systems	3	3-0-0-3
32	CCS3416	Practical Cyber Security for Cyber Security Practitioners	3	3-0-0-3
33	IST3409	Design & Implementation of Human-Computer Interfaces	3	3-0-0-3

**21.3 MOOC - Open Elective Courses for B. Tech. (Computer Science and Engineering-Cyber Security) Program.**

<b>Table 3.10: MOOC Open Elective Courses</b>				
Sl. No.	Course Code	Course Name	Total Credits	L-T-P-C
1	BBA2022	Supply Chain digitization	3	3-0-0-3
2	BBA2021	E Business	3	3-0-0-3
3	BBB2016	Business Analytics for Management Decisions	3	3-0-0-3
4	BBB2015	Artificial Intelligence for Investments	3	3-0-0-3
5	MEC3001	Design and Development of Product	1	1-0-0-1
6	ENG3004	Perspectives of Neurolinguistics	1	1-0-0-1
7	PPS4009	Working in Contemporary Teams	1	1-0-0-1
8	MGT3001	Data Analysis and Decision Making	3	3-0-0-3
9	MEC3001	Design and Development of Product	1	1-0-0-1
10	EEE3105	Microsensors and Nanosensors	3	3-0-0-3
11	CIV3065	Drone Systems and Control	3	3-0-0-3
12	ECE3183	Neural Networks for Signal Processing - I	3	3-0-0-3
13	CIVXXXX	Disaster Management	3	3-0-0-3

**22. Recommended Semester Wise Course Structure / Flow including the Programme / Discipline Elective Paths / Options**

**First Year Cycle 1**

Semester I (Physics Cycle)										
Sl. No	Course Code	Course Name	Credit Structure				Contact Hours	Type of Course	Type of Skills	Course Addresses To
			L	T	P	C				

1	MAT1001	Calculus and Linear Algebra	3	0	2	4	5	BSC	F	
2	PHY1002	Optoelectronics and Device Physics	2	0	2	3	4	BSC	F	
3	MEC1006	Engineering Graphics	2	0	0	2	2	ESC	S	
4	CSE1004	Problem Solving Using C	1	0	4	3	5	ESC	S	
5	ENG1002	Technical English	1	0	2	2	3	HSMC	S	
6	PPS1001	Introduction to soft skills	0	0	2	1	2	HSMC	S	
7	DES1146	Introduction to Design Thinking	1	0	0	1	1	HSMC	F	
8	ECE2007	Digital Design	2	0	2	3	4	ESC	F/S	
<b>TOTAL</b>			<b>12</b>	<b>0</b>	<b>14</b>	<b>19</b>	<b>26</b>			

Semester I (Basic Engineering Science Cycle)										
Sl. No .	Course Code	Course Name	Credit Structure				Conta ct Hours	Type of Course	Type of Skills	Course Addresse s To
			L	T	P	C				
1	MAT1003	Applied Statistics	2	0	0	2	2	BSC	EM	
2	CIV1008	Basic Engineering Sciences	2	0	0	2	2	ESC	S	
3	CSE1006	Problem Solving using JAVA	1	0	4	3	5	ESC	S	
4	EEE1007	Basics of Electrical and Electronics Engineering	3	0	2	4	5	ESC	F	H
5	ENG2001/ FRL1002	Advanced English / Foreign Language courses	1	0	2	2	3	HSMC	S	
6	PPS1012	Enhancing Personality Through Soft Skills	0	0	2	1	2	HSMC	S	
7	CHE1018	Environmental Science	1	0	2	0	3	MAC	F	ES
8	LAW1007	Indian Constitution and Professional Ethics for Engineers	1	0	0	0	1	MAC	F	HP
<b>TOTAL</b>			<b>11</b>	<b>0</b>	<b>12</b>	<b>14</b>	<b>23</b>			

### First Year Cycle 2

Semester II (Basic Engineering Cycle)										
Sl. No .	Course Code	Course Name	Credit Structure				Contac t Hours	Type of Cours e	Type of Skill s	Course Addresse s To
			L	T	P	C				
1	MAT1003	Applied Statistics	2	0	0	2	2	BSC	EM	
2	CHE1018	Environmental Science	1	0	2	0	3	MAC	F	ES
3	CIV1008	Basic Engineering Sciences	2	0	0	2	2	ESC	S	
4	CSE1006	Problem Solving using JAVA	1	0	4	3	5	ESC	S	
5	ENG2001/	Advanced English / Foreign	1	0	2	2	3	HSMC	S	

	FRL1002	Language courses							
6	PPS1012	Enhancing Personality Through Soft Skills	0	0	2	1	2	HSMC	S/EM
7	EEE1007	Basics of Electrical and Electronics Engineering	3	0	2	4	5	ESC	F
8	LAW1007	Indian Constitution and Professional Ethics for Engineers	1	0	0	0	1	MAC	F
9	ECE2010	Innovative Projects Using Arduino	-	-	-	1	0	ESC	S
<b>TOTAL</b>			<b>1 1</b>	<b>0 0</b>	<b>12</b>	<b>1 5</b>	<b>23</b>		

Semester II (Physics Cycle)										
Sl. No .	Course Code	Course Name	Credit Structure				Conta ct Hours	Type of Cours e	Type of Skills	Course Address es To
			L	T	P	C				
1	MAT1001	Calculus and Linear Algebra	3	0	2	4	5	BSC	F	
2	PHY1002	Optoelectronics and Device Physics	2	0	2	3	4	BSC	F	
3	MEC1006	Engineering Graphics	2	0	0	2	2	ESC	S	
4	CSE1006	Problem Solving using JAVA	1	0	4	3	5	ESC	S	
5	ENG2001 / FRL1002	Advanced English / Foreign Language courses	1	0	2	2	3	HSMC	S	
6	PPS1012	Enhancing Personality Through Soft Skills	0	0	2	1	2	HSMC	S/EM	HP
7	DES1146	Introduction to Design Thinking	1	0	0	1	1	HSMC	F/S	ES
8	ECE2007	Digital Design	2	0	2	3	4	ESC	F	HP
9	ECE2010	Innovative Projects Using Arduino	-	-	-	1	0	ESC	S	
<b>TOTAL</b>			<b>12</b>	<b>00</b>	<b>14</b>	<b>20</b>	<b>26</b>			

Semester III										
Sl. No .	Course Code	Course Name	Credit Structure				Conta ct Hours	Type of Course	Type of Skills	Course Address es To
			L	T	P	C				
1	MAT2501	Integral Transforms and Partial Differential Equations	3	1	0	4	4	BSC	F	
2	CSE2253	Data Structures	3	0	0	3	3	PCC	S	
3	CSE2258	Web Technologies	3	0	0	3	3	PCC	S/EM	
4	CSE1500	Computational Thinking using Python	2	0	2	3	4	ESC	S/EM	

5	CSE2251	Data Communication and Computer Networks	3	0	0	3	3	PCC	S	
6	CSE2257	Computer Organization and Architecture	3	0	0	3	3	PCC	S	
7	CSE2254	Data Structures Lab	0	0	2	1	2	PCC	S	
8	CSE2259	Web Technologies Lab	0	0	2	1	2	PCC	S/EM	
9	CSE2252	Data Communication and Computer Networks Lab	0	0	2	1	2	PCC	S	
10	CSE2271	Software Design and Development	3	0	0	3	3	PCC	S/EM	
11	CIV7601	Universal Human Values and Ethics	0	0	0	0	0	MAC	F	
12	APT4002	Introduction to Aptitude	0	0	2	0	2	MAC		
<b>TOTAL</b>			<b>20</b>	<b>1</b>	<b>10</b>	<b>25</b>	<b>31</b>			<b>BS</b> C

Semester IV										
Sl. No .	Course Code	Course Name	Credit Structure				Contac t Hours	Type of Course	Type of Skills	Course Address es To
			L	T	P	C				
1	MAT2503	Discrete Mathematics	3	1	0	4	4	BSC	F	
2	CSE2260	Database Management Systems	3	0	0	3	3	PCC	S	
3	CSE2261	Database Management Systems Lab	0	0	2	1	2	PCC	S	
4	CSE2262	Analysis of Algorithms	3	1	0	4	4	PCC	S	
5	CSE2263	Analysis of Algorithms Lab	0	0	2	1	2	PCC	S	
6	CCS2504	Ethical Hacking	2	0	0	2	2	PCC	S/EM	
7	CCS2505	Ethical Hacking Lab	0	0	4	2	4	PCC	S/EM	
8	CSE2502	Cryptography and Network Security	3	0	0	3	3	PCC	S	
9	CSE2269	Operating Systems	3	0	0	3	3	PCC	S	
10	CSE2270	Operating Systems Lab	0	0	2	1	2	PCC	S	
11	APT4004	Aptitude Training-Intermediate	0	0	2	0	2	MAC	AT	
<b>TOTAL</b>			<b>17</b>	<b>2</b>	<b>12</b>	<b>24</b>	<b>31</b>			

Semester V										
Sl. No .	Course Code	Course Name	Credit Structure				Conta ct Hours	Type of Course	Type of Skills	Course Address es To
			L	T	P	C				
1	CSE2266	Theory of Computation	3	0	0	3	3	PCC	S	
2	CSE2264	Essentials of AI	3	0	0	3	3	PCC	S	

3	CSE2265	Essentials of AI Lab	0	0	2	1	2	PCC	S	
4	CCS2502	Cyber Threats for IoT and Cloud	3	0	0	3	3	PCC	S	
5	CCS2500	Cyber Forensics	2	0	0	2	2	PCC	S/EM	
6	CCS2512	Cyber Forensics Lab	0	0	4	2	2	PCC	S/EM	
7	CCS2509	Malware Analysis	3	0	0	3	3	PCC	S/EM	
8	CCS2503	Cyber Security	3	0	0	3	3	PCC	S/EM	
9	CSEXXXX	Professional Elective - I	3	0	0	3	3	PEC	S	
10	FIN1002	Essentials of Finance	3	0	0	3	3	HSMC	S	
11	APT4006	Logical and Critical Thinking	0	0	2	0	2	MAC		
12	CSE7000	Internship	0	0	0	2	0	PRW	S/EM	
<b>TOTAL</b>			<b>23</b>	<b>0</b>	<b>8</b>	<b>28</b>	<b>29</b>			

Semester VI										
Sl. No .	Course Code	Course Name	Credit Structure				Contact Hours	Type of Course	Type of Skills	Course Address es To
			L	T	P	C				
1	CSE2274	Competitive Programming and Problem Solving	0	0	4	2	4	PCC	S/EM	
2	CSE2272	Cloud Computing	2	0	0	2	2	PCC	S/EM	
3	CSE2273	Cloud Computing Lab	0	0	2	1	2	PCC	S/EM	
4	CCS2507	Web Security	3	0	0	3	3	PCC	S/EM	
5	CCS2506	Intrusion Detection and Prevention System	3	0	0	3	3	PEC	S/EM	
6	CCS2508	Web Security Lab	3	0	0	3	3	PEC	S/EM	
7	APT4026	Aptitude for Employability	0	0	2	0	2	MAC		
8	CCSXXXX	Professional Elective - II	3	0	0	3	3	MAC	S/EM	
9	CCSXXXX	Professional Elective - III	3	0	0	3	3	PCC	S/EM	
10	XXXXXXX	Open Elective - I	3	0	0	3	3	ESC	S/ EM/EN	
<b>TOTAL</b>			<b>20</b>	<b>0</b>	<b>8</b>	<b>23</b>	<b>28</b>			

Semester VII										
Sl. No .	Course Code	Course Name	Credit Structure				Contact Hours	Type of Course	Type of Skills	Course Address es To
			L	T	P	C				
1	CCSXXXX	Professional Elective - IV	3	0	0	3	3	PEC	S/ EM/EN	
2	CCSXXXX	Professional Elective - V	3	0	0	3	3	PEC	S/ EM/EN	
3	CCSXXXX	Professional Elective - VI	3	0	0	3	3	PEC	S/ EM/EN	

4	XXXXXX	Open Elective - III	3	0	0	3	3	OEC		
5	PPS4027	Preparedness for Interview	0	0	2	0	2	MAC		
6	CSE7100	Mini Project				4	0	PRW	S/ EM/EN	
<b>TOTAL</b>			<b>12</b>	<b>0</b>	<b>2</b>	<b>16</b>	<b>14</b>			

Semester VIII										
Sl. No .	Course Code	Course Name	Credit Structure				Contac t Hours	Type of Course	Type of Skills	Course Address es To
			L	T	P	C				
1	CSE7300	Capstone Project	-	-	-	10	0	PRW	S/ EM/EN	
<b>TOTAL</b>						<b>10</b>				

### 23. Course Catalogue

Course Catalogue of all Courses Listed including the Courses Offered by other School / Department and Discipline / Programme Electives – Course Code, Course Name, Prerequisite, Anti-requisite, Course Description, Course Outcome, Course Content (with Blooms Level, CO, No. of Contact Hours), Reference Resources.



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The Course Catalogues for the Courses offered in each basket are attached below:

<b>Course Code:</b> <b>MAT1001</b>	<b>Course Title:</b> Calculus and Linear Algebra <b>Type of Course:</b> Basic Sciences <b>Theory</b>	<b>L-T- P- C</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>
<b>Version No.</b>	3.0					
<b>Course Pre-requisites</b>	Basic Concepts of Limits, Differentiation, Integration					
<b>Anti-requisites</b>	<b>NIL</b>					
<b>Course Description</b>	The course focuses on the concepts of calculus and linear algebra with reference to specific engineering problems. The course is of both conceptual and analytical type in nature. The lab sessions associated with the course are concerned with acquiring an ability to use the MATLAB software.					
<b>Course Objective</b>	The objective of the course is <b>Skill Development</b> of student by using <b>Problem Solving Techniques.</b>					
<b>Course Out Comes</b>	On successful completion of the course the students shall be able to:  1) Comprehend the knowledge of applications of matrix principles. 2) Understand the concept of partial derivatives and their applications. 3) Apply the principles of integral calculus to evaluate integrals. 4) Adopt the various analytical methods to solve differential equations. 5) Demonstrate the use of MATLAB software to deal with a variety of mathematical problems.					
<b>Course Content:</b>						
<b>Module 1</b>	<b>Linear Algebra</b>					<b>10 Sessions</b>
Review: Types of matrices, elementary transformations, rank of a matrix, normal form, Solution of systems of linear equations: (Homogenous and non-homogenous system) $AX = O$ and $AX = B$ using rank method.						
<b>Linear Algebra:</b> Eigenvalues and Eigenvectors of a real matrix – Characteristic equation – Properties of Eigenvalues and Eigenvectors – Cayley-Hamilton theorem – Diagonalization of matrices – Reduction of a quadratic form to canonical form by orthogonal transformation – Nature of quadratic forms. Engineering Applications of Linear Algebra.						
<b>Module 2</b>	<b>Partial Derivatives</b>					<b>10 Sessions</b>



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Review: Differential calculus with single variable.

### Partial Derivatives:

Homogeneous functions and Euler's theorem, Total derivative, Change of variables, Jacobians, Partial differentiation of implicit functions, Taylor's series for functions of two variables, Maxima and minima of functions of two variables, Lagrange's method of undetermined multipliers.

Engineering Applications of partial derivatives.

<b>Module 3</b>	<b>Advanced Integral calculus</b>			<b>12 Sessions</b>
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Review: Integral calculus for single integrals.

### Advanced Integral calculus:

Beta and Gamma functions-interrelation-evaluation of integrals using gamma and beta functions; error function-properties. Multiple Integrals- Double integrals - Change of order of integration - Double integrals in polar coordinates - Area enclosed by plane curves, evaluation of triple integrals-change of variables between Cartesian and cylindrical and spherical polar co-ordinates.

Engineering applications of partial derivatives.

<b>Module 4</b>	<b>Ordinary Differential Equations</b>	<b>Assignment</b>	<b>Programming</b>	<b>12 Sessions</b>
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Review: First order and first-degree Ordinary Differential Equations, Method of separation of variables, Homogeneous and Non- Homogeneous Equations reducible to Homogeneous form.

Linear Differential Equations, Bernoulli's Differential Equation, Exact and Non- Exact Differential Equations, Higher order Differential Equation with constant coefficients and with right hand side of the form  $e^{ax}$ ,  $\sin ax$ ,  $\cos ax$ ,  $e^{ax}f(x)$ ,  $x^n f(x)$  etc., Linear equations with variable coefficients such as Cauchy Equation and Lagrange's Equation, D-operators and Inverse D- operators, Method of Variation of Parameters.

Engineering applications of differential equations.

### List of Laboratory Tasks:

Introductory Task: Introduction to usage of the software and simple programming tasks. [ 3 Sessions]

Experiment No 1: Solution of Simple differentiation with single variable and use of chain Rule.

Experiment No. 2: Solution based on application of Tailors' Series using software

Experiment No. 3: Application of Maxima and Minima condition using software.

Experiment No. 4 Computation of different functions for a specific problem

Experiment No. 5 Computation of Area under a curve.

Experiment No. 6 Solution of a set of simultaneous equations in matrix method

Experiment No. 7 Computation of Eigen Values and Eigen Vectors.



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Experiment No. 8 Solution of Partial Differential equation

Experiment No. 9 solution using Cauchy Equation and Lagrange's Equation

Targeted Application & Tools that can be used:

The contents of this course has direct applications in most of the core engineering courses for problem formulations, Problem Solution and system Design.

Tools Used: MatLab, Zylink.

## Assignment:

1. List at least 3 sets of Matrix Applications concerning the respective branch of Engineering and obtain the solution using MATLAB.
2. Select any one simple differential equation pertaining to the respective branch of engineering, identify the dependent and independent variable – Obtain the solution and compare the solution sets by varying the values of the dependent variable.

## Text Book

1. Sankara Rao, Introduction to Partial differential equations, Prentice Hall of India, edition, 2011
2. B. S. Grewal (2017), Higher Engineering Mathematics by, 44th Edition, Khanna Publishers.

## References:

1. Victor Henner, Tatyana Belozerova, Mickhail Khenner, Ordinary and Partial Differential Equations, CRC Press, Edition, 2013.
2. Walter Ledermann, Multiple integrals, Springer, 1st edition
3. Lay, Linear Algebra and its applications, 3rd Ed., 2002, Pearson Education India.
4. Erwin Kreysig, Advanced Engineering Mathematics, John Wiley and sons, Inc.10th Edition
5. MatLab usage manual

## E-resources/ Web links:

1. <https://nptel.ac.in/courses/109104124>
2. <https://nptel.ac.in/courses/111106051>
3. <https://nptel.ac.in/courses/111102137>
4. <https://www.cuemath.com/learn/mathematics/algebra-vs-calculus/>
5. <https://stanford.edu/~shervine/teaching/cs-229/refresher-algebra-calculus>
6. <https://math.hmc.edu/calculus/hmc-mathematics-calculus-online-tutorials/linear-algebra/>
7. [https://www.math.hkust.edu.hk/~maqian/ma006\\_0607F.html](https://www.math.hkust.edu.hk/~maqian/ma006_0607F.html)
8. <https://www.scu.edu.au/study-at-scu/units/math1005/2022/>

## Topics relevant to the development of Foundation Skills: All solution methods

## Topics relevant to development of Employability skills: Use of Matlab software.



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<b>Course Code:</b> <b>PHY1002</b>	<b>Course Title:</b> Optoelectronics and Device Physics			<b>L-T-P-C</b>	<b>2-0-2-3</b>
<b>Version No.</b>	1.0				
<b>Course Pre-requisites</b>	NIL				
<b>Anti-requisites</b>	NIL				
<b>Course Description</b>	<p>The purpose of this course is to enable the students to understand the fundamentals, working and applications of optoelectronic devices and to develop the basic abilities to appreciate the applications of advanced microscopy and quantum computers. The course develops the critical thinking, experimental and analytical skills. The associated laboratory provides an opportunity to validate the concepts taught and enhances the ability to use the concepts for technological applications. The laboratory tasks aim to develop following skills: <b>An attitude of enquiry, confidence and ability to tackle new problems, ability to interpret events and results, observe and measure physical phenomena, select suitable equipment, instrument and materials, locate faults in systems.</b></p>				
<b>Course Outcomes</b>	<p>On successful completion of the course the students shall be able to:</p> <p>CO1: Describe the concepts of semiconductors, magnetic materials and superconductors.</p> <p>CO2: Apply the concept of materials in the working of optoelectronic and magnetic devices.</p> <p>CO3: Discuss the quantum concepts used in advanced microscopy and quantum computers.</p> <p>CO4: Explain the applications of lasers and optical fibers in various technological fields.</p> <p>CO5: Interpret the results of various experiments to verify the concepts used in optoelectronics and advanced devices. <b>[Lab oriented].</b></p>				
<b>Course Objective</b>	<p>The objective of the course is to familiarize the learners with the concepts of "Optoelectronics and device physics "and attain <b>Skill Development through Experiential Learning</b> techniques</p>				
<b>Course Content:</b>					
<b>Module 1</b>	<b>Fundamentals of Materials.</b>	Assignment	Plotting of magnetization (M) v/s Magnetic field (H) for diamagnetic, paramagnetic and ferromagnetic materials using excel/ origin software.		<b>7 Sessions</b>
Topics: Concept of energy bands, charge carriers, carrier concentration, concept of Fermi level, Hall effect, Magnetic materials, Superconductors:					



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<b>Module 2</b>	<b>Advanced Devices and applications</b>	Assignment	Data collection on efficiency of solar cells.	<b>8 Sessions</b>
Topics: p-n junctions, Zener diode, transistor characteristics, Optoelectronic devices;, Solar cells, I-V characteristics, and LEDs				
<b>Module 3</b>	<b>Quantum concepts and Applications</b>	Term paper	Seminar on quantum computers.	<b>8 Sessions</b>
Topics: Planck's quantum theory, applications of Quantum theory: de-Broglie hypothesis, matter waves, properties. de-Broglie wavelength associated with an electron. Heisenberg's uncertainty principle. Schrodinger time independent wave equation. Particle in a box				
<b>Module 4</b>	<b>Lasers and Optical fibers</b>	Term paper	Case study on medical applications of Lasers.	<b>7 Sessions</b>
Topics: Interactions of radiations with matter, Characteristics of laser, conditions and requisites of laser, Modern day applications of laser: LIDAR, LASIK, Cutting, Welding and Drilling.  Principle of optical fibers, Numerical aperture and acceptance angle (Qualitative), Attenuation, Applications: Point to point communication with block diagram, application of optical fibers in endoscopy.				
<b>List of Laboratory Tasks:</b>  Experiment No. 1: Experimental errors and uncertainty using excel  Level 1: Calculation of accuracy and precision of a given data  Level 2: propagation of errors in addition, subtraction, multiplication and division.   Experiment N0 2: To determine the wavelength of semiconductor diode Laser and to estimate the particle size of lycopodium powder using diffraction.  Level 1: Determination of Wavelength of Laser Level 2: Finding the particle size of lycopodium powder.   Experiment No. 3: To determine the proportionality of Hall Voltage, magnetic flux density and the polarity of Charge carrier. Level 1: To determine the proportionality of Hall Voltage and magnetic flux density Level 2: To determine the polarity of Charge carrier.				



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Experiment No. 4: To study the I-V characteristics of a given zener diode in forward and reverse bias conditions.

Level 1: To study I -V characteristics of the given Zener diode in reverse bias and to determine break down voltage.

Level 2: To study I -V characteristics of the given Zener diode in forward bias and to determine knee voltage and forward resistance.

Experiment No. 5: To study input and output characteristics of a given Transistor.

Level 1: To determine the input resistance of a given transistor.

Level 2: To determine current transfer characteristics and transistor parameters of a given transistor.

Experiment No. 6: Determination of Fermi energy and Fermi temperature of a given metal and bimetallic wire.

Level 1: Determination of Fermi energy and Fermi temperature of given metal wire.

Level 2: Determination of Fermi energy and Fermi temperature of given bimetallic wire.

Experiment No. 7: To study the current vs voltage characteristics of CdS photo-resistor at constant irradiance and To measure the photo-current as a function of the irradiance at constant voltage.

Level 1 To study the current vs voltage characteristics of CdS photo-resistor at constant irradiance.

Level 2: To measure the photo-current as a function of the irradiance at constant voltage.

Experiment No. 8: To study the I-V characteristics and I-R characteristics of a solar cell as a function of the irradiance.

Level 1: To study the I-V characteristics

Level 2: I-R characteristics of a solar cell as a function of the irradiance.

Experiment No. 9: Calculate the numerical aperture and study the losses that occur in optical fiber cable. .

Level 1: Calculate the numerical aperture.

Level 2: study the losses that occur in optical fiber cable.

Experiment No. 10: To determine the magnetic susceptibility of a given diamagnetic and paramagnetic substances using Quincke's method.

Level 1: To determine the magnetic susceptibility of a given diamagnetic substance.

Level 2: To determine the magnetic susceptibility of a given paramagnetic substance.

Experiment No. 11: Plotting I-V characteristics in forward and reverse bias for LEDs and Determination of knee voltage.

Level 1: Plotting I-V characteristics in forward and reverse bias for LEDs

Level 2: Determination of knee voltage.



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Experiment No. 12: Determination of Stefan's constant and verification of Stefan-Boltzmann Law.

Level 1: Determination of Stefan's constant

Level 2: Verification of Stefan-Boltzmann Law.

### **Targeted Application & Tools that can be used:**

1. Areas of application are optoelectronics industry, Solar panel technologies, quantum computing software, electronic devices using transistors and diodes, memory devices, endoscopy, SQUIDS in MRI, Advanced material characterizations using SEM and STM.
2. Origin, excel and Mat lab soft wares for programming and data analysis.

### **Project work/Assignment: Mention the Type of Project /Assignment proposed for this course**

#### **Assessment Type**

- Midterm exam
- Assignment (review of digital/ e-resource from PU link given in references section - mandatory to submit screen shot accessing digital resource.)
- Quiz
- End Term Exam
- Self-Learning

1. Prepare a comprehensive report on non-conventional energy resources in Karnataka and their pros and cons.
2. Write a report on importance of quantum entanglement in supercomputers.

#### **Text Book**

1. Engineering Physics by Avadhanalu, Revised edition, S. Chand Publications, 2018.

**References:**

1. Elementary Solid state Physics: Principles and Applications by M.A. Omar, 1<sup>st</sup> Edition, Pearson Publications, 2002.
2. Principles of Quantum Mechanics by R Shankar, 2<sup>nd</sup> edition, Springer Publications, 2011.
3. Optoelectronics: An Introduction by John Wilson and John Hawkes, 3<sup>rd</sup> edition, Pearson Publications, 2017.
4. Engineering Physics by Gaur and Gupta, Dhanpat Rai Publications, 2012.
5. Introduction to Quantum Mechanics, David J. Griffiths, Cambridge University Press, 2019

#### **E-Resources:**

1. <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=553045&site=ehost-live>
2. <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=833068&site=ehost-live>
3. <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=323988&site=ehost-live>



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4. <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1530910&site=ehost-live>
5. <https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=486032&site=ehost-live>

## Topics relevant to “SKILL DEVELOPMENT”: Fundamentals of materials, Lasers and optical fibers.

for Skill Development through Participative Learning Techniques. This is attained through the Assignment/Presentation as mentioned in the assessment component in course handout.

<b>Course Code:</b> <b>MEC1006</b>	<b>Course Title:</b> Engineering Graphics <b>Type of Course:</b> <b>Engineering Science &amp; Theory Only</b>		<b>L-T-P-C</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Version No.</b>	1.2						
<b>Course Pre-requisites</b>	NIL						
<b>Anti-requisites</b>	NIL						
<b>Course Description</b>	The course is designed with the objective of giving an overview of engineering graphics. It is introductory in nature and acquaints the students with the techniques used to create engineering drawings. The course emphasizes on projection of points, lines, planes and solids and isometric projections.						
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of “Engineering Graphics” and attain SKILL DEVELOPMENT through Problem solving methodologies.						
<b>Course Outcomes</b>	On successful completion of this course the students shall be able to: <b>(1)</b> Demonstrate competency of Engineering Graphics as per BIS conventions and standards. <b>(2)</b> Comprehend the theory of projection for drawing projections of Points, Lines and Planes under different conditions. <b>(3)</b> Prepare multiview orthographic projections of Solids by visualizing them in different positions. <b>(4)</b> Prepare pictorial drawings using the principles of isometric projections to visualize objects in three dimensions.						
<b>Course Content:</b>							
<b>Module 1</b>	<b>Introduction to Drawing</b>	<b>Assignment</b>	<b>Standard technical drawing</b>			<b>02 Sessions</b>	
Topics: Introduction, drawing instruments and their uses, relevant BIS conventions and standards, Lettering, Line conventions, dimensioning, Selection of drawing sheet size and scale. [02 Hours: Comprehension Level]							
<b>Module 2</b>	<b>Orthographic projections of Points, Straight Lines and Plane Surfaces</b>	<b>Assignment</b>	<b>Projection methods Analysis</b>			<b>10 Sessions</b>	



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## Topics:

Introduction, Definitions – Elements of projection and methods of projection, Planes of projection, reference line and conventions adopted. First angle and third angle projections. Projection of Points in all 4 quadrants. Projections of Straight Lines (located in first quadrant/first angle projection only): True and apparent lengths, true and apparent Inclinations to reference planes. (No application problems). Projection of Plane surfaces (First angle projection): Regular plane surfaces – triangle, square, rectangle, pentagon, hexagon and circle – in different positions inclined to both the planes using change of position method only. [10 Hours: Application Level]

<b>Module 3</b>	<b>Orthographic Projections of Solids</b>	<b>Assignment</b>	<b>Multi-view drawing Analysis</b>	<b>10 Sessions</b>
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## Topics:

Introduction, Projection of right regular prisms, pyramids, cone, hexahedron and tetrahedron in different positions (Problems resting on HP only and First angle projection). [10 Hours: Application Level]

<b>Module 4</b>	<b>Isometric Projections of Solids (Using isometric scale only)</b>	<b>Assignment</b>	<b>Spatial Visualization</b>	<b>8 Sessions</b>
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## Topics:

**Introduction, Isometric scale, Isometric projections of right regular prisms, cylinders, pyramids, cones and their frustums, spheres and hemispheres, hexahedron (cube), and combination of 2 solids, conversion of orthographic view to isometric projection of simple objects.**

[8 Hours: Application Level]

## Text Book:

1.N. D. Bhatt, "Engineering Drawing: Plane and Solid Geometry," Charotar Publishing House Pvt. Ltd.

## References:

1. K.R. Gopalakrishna, "Engineering Graphics", Subhash Publishers, Bangalore.

2. D. M. Kulkarni, A. P. Rastogi, A. K. Sarkar, "Engineering Graphics with AutoCAD," Prentice Hall.

3. D. A. Jolhe, "Engineering Drawing with Introduction to AutoCAD," Tata McGraw Hill.

## Web resources:

<https://nptel.ac.in/courses/112103019>

**Topics relevant to "SKILL DEVELOPMENT":** Projection in first and third angle for **SKILL DEVELOPMENT** through **Problem Solving methodologies**. This is attained through the assessment component mentioned in the course handout.



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<b>Course Code:</b> ENG1002	<b>Course Title:</b> Technical English <b>Type of Course:</b> Humanities Science / Theory	<b>L-T-P-C</b>	1-0-2-2
<b>Version No.</b>	1.0 V. 3		
<b>Course Pre-requisites</b>	Intermediate Level English		
<b>Course Anti-requisites</b>	NIL		
<b>Course Description</b>	Technical English course is designed to equip students with the language skills necessary for effective communication in technical and scientific contexts. The course focuses on the specialized vocabulary, writing styles, and communication techniques used in various technical fields, including engineering and information technology.		
<b>Course Objectives</b>	The objective of this course is to develop the learners' <b>EMPLOYABILITY SKILLS</b> by using <b>EXPERIENTIAL LEARNING</b> and <b>PARTICIPATIVE LEARNING TECHNIQUES</b> .		
<b>Course Outcomes</b>	<b>On successful completion of the course, the students shall be able to:</b> 1. Develop proficiency in using technical vocabulary and terminology. 2. Apply language skills for better speaking skills in technical fields. 3. Write technical descriptions 4. Demonstrate writing skills in writing technical documents such as reports, manuals, and articles.		
<b>Course Content:</b>			
<b>Module 1</b>	<b>Fundamentals of Technical Communication</b>	<b>Worksheets&amp; Quiz</b>	<b>Vocabulary building</b> 9 Classes
Introduction to Technical English			
Differences between Technical English and General English			
Technical Writing Basics			
Technical Vocabulary			
<b>Module 2</b>	<b>Technical Presentation</b>	<b>Presentations</b>	<b>Speaking Skills</b> 12 Classes
<b>Introduction</b>			
Planning the Presentation			
Creating the Presentation			
Giving the Presentation			
<b>Module 3</b>	<b>Technical Description</b>	<b>Assignment</b>	<b>Group Presentation</b> 12 Classes
Product Description			
Process Description			
User Manuals			
Transcoding: Diagrams, charts and images			
<b>Module 4</b>	<b>Technical Writing</b>	<b>Assignment</b>	<b>Writing Skills</b> 12 Classes
Email Writing			
Persuasive and Descriptive Language			
Professional Email Etiquette			
Writing clear and concise technical emails			



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Communicating technical information effectively

Technical Report Writing

Types of technical reports (Lab reports, research reports, etc.)

Components of technical reports

Writing an abstract and executive summary

Structure and content organization

Transcoding: diagrams, charts and images

#### **List of Laboratory Tasks:**

1. Module-1

Level 1: Worksheets

Level 2: Worksheets

2. Module 2

Level 1: Preparing Presentation

Level 2: Giving Presentation (Individual)

3. Module-3

Level 1: Product Description & User Manual

Level 2: Process Description & Transcoding

4. Module 4

Level 1: Email Writing

Level 2: Report Writing

#### **Targeted Applications & Tools that can be used:**

1. Flipgrid

2. Quizzes

3. Youtube Videos

4. Podcast

#### **Project work/Assignment: Mention the Type of Project /Assignment proposed for this course**

1. Bring out the essence of technical communication with reference to the conventions of technical communication, with examples
2. Prepare a technical presentation on the importance of Technical Communication and its relevance in a technical field, with real-life examples.

#### **The following individual, as well as group Assignments, will be given to the students.**

1. Presentation

2. Describing a product/process

3. Individual Reports

#### **Text Books**

1. Kumar, Sanjay; Pushpalatha. *English Language and Communication Skills for Engineers*. Oxford University Press. 2018.

2. Brieger, Nick and Alison Paul. *Technical English Vocabulary and Grammar*.

[https://nmetau.edu.ua/file/technical\\_english\\_vocabulary\\_and\\_grammar.pdf](https://nmetau.edu.ua/file/technical_english_vocabulary_and_grammar.pdf)

#### **Reference Book:**

1. Chauhan, Gajendra Singh, and Kashmiramka, Smita, *Technical Communication*. Cengage Publication. 2018.



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2. Sunder Jain. *Technical Report Writing*. Centrum Press, 2013.
3. John Bowden. "Writing a Report: How to Prepare, Write & Present Really Effective Reports?". 9th Edition 2011
4. Comfort, Jeremy et. al. 1984. *Business Reports in English*. Cambridge University Press.
5. Sharma, R.C. and K. Mohan. 2011. *Business Correspondence and Report Writing*, Fourth Edition. Tata McGraw Hill.

## Web Resources:

1. [https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=JSTOR1\\_3307](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=JSTOR1_3307).
2. <https://puniversity.informaticsglobal.com:2282/ehost/detail/detail?vid=5&sid=3a77d69b-abe5-4681-b39d-32dfdc8f4a5%40redis&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=154223466&db=iih>
3. Last,Suzan, et. al. *Technical Writing Essentials*. University of Victoria, British Columbia, 2019 ( E- Book)
4. Wambui, Tabita Wangare, et al. *Communication Skills- Volume 1*, LAP LAMBRET, USA, 2012 ( E Book)

## Topics Relevant to the Development of Employability Skills:

**Speaking Skills, Writing Skills, Critical Thinking and Critical Analysis, and Group Communication.**

Course Code: PPS1001	<b>Course Title: Introduction to Soft Skills</b> <b>Type of Course: Practical Only Course</b>	L-T-P- C	0	0-2	1
Version No.	1.0				
Course Pre-requisites	Students are expected to understand Basic English. Students should have desire and enthusiasm to involve, participate and learn.				
Anti-requisites	NIL				
Course Description	This course is designed to enable students understand soft skills concepts and improve confidence, communication and professional skills to give the students a competitive advantage and increase chances of success in the professional world. The course will benefit learners in presenting themselves effectively through various activities and learning methodologies.				
Course Objective	The objective of the course is to <b>familiarize the learners with the concepts of "Soft Skills" and attain SKILL DEVELOPMENT through PARTICIPATIVE LEARNING techniques.</b>				
Course Out Comes	<b>On successful completion of this course the students shall be able to:</b> CO1: <b>Recognize</b> significance of soft skills CO2: <b>Illustrate</b> effective communication while introducing oneself and others CO3: <b>List</b> techniques of forming healthy habits CO4: <b>Apply</b> SMART technique to achieve goals and increase productivity				
Course Content:					
Module 1	INTRODUCTION TO SOFT SKILLS	Classroom activity		04 Hours	
<b>Topics:</b> Setting Expectations, Ice Breaker, Significance of soft skills, Formal grooming, punctuality					
Module 2	EFFECTIVE COMMUNICATION	Individual Assessment		10 Hours	



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**Topics:** Different styles of communication, Difference between hearing and listening, Effective communication for success, Email etiquette, Self-introduction framework, Video introduction, email- writing, Resume Building- Digital, Video, Traditional.

Module 3	HABIT FORMATION	Worksheets & Assignment	4 Hours
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**Topics:** Professional and personal ethics for success, Identity based habits, Domino effect, Habit Loop, Unlearning, standing up for what is right

Module 4	Goal setting & Time Management	Goal sheet	8 Hours
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A session where students will be introduced to Time management, setting SMART Goals, Introduction to OKR Techniques, Time Management Matrix, steps to managing time through outbound group activity, making a schedule, Daily Plan and calendars (To Do List), Monitoring/charting daily activity

Targeted Application & Tools that can be used: LMS

Project work/Assignment: Mention the Type of Project /Assignment proposed for this course

1) Individual Assessment

2) LMS MCQ

The topics related to Skill Development: Communication and professional grooming, Goal setting and presentation for skill development through participative learning techniques. This is attained through assessment component mentioned in course handout.

Course Code: CSE1004	Course Title: Problem Solving Using C	L- T-P-C	1	0	4	3
Version No.	1.0					
Course Pre-requisites	NIL					
Anti-requisites	NIL					
Course Description	The course is designed to provide complete knowledge of C language. Students will be able to develop logics which will help them to create programs and applications in C. Also by learning the basic programming constructs they can easily switch over to any other language in future.					
Course Object	The objective of the course is to familiarize the learners with the concepts of Problem Solving Using C and attain Employability through Problem Solving Methodologies.					
Course Outcomes	<b>On successful completion of this course the students shall be able to:</b> <ol style="list-style-type: none"><li>1. Write algorithms and to draw flowcharts for solving problems</li><li>2. Demonstrate knowledge and develop simple applications in C programming constructs</li><li>3. Develop and implement applications using arrays and strings</li><li>4. Decompose a problem into functions and develop modular reusable code</li><li>5. Solve applications in C using structures and Union</li><li>6. Design applications using Sequential and Random Access File Processing.</li></ol>					
Course Content:						
Module 1	Introduction to C Language	Quiz	Problem Solving	9 Hrs.		



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Topics:

Introduction to Programming - Algorithms - Pseudo Code - Flow Chart - Compilation - Execution - Preprocessor Directives (#define, #include, #undef) - Overview of C - Constants, Variables and Data types - Operators and Expressions - Managing Input and Output Operations - Decision Making and Branching - Decision Making and Looping.

<b>Module 2</b>	Introduction to Arrays and Strings	Quiz	Problem Solving	<b>9 Hrs.</b>
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Topics:

**Arrays:** Introduction - One Dimensional Array - Initialization of One Dimensional Arrays - Example Programs - Sorting (Bubble Sort, Selection Sort) - Searching (Linear Search) - Two Dimensional Arrays - Initialization of Two Dimensional Arrays. Example Programs - Matrix operations. **Strings:** Introduction - Declaring and Initializing String Variables - Reading Strings from Terminal - Writing String to Screen - String Handling Functions.

<b>Module 3</b>	Functions and Pointers	Quiz	Problem Solving	<b>9 Hrs.</b>
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Topics:

**Functions:** Introduction - Need for User-defined functions - Elements of User-Defined Functions: declaration, definition and function call - Categories of Functions - Recursion. **Pointers:** Introduction - Declaring Pointer Variables - Initialization of Variables - Pointer Operators - Pointer Arithmetic - Arrays and Pointers - Parameter Passing: Pass by Value, Pass by Reference.

<b>Module 4</b>	Structures and Union	Quiz	Problem Solving	<b>9 Hrs.</b>
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Topics:

**Structures:** Introduction - Defining a Structure - Declaring Structure Variable - Accessing Structure Members - Array of Structures - Arrays within Structures - **Union:** Introduction - Defining and Declaring Union - Difference Between Union and Structure.

<b>Module 5</b>	File handling	Case Study	Problem Solving	<b>9 Hrs.</b>
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Topics:

Files: Defining and Opening a File - Closing a File - Input / Output Operations on File - Random Access Files

## List of Practical Tasks Lab Sheet 1

### (Module I)

Programs using IO Statements, Conditional Statements and Looping Statements

### Lab Sheet 2 (Module II)

Programs using Arrays and Strings

### Lab Sheet 3 (Module III)

Programs using Functions and Pointers

### Lab Sheet 4 (Module IV)

Programs using Structures and Unions

### Lab Sheet 5 (Module V)

Programs using Files

Text Book(s):

1. E. Balaguruswamy, "Programming in ANSI C", 8th Edition, 2019, McGraw Hill Education, ISBN: 978-93-5316-513-0.

Reference Book(s):

1. Yashwant Kanetkar, Let us C, 17th Edition, BPB Publications, 2020.
2. ReemaThareja, "Programming in C", Oxford University Press, Second Edition, 2016.
3. Kernighan, B.W and Ritchie,D.M, "The C Programming language", Second Edition, Pearson Education, 2015
4. Schildt Herbert, "C: The Complete Reference", Tata McGraw Hill Education, 4th Edition, 2014.
5. Stephen G. Kochan, "Programming in C", Addison-Wesley Professional, 4th Edition, 2014.

Web Links and Video Lectures:



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1. <https://nptel.ac.in/courses/106/105/106105171/>
2. <https://archive.nptel.ac.in/courses/106/104/106104128/>

<b>Course Code:</b> ECE2007	<b>Course Title:</b> Digital Design <b>Type of Course:</b> Theory & Integrated Laboratory	<b>L-T-P-C</b>	2	0	2	3
<b>Version No.</b>	2.0					
<b>Course Pre-requisites</b>	ECE1001					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	<p>The purpose of this course is to enable the students to appreciate the fundamentals of digital logic circuits and Boolean algebra focusing on both combinational and sequential logic circuits. The course emphasizes on minimization techniques for making canonical and low-cost digital circuit implementations. This course deals with analysis and design of digital electronic circuits. The course also creates a foundation for future courses which includes Computer Architecture, Microprocessors, Microcontrollers, and Embedded Systems etc.</p> <p>The course enhances the Design, Implementation and Programming abilities through laboratory tasks. The associated laboratory provides an opportunity to verify the theoretical knowledge.</p>					
<b>Course Objective</b>	<p>The objective of the course is to familiarize the learners with the concepts of Digital Design and attain the <b>SKILL DEVELOPMENT</b> through <b>EXPERIENTIAL LEARNING</b>.</p>					
<b>Course Outcomes</b>	<p>On successful completion of this course the students shall be able to:</p> <ul style="list-style-type: none"><li>i. <b>Describe</b> the concepts of number systems, Boolean algebra and logic gates.</li><li>ii. <b>Apply</b> minimization techniques to simplify Boolean expressions.</li><li>iii. <b>Demonstrate</b> the Combinational circuits for a given logic</li><li>iv. Demonstrate the Sequential and programmable logic circuits</li><li>v. <b>Implement</b> various combinational and sequential logic circuits using gates.</li></ul>					
<b>Course Content:</b>						
<b>Module 1</b>	<b>Fundamentals of Number systems- Boolean algebra and digital logic</b>	Application Assignment	Data Analysis task		<b>06 classes</b>	
Topics:	Review of Number systems and logic gates, Number base conversions, Overview of Boolean functions and simplifications, two, three, four variable K-Maps- Don't care conditions- Both SOP and POS- Universal Gates (NAND & NOR) Implementations. Introduction to HDL.					
<b>Module 2</b>	<b>Boolean function simplification</b>	Application Assignment	Data Analysis task		<b>08 Classes</b>	
Topics:	Introduction to Combinational circuits, Analysis, Design procedure, Binary Adder and Subtractor, Magnitude					



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comparator, Parity generator and checker, Multiplexers-Demultiplexers, Decoders, Encoders and Priority Encoders, HDL Models of combinational circuits.

Module 3	Combinational Logic circuits:	Application Assignment	Programming Task & Data Analysis task	08 Classes
<p>Topics: Introduction to sequential circuits, Storage elements: latches and flip flops, Characteristic tables and equations, excitation table, Analysis of clocked sequential circuits, Mealy &amp; Moore Models of finite state machines - Registers &amp; Counters. HDL Models of Sequential circuits.</p>				

## List of Laboratory Tasks:

**Experiment N0 1:** Verify the Logic Gates truth table

**Level 1:** By using Digital Logic Trainer kit

**Level 2:** By using Analog devices like RPS, Volt meter, Resistors and ICs

**Experiment No. 2:** Verify the Boolean Function and Rules

**Level 1:** By using Digital Logic Trainer kit

**Level 2:** By using Analog devices like RPS, Volt meter, Resistors and ICs

**Experiment No. 3:** Design and Implementations of HA/FA

**Level 1:** By using basic logic gates and Trainer Kit

**Level 2:** By using Universal logic gates and Trainer Kit

**Experiment No. 4:** Design and Implementations of HS/FS

**Level 1:** By using basic logic gates and Trainer Kit

**Level 2:** By using Universal logic gates and Trainer Kit

**Experiment No. 5:** Design and Implementations of combinational logic circuit for specifications

**Level 1:** Specifications given in the form of Truth table

**Level 2:** Specification should be extracted from the given scenario

**Experiment No. 6:** Study of Flip flops

**Experiment No. 7:** Design and Implementations of sequential logic circuit for specifications

**Level 1:** Specifications given in the form of Truth table

**Level 2:** Specification should be extracted from the given scenario

**Experiment No.8:** HDL coding for basic combinational logic circuits

**Level 1:** Gate level Modeling

**Level 2:** Behavioral Modeling

**Experiment No.9:** HDL coding for basic sequential logic circuit

**Level 1:** Gate level Modeling

**Level 2:** Behavioral Modeling

**Targeted Application & Tools that can be used:**



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**Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, Home Automation, Communication in systems in industries**

**Professionally Used Software: HDL/VHDL/Verilog HDL/ OOPS**

**Text Book(s):**

1. Mano, M. Morris and Ciletti Michael D., "Digital Design", Pearson Education, 6<sup>th</sup> edition
2. Thomas L. Floyd "DIGITAL LOGIC DESIGN" , Pearson Education, fourth edition.

**Reference(s):**

**Reference Book(s):**

R1. Jain, R. P., "Modern Digital Electronics", McGraw Hill Education (India), 4<sup>th</sup> Edition

R2. Roth, Charles H., Jr and Kinney Larry L., "Fundamentals of logic Design" , Cengage Learning, 7<sup>th</sup> Edition

**Online Resources (e-books, notes, ppts, video lectures etc.):** [Book Free Download](#)  
[\(studymaterialz.in\)](#)

1. **eBook1:** Mano, M. Morris and Ciletti Michael D., "Digital Design", Pearson Education.
2. [{\[PDF\] Digital Design By M. Morris Mano, Michael D Ciletti Book Free Download}](#)
3. **eBook2:** Floyd "DIGITAL LOGIC DESIGN" fourth edition- ePub, eBook- [PDF] DIGITAL LOGIC DESIGN FOURTH EDITION FLOYD | abri.engenderhealth.org.
4. NPTEL Course- [NPTEL :: Electrical Engineering - NOC:Digital Electronic Circuits](#)
5. Digital Logic Design PPT [Slide 1 \(iare.ac.in\)](#)
6. Lab Tutorial: [Multisim Tutorial for Digital Circuits - Bing video](#)

CircuitVerse - Digital Circuit Simulator online

Learn Logisim ► Beginners Tutorial | Easy Explanation! - Bing video

Digital Design 5: LOGISIM Tutorial & Demo

7. <https://presiuniv.knimbus.com/user#/home>

**E-content:**

1. Z. Xin-Li and W. Hong-Ying, "The Application of Digital Electronics in Networking Communication," 2016 Eighth International Conference on Measuring Technology and Mechatronics Automation (ICMTMA), 2016, pp. 684-687, doi: 10.1109/ICMTMA.2016.168.
2. An encoding technique for design and optimization of combinational logic circuit DipayanBhadra;Tanvir Ahmed Tarique;Sultan Uddin Ahmed;Md. Shahjahan;KazuyukiMurase2010 13th International Conference on Computer and Information Technology (ICCIT)
3. A. Matrosova and V. Prokvin, "Applying Incompletely Specified Boolean Functions for Patch Circuit Generation," 2021 IEEE East-West Design & Test Symposium (EWDTs), 2021, pp. 1-4, doi: 10.1109/EWDTs52692.2021.9581029.
4. A. Matrosova, V. Prokvin and E. Nikolaeva, "Masking Internal Node Faults and Trojan Circuits in Logical Circuits," 2019 IEEE East-West Design & Test Symposium (EWDTs), 2019, pp. 1-4, doi:



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10.1109/EWDTs.2019.8884434.

**Topics relevant to “SKILL DEVELOPMENT”:** Adders, Multiplexers, Decoders / Encoders; Flip-Flops, Counters and Registers for Skill Development through Experiential Learning techniques. This is attained through assessment component mentioned in course handout.

<b>Course Code:</b> DES1146	<b>Course Title:</b> Introduction to Design Thinking <b>Type of Course:</b> Theory	<b>L-T-P- C</b>	1	0	0	1
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	NIL					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	The course aims to introduce students to the fundamental principles and processes of Design Thinking and will learn to apply Design Thinking methodologies to real-world challenges. The course emphasizes empathy, creativity, and collaboration, equipping students with essential skills for successful engineering practice.					
<b>Course Objective</b>	This course is designed to develop and familiarize the learners with the concepts of creating thinking and attain Entrepreneurship by using Participative Learning techniques.					
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to: <ol style="list-style-type: none"><li>1) Understand the concept and importance of Design Thinking.</li><li>2) Differentiate between traditional problem-solving and Design Thinking.</li><li>3) Identify the core stages of the Design Thinking process.</li></ol>					
<b>Course Content:</b>	All assignments and projects must be developed using the reference materials available from the PU e-resource database – JSTOR, EBSCO, Library OPAC, NPTEL Videos, etc.					



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<b>Module 1</b>	Introduction to Design Thinking	Visual journal, book of essays, context-specific assignment/project	Visual output generation, by Visual Journal and narrative development.	<b>3 hours</b>
Topic	<ol style="list-style-type: none"><li>1) Definition and Introduction to Design Thinking</li><li>2) Understand the Design Thinking Process</li></ol>			
<b>Module 2</b>	Design Thinking in Action	Visual journal, book of essays, context-specific assignment/project	Visual output generation, by visual journal and narrative development.	<b>12 hours</b>
Topics:	<ol style="list-style-type: none"><li>1) Introduction to the steps of Design Thinking Process</li><li>2) Understand use cases of Design thinking</li><li>3) Design Thinking and Research Tools pertaining to Consumer Tech. , Home Tech. , Personal Tech. , Auto Tech. or Extended Reality.</li></ol>			
<b>Targeted Application &amp; Tools that can be used:</b>	<ol style="list-style-type: none"><li>1) Design ideation tools like Miro , SCAMPER etc.</li><li>2) Research Tools for Human Centric Design using forecasting tools like WGSN</li><li>3) Feedback tools like Google Forms , etc.</li><li>4) Expert Lectures</li></ol>			
<b>Text Book</b>	<p>Thinking Design by S Balaram. New Delhi [India]: Sage Publications Pvt. Ltd. 2010. eBook., Database: eBook Collection (EBSCOhost)</p> <p><a href="https://puniversity.informaticsglobal.com:2284/ehost/detail/detail?vid=6&amp;sid=18ab1f43-1f92-4d02-ae2e-">https://puniversity.informaticsglobal.com:2284/ehost/detail/detail?vid=6&amp;sid=18ab1f43-1f92-4d02-ae2e-</a></p>			



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## References

Design Thinking by Clarke, Rachel Ivy. Series: Library Futures, Vol. 4. Chicago: ALA Neal-Schuman. 2020. eBook., Database: eBook Collection (EBSCOhost)

<https://puniversity.informaticsglobal.com:2282/ehost/detail/detail?vid=4&sid=c80a7d79-eda4-4b7e-a0d6-afafe437962b%40redis&bdata=JnNpdGU9ZWhvc3QtbgI2ZQ%3d%3d#AN=2433506&db=nlebk>

The Pocket Universal Methods of Design: 100 Ways to Research Complex Problems, Develop Innovative Ideas, and Design Effective Solutions by Bruce Hanington; Bella Martin. Minneapolis: Rockport Publishers. 2017. eBook., Database: eBook Collection (EBSCOhost)

<https://puniversity.informaticsglobal.com:2282/ehost/detail/detail?vid=11&sid=f086b8c2-260e-4caa-8c48-d732c21a7724%40redis&bdata=JnNpdGU9ZWhvc3QtbgI2ZQ%3d%3d#AN=1638693&db=nlebk>

What Is Design Thinking and Why Is It Important? By Rim Razzouk and Valerie Shute - Review of Educational Research, Vol. 82, No. 3 (September 2012), pp. 330-348 (19 pages), Published by: American Educational Research Association

[https://puniversity.informaticsglobal.com:2054/stable/23260048?Search=yes&resultItemClick=true&searchText=design+thinking&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Ddesign%2Bthinking%26so%3Drel&ab\\_segments=0%2FSYC-6168%2Ftest&refreqid=fastly-default%3Acb1be24976e25734cb5fc13a8af6fdfb&seq=1#metadata\\_info\\_tab\\_contents](https://puniversity.informaticsglobal.com:2054/stable/23260048?Search=yes&resultItemClick=true&searchText=design+thinking&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Ddesign%2Bthinking%26so%3Drel&ab_segments=0%2FSYC-6168%2Ftest&refreqid=fastly-default%3Acb1be24976e25734cb5fc13a8af6fdfb&seq=1#metadata_info_tab_contents)

Abductive Thinking and Sensemaking: The Drivers of Design Synthesis by John Kolko, Design Issues, Vol. 26, No. 1 (Winter, 2010), pp. 15-28 (14 pages), Published by: The MIT Press

[https://puniversity.informaticsglobal.com:2054/stable/20627839?Search=yes&resultItemClick=true&searchText=design+thinking&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Ddesign%2Bthinking%26so%3Drel&ab\\_segments=0%2FSYC-6168%2Ftest&refreqid=fastly-default%3A0b89336ea274d63c010536b01316d7bb&seq=1#metadata\\_info\\_tab\\_contents](https://puniversity.informaticsglobal.com:2054/stable/20627839?Search=yes&resultItemClick=true&searchText=design+thinking&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Ddesign%2Bthinking%26so%3Drel&ab_segments=0%2FSYC-6168%2Ftest&refreqid=fastly-default%3A0b89336ea274d63c010536b01316d7bb&seq=1#metadata_info_tab_contents)

Designerly Ways of Knowing: Design Discipline versus Design Science by Nigel Cross, Design Issues, Vol. 17, No. 3 (Summer, 2001), pp. 49-55 (7 pages), Published by: The MIT Press

[https://puniversity.informaticsglobal.com:2054/stable/1511801?Search=yes&resultItemClick=true&searchText=design+thinking&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Ddesign%2Bthinking%26so%3Drel&ab\\_segments=0%2FSYC-6168%2Ftest&refreqid=fastly-default%3A0d5b607b163f60876ca973ed90e22b1c&seq=1#metadata\\_info\\_tab\\_contents](https://puniversity.informaticsglobal.com:2054/stable/1511801?Search=yes&resultItemClick=true&searchText=design+thinking&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Ddesign%2Bthinking%26so%3Drel&ab_segments=0%2FSYC-6168%2Ftest&refreqid=fastly-default%3A0d5b607b163f60876ca973ed90e22b1c&seq=1#metadata_info_tab_contents)



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2<sup>nd</sup> SEM

<b>ENG2001</b>	<b>Advanced English</b> <b>Type of Course:</b> HSMC	<b>L- T- P- C</b>	1	0	2	2
<b>Version No.</b>	1.3					
<b>Course Pre-requisites</b>	ENG1002					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	The course emphasizes on technical communication at advanced level by exploring critical reading, technical presentation and review writing. The purpose of the course is to enable learners to review literature in any form or any technical article and deliver technical presentations. Extensive activities in practical sessions equip to express themselves in various forms of technical communications. Technical presentations and the module on career setting focus on learners' area of interests and enhance their English language writing skills to communicate effectively.					
<b>Course Out Come</b>	On successful completion of the course the students shall be able to: <ol style="list-style-type: none"><li>1. Develop a critical and informed response reflectively, analytically, discursively, and creatively to their reading.</li><li>2. Communicate effectively, creatively, accurately and appropriately in their writing.</li><li>3. Deliver technical presentations</li><li>4. Design resume and create professional portfolio to find a suitable career</li></ol>					

## Course Content: Theory

<b>Module 1</b>	<b>Critical Reasoning and Writing</b>	<b>Writing Essays</b>	<b>Critical Reading</b>	<b>4 Classes</b>
Topics: <ul style="list-style-type: none"><li>• A Catalog of Reading Strategies</li><li>• The Myth of Multitasking</li><li>• A Guide to Writing Essays Speculating about Causes or Effects</li><li>• Is Google Making Us Stupid (Self Study)</li></ul>				
<b>Module 2</b>	<b>Technical Presentation</b>	<b>Presentation</b>	<b>Oral Skills</b>	<b>3 Classes</b>
Topics: <ul style="list-style-type: none"><li>• Planning the presentation</li><li>• Creating the presentation</li><li>• Giving the presentation</li></ul>				
<b>Module 3</b>	<b>Writing Reviews</b>	<b>Prezi</b>	<b>Review Writing</b>	<b>4 Classes</b>
Topics:				



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- Review Writing
- Short film reviews
- Advanced English Grammar (Self Study)

<b>Module 4</b>	<b>Starting your Career</b>	<b>Online Writing Lab</b>	<b>Writing Skills</b>	<b>4 Classes</b>
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Topics:

- Preparing a Resume
- Writing Effective Application Letter
- Creating a Professional Portfolio

## Course Content: Practical Sessions

<b>Module 1</b>	<b>Critical Reasoning and Writing</b>	<b>8 Classes</b>
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1. Reading and Analyzing

Level 1 – Annotation

Level 2 - Assumptions

2. Writing Narrative Essays

Level 1 – Draft 1

Level 2 – Draft 2

<b>Module 2</b>	<b>Technical Presentation</b>	<b>10 Classes</b>
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3. Fishbowl

In Fishbowl, students form concentric circles with a small group inside and a larger group outside. Students in the inner circle engage in an in-depth discussion, while students in the outer circle listen and critique content, logic, and group interaction.

Level 1 – within group

Level 2 – Among 2 group

4. Technical Group Presentation

<b>Module 3</b>	<b>Writing Reviews</b>	<b>4 Classes</b>
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5. Practice Worksheets

Level 1 – Eliminating the Passive Voice



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Level 2 – Simple, compound and complex sentences

6. Writing Short Film Reviews

<b>Module 4</b>	<b>Starting your Career</b>	<b>6</b>	<b>Classes</b>
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7. Collaborative Project

Job search and writing report

Writing Resume

<b>Module 1-4</b>	<b>Academic Journal</b>	<b>2 Classes</b>
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8. Academic Journal Writing

Level 1- Mid Term

Level 2 – End Term

**Targeted Application & Tools that can be used:** Writing reports, Review writing, Group Discussion, Dyadic interviews, Grammarly.com

**Project work/Assignment:**

**Academic Journal – Assignment**

In Academic Journal (CIJ), students compile task and activities completed in each module and submit to the instructor at the middle and end of the semester.

## References

1. Hering, Heik. *How to Write Technical Reports: Understanding Structure, Good Design, Convincing Presentation*. Springer.
2. Johnson, Richard. (2010) *Technical Communication Today*. Pearson, 2015
3. Rice B. Adelrod, Charles R. Cooper and Ellen C. Carillo. (2020) *Reading Critically Writing Well: A Reader and Guide*. Beford/St. Martin's Macmillan Learning, New York.
4. The Princeton Review. (2010) *MCAT Verbal Reasoning & Writing*. The Princeton Review, Inc.
5. <https://www.hitbullseye.com/Strong-and-Weak-Arguments.php> Accessed on 10 Dec 2021
6. <https://www.inc.com/guides/how-to-improve-your-presentation-skills.html> Accessed on 10 Dec 2021

**Topics Relevant to “employability”:** Critical Reasoning, Presentation, Review Writing and Starting Career

**Topics Relevant to “Human Values and Professional Ethics”:** Critical reasoning



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<b>Course Code:</b> <b>MAT1003</b>	<b>Course Title:</b> Applied Statistics	<b>L-T-P-C</b>	2	0	0	2
<b>Version No.</b>	3.0					
<b>Course Pre-requisites</b>	None					
<b>Anti-requisites</b>	None					
<b>Course Description</b>	The goal of this course is to provide a firm understanding of probability and statistics by means of a thorough treatment of descriptive statistics, probability and probability distributions keeping in mind the future courses having statistical, quantitative and probabilistic components. The course covers topics such as descriptive statistics, probability, rules for probability, random variables and probability distributions, standard discrete and continuous probability distributions.					
<b>Course Objective</b>	The objective of the course is to <b>familiarize the learners with the concepts of "Applied Statistics"</b> and attain <b>Skill Development Through Problem Solving</b> techniques.					
<b>Expected Outcome:</b>	At the end of this course, students will be in a position to <ol style="list-style-type: none"><li>1. apply the techniques of descriptive statistics effectively</li><li>2. interpret the ideas of probability and conditional probability</li><li>3. demonstrate the knowledge of probability distributions</li><li>4. Compute statistical parameters, correlation and regression, probability and sampling distributions using R software.</li></ol>					
<b>Module 1</b>	<b>Descriptive Statistics</b>	Assignment	Coding needed			<b>10 classes</b>
Introduction to Statistics, Data and statistical thinking, review of basic statistical parameters, Covariance, Correlation, Types of Measures of Correlation - Karl Pearson's Correlation Coefficient, Spearman Rank Correlation, linear regression, Multi linear regression .						
<b>Module 2</b>	<b>Probability</b>					<b>6 classes</b>
Introduction to Probability, Probability of an event, Addition Principle, Multiplication law, Conditional Probability, Total Probability and Baye's theorem with examples						
<b>Module 3</b>	<b>Random Variables and Probability Distributions</b>		Coding needed			<b>14 classes</b>
Introduction to Random variables, Discrete Random Variables and Continuous Random Variables, Probability Distributions, Probability Mass Function and Probability Density Function, Various Probability distributions, Binomial, <b>Negative Binomial (Self Study)</b> , Poisson, Normal and Exponential distributions						
<b>Module 4</b>	<b>Sampling Theory</b>		Coding needed			<b>15 classes</b>
Introduction to Sampling Theory, Population, Statistic, Parameter, Sampling Distribution, Standard Error. Testing of						



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Hypothesis, Types of Errors, Critical Region, level of Significance. Difference between Parametric and Non-parametric Tests, Large Sample Tests: Z-Test for Single Mean and **Difference of Means (Self Study)**, Small Sample Tests: Student's t-Test for Single Mean and **Difference of Means**, F-Test, Chi-Square Test.

## Targeted Application & Tools that can be used:

The objective of the course is to familiarize students with the theoretical concepts of probability and statistics and to equip them with basic statistical tools to tackle engineering and real-life problems.

Tools used: R Software / MS-Excel

## Text Book

1. Ronald E Walpole, Raymond H Myers, Sharon L Myers, and Keying E Ye, Probability and Statistics for Engineers and Scientists, Pearson Education, 2016.

## References

1. James T. McClave, P. George Benson and Terry Sincich, Statistics for Business and Economics, 2018.
2. David R. Anderson, Dennis J. Sweeney, Thomas A. Williams, Essentials of Modern Business Statistics with Microsoft Excel, 2020.
3. David R. Anderson, Dennis J. Sweeney, Thomas A. Williams, Essentials of Statistics for Business and Economics, 2019.
4. Douglas C. Montgomery and George C. Runger, Applied Statistics and Probability for Engineers, John Wiley and Sons, 2018.
5. Richard A. Johnson, Miller and Freund's Probability and Statistics for Engineers, 2018.
6. Kishor S Trivedi, Probability and Statistics with reliability, Queuing and Computer Science Applications, John Wiley & Sons, 2008.

**Topics relevant to SKILL DEVELOPMENT:** The goal of this course is to provide a firm understanding of probability and statistics by means of a thorough treatment of descriptive statistics, probability and probability distributions keeping in mind the future courses having statistical, quantitative and probabilistic components. The course covers topics such as descriptive statistics, probability, rules for probability, random variables and probability distributions, standard discrete and continuous probability distributions for **Skill Development through Problem Solving methodologies**. This is attained through assessment component mentioned in course handout.

Course Code: CHE1018	Course Title: Environmental Science  Type of Course: School Core- Theory and Lab	L- T- P- C  Contact	1	0	2	0
			1	0	2	3



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		hours				
Version No.	2.0					
Course Pre-requisites	NIL					
Anti-requisites	NIL					
Course Description	<p>This course emphasizes the need to conserve biodiversity and adopt a more sustainable lifestyle by utilizing resources in a responsible way. Topics covered include basic principles of ecosystem functions; biodiversity and its conservation; human population growth; water resources, pollution; climate change; energy resources, and sustainability; Sustaining human societies, policies, and education.</p> <p>This course is designed to cater to Environment and Sustainability</p>					
Course Objective	The objective of the course is to familiarize the learners with the concepts of "Environmental Science" and attain SKILL DEVELOPMENT through EXPERIENTIAL LEARNING techniques.					
Course Outcomes	<p>On successful completion of this course the students shall be able to:</p> <p>Appreciate the historical context of human interactions with the environment and the need for eco-balance.</p> <p>Describe basic knowledge about global climate change with particular reference to the Indian context.</p> <p>Understand biodiversity and its conservation</p> <p>Develop an understanding on types of pollution and ways to protect the environment</p> <p>Learn about various strategies on Global environmental management systems</p>					
Course Content:						
Module 1	Humans and the Environment	Assignment	Data Collection	01 class		
Topics: The man-environment interaction: Mastery of fire; Origin of agriculture; Emergence of city-states; Great ancient civilizations and the environment.						
Self-learning topics: Humans as hunter-gatherers; Industrial revolution and its impact on the environment; Environmental Ethics and emergence of environmentalism.						
Module 2	Natural Resources and Sustainable Development	Assignment		03 Classes		



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## Topics:

Overview of natural resources: Definition of resource; Classification of natural resources- biotic and abiotic, renewable and non-renewable. Water resources: Types of water resources- fresh water and marine resources;

Soil and mineral resources: Important minerals; Mineral exploitation Soil as a resource and its degradation.

Energy resources: Sources of energy and their classification, renewable and non-renewable sources of energy;

Advantages and disadvantages.

Self- learning topics: Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges.; Environmental problems due to extraction of minerals and use; Sustainable Development Goals (SDGs)- targets, indicators, and challenges for SDGs.

Module 3	Environmental Issues: Local, Regional and Global	Case study	02 Classes
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## Topics:

Environmental Pollution: Types of Pollution- air, noise, water, soil, municipal solid waste, hazardous waste; Trans-boundary air pollution; Acid rain; Smog.

Land use and Land cover change: land degradation, deforestation, desertification, urbanization. Global change: Ozone layer depletion; Climate change

## Self -learning topics: Environmental issues and scales

Module 4	Conservation of Biodiversity and Ecosystems	Assignment	02 Classes
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## Topics:

Biodiversity-Introduction, types, Species interactions, Extinct, endemic, endangered and rare species, Threats to biodiversity: Natural and anthropogenic activities.

Self-learning topics: Mega-biodiversity, Hot-spots, Major conservation policies. Biodiversity loss: past and current trends, impact.

Module 5	Environmental Pollution and Health	Case study	03 Classes
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## Topics:

Pollution, Definition, point and nonpoint sources of pollution, Air pollution- sources, major air pollutants, health impacts of air pollution.

Water pollution- Pollution sources, adverse health impacts on human and aquatic life and mitigation, Water quality parameters and standards.

Soil pollution and solid waste- Soil pollutants and their sources, solid and hazardous waste, Impact on human health.

## Self-learning topics: Noise pollution, Thermal and radioactive pollution.

Module 6	Climate Change: Impacts, Adaptation and Mitigation	Assignment/case	02 Classes
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**Topics:**

Understanding climate change: Natural variations in climate; Projections of global climate change with special reference to temperature, rainfall and extreme events; Importance of 1.5 °C and 2.0 °C limits to global warming; Impacts

Vulnerability and adaptation to climate change: Observed impacts of climate change on ocean and land systems; Sea level rise, changes in marine and coastal ecosystems; Impacts on forests and natural ecosystems; Indigenous knowledge for adaptation to climate change.

Self-learning topics: Mitigation of climate change: Synergies between adaptation and mitigation measures; National and international policy instruments for mitigation.

Module 7	Environmental Management	Case study	Data analysis	02 Classes
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**Topics:**

Environmental management system: ISO 14001; Environmental risk assessment Pollution control and management; Waste Management- Concept of 3R (Reduce, Recycle and Reuse) and sustainability.

Self-learning topics: Environmental audit and impact assessment; Eco labeling /Eco mark scheme

Module 8	Environmental Treaties and Legislation	Case study	Data analysis	01 Classes
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**Topics:**

Major International Environmental Agreements: Convention on Biological Diversity (CBD), Major Indian Environmental Legislations: Environmental Protection Act, Forest Conservation Act, Public awareness.

Self-learning topics: Paris Agreement, Conference of the Parties (COP), India's status as a party to major conventions: Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act.

List of laboratory tasks : Any eight experiments will be conducted

Determination of total alkalinity of a water sample (knowledge)

Estimation of water hardness by EDTA method and its removal (by zeolite/ ion exchange method) (Comprehensive)

Estimation of copper from industrial effluents by colorimetric method (Comprehensive)

Estimation of iron from industrial effluents by titrimetric method/potentiometric method (Comprehensive)

Estimation of nickel from industrial effluents by titrimetric method (Comprehensive)

Estimation of chloride in drinking water by titrimetric method (Comprehensive)

Estimation of fluoride in ground water by colorimetric method (Comprehensive)

Determination of calcium in aqueous solution (Comprehensive)

Determination of Total Dissolved Salts, conductivity and pH of a water samples (Knowledge)

Determination of Chemical oxygen demand in the industrial effluent. (Comprehensive)

Biological oxygen demand of waste water sample (Comprehensive)

Determination of dissolved oxygen of an industrial effluent (Comprehensive)

Quality monitoring analysis of a soil sample (knowledge)

Flame photometric estimation of Sodium and potassium (Application)

Gas Chromatographic analysis of volatile organic compounds (Application)

Targeted Application & Tools that can be used:

Application areas are Energy, Environment and sustainability

Tools: Statistical analysis of environmental pollutants using excel, origin etc.



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## Project work/Assignment:

Assessment Type

Midterm exam

Assignment (review of digital/ e-resource from PU link given in references section - mandatory to submit screenshot accessing the digital resource.)

Lab evaluation/Assignment

End Term Exam

Self-learning

Assignment 1: Write a Statement of Environment report of your town/city/state/country

Assignment 2: Individual students will carry out the analyses of polluted solid, liquid, and gaseous samples and propose suitable mitigation measures. A detailed and in-depth report needs to be submitted for each case. This may include preparation of reagents, sample preparation (extraction), chemical analysis carried out, instruments and tools used, data collected and processed, inferences made and conclusions arrived at. Necessary support is given in the form of lab manual and reference links to e-books.

Text Book

G. Tyler Miller and Scott Spoolman (2020), Living in the Environment, 20th Edition, Cengage Learning, USA

Krishnamurthy, K.V. (2003) Text book of Biodiversity, Science Publishers, Plymouth, UK.

Jackson, A.R. & Jackson, J.M. (2000), Environmental Science: The natural environment and human impact, Pearson Education.



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## Reference Books

Fisher, Michael H. (2018) An Environmental History of India- From Earliest Times to the Twenty-First Century, Cambridge University Press.

William P. Cunningham and Mary Ann Cunningham (2017), Principles of Environmental Science: Inquiry & Applications, 8th Edition, McGraw-Hill Education, USA.

Sinha N., (2020) Wild and Wilful. Harper Collins, India.

[www.ipcc.org](http://www.ipcc.org); <https://www.ipcc.ch/report/sixth-assessment-report-cycle/>

Theodore, M. K. and Theodore, Louis (2021) Introduction to Environmental Management, 2nd Edition. CRC Press.

Richard A. Marcantonio, Marc Lame (2022). Environmental Management: Concepts and Practical Skills. Cambridge University Press.

## E-resources:

[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=DOAB\\_1\\_06082022\\_18126](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=DOAB_1_06082022_18126)

[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=DOAB\\_1\\_06082022\\_8761](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=DOAB_1_06082022_8761)

[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=DOAJ\\_1\\_02082022\\_3333](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=DOAJ_1_02082022_3333)

[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=DOAB\\_1\\_06082022\\_3063](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=DOAB_1_06082022_3063)

[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=DOAB\\_1\\_06082022\\_20719](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=DOAB_1_06082022_20719)

[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=DOAB\\_1\\_06082022\\_16824](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=DOAB_1_06082022_16824)

[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=DOAB\\_1\\_06082022\\_3954](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=DOAB_1_06082022_3954)

[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=DOAB\\_1\\_06082022\\_491](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=DOAB_1_06082022_491)

[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=CUSTOM\\_PACKAGE\\_16012023\\_WORLD\\_BUSINESS\\_COUNCIL\\_SUSTAINABLE\\_488](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=CUSTOM_PACKAGE_16012023_WORLD_BUSINESS_COUNCIL_SUSTAINABLE_488)

[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=CUSTOM\\_PACKAGE\\_16012023\\_WORLD\\_BUSINESS\\_COUNCIL\\_SUSTAINABLE\\_583](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=CUSTOM_PACKAGE_16012023_WORLD_BUSINESS_COUNCIL_SUSTAINABLE_583)

[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=SPRINGER\\_INDEST\\_1\\_171](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=SPRINGER_INDEST_1_171)

[https://presiuniv.knimbus.com/user#/searchresult?searchId=3R%20principle&\\_t=1687427221129](https://presiuniv.knimbus.com/user#/searchresult?searchId=3R%20principle&_t=1687427221129)

[https://presiuniv.knimbus.com/user#/searchresult?searchId=eco%20labelling&\\_t=1687427279979](https://presiuniv.knimbus.com/user#/searchresult?searchId=eco%20labelling&_t=1687427279979)

[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=TEXTBOOK\\_LIBRARY01\\_06082022\\_395&xIndex=4](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=TEXTBOOK_LIBRARY01_06082022_395&xIndex=4)

<https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf>

Course Code:	Course Title: Basic Engineering Sciences	L-T-P-C	2	0	0	2
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<b>CIV1008</b>	<b>Type of Course: Theory Only</b>				
<b>Version No.</b>	1.0				
<b>Course Pre-requisites</b>	<b>NIL</b>				
<b>Anti-requisites</b>	<b>NIL</b>				
<b>Course Description</b>	This basic course on engineering science is designed to introduce students to the fields of civil, mechanical and petroleum engineering. Student will be exposed to various fields in civil engineering and different manufacturing techniques in addition to machinery for power production and consumption. Additionally, students will be getting an overview of various sectors of oil & gas industries. This course acquaints students to basics of Industry 4.0 and Construction 4.0. The course aims to enable students to appreciate the multidisciplinary nature of engineering design and operations in the current era with mechanization and digitization transforming every aspect of engineering.				
<b>Course Objective</b>	The objective of the course is skill development of student by using Participative Learning techniques.				
<b>Course Outcomes</b>	On successful completion of this course the students shall be able to: 1] Recognize the significance of various disciplines in Civil Engineering 2] Discuss the recent evolutions in Civil Engineering 3] Explain various energies, energy generating machineries and energy consumption machineries 4] Describe the fundamental concept and terminology associated with the Petroleum Industry 5] Distinguish between conventional and modern manufacturing techniques.				
<b>Course Content:</b>					
<b>Module 1</b>	<b>Introduction to various fields in Civil Engineering</b>	Assignment	Case studies on different Engineering Projects	<b>Civil Sessions</b>	
Topics: Introduction to Civil Engineering: Definition, scope and branches of Civil Engineering, Role of Civil Engineer, Overview of Infrastructure.					
<b>Module 2</b>	<b>Current Trends and Evolution in Civil Engineering</b>	Assignment	Article Review	<b>6 Sessions</b>	
Topics: Mechanization in Construction, Application of Digital Technologies in Planning, Design, execution, monitoring and maintenance of Construction. Overview of Smart Cities.					
<b>Module 3</b>	<b>Power Production and Consumption Machinery</b>	Assignment & Quiz	Data Collection	<b>6 Sessions</b>	
Topics: Energy and its types, Engines and their applications, Pumps-Compressors and their applications.					



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Module 4	Overview of Petroleum Engineering	Assignment & Quiz	Article Review	6 Sessions
Overview of the Petroleum Industry, Importance of Petroleum Engineering, lifecycle of Petroleum products, Classifications of E&P activities: Key difference between Offshore and Onshore, Onshore facilities, offshore platforms, Digitization of petroleum engineering				
Module 5	Industry 4.0	Assignment & Quiz	Data Collection	6 Sessions
Topics: Conventional manufacturing process: Metal forming, metal removal and metal joining process. Modern Manufacturing process: 3D Printing / Additive Manufacturing.				
<b>Targeted Application &amp; Tools that can be used:</b> Application Areas include design and implementation of Smart City projects, Infrastructure maintenance, Power production, IC engines, Electric vehicles, onshore and offshore exploration and production activities				
<b>Project work/Assignment:</b> Assignment 1: Collect data and prepare report on various Mega Projects in Civil Engineering Assignment 2: Review Articles on current evolutions in Civil Engineering. Assignment 3: Collect data related to renewable energy generation (Wind, Solar) Assignment 4: Prepare an energy consumption chart for a compressor or pumps. Assignment 5: Prepare a report on role of 3D printing across various industries. Assignment 6: Prepare an assignment on geopolitical influence on oil and gas industries.				
<b>Text Book:</b> T1. Elements of Civil and Mechanical Engineering, L.S. Jayagopal & R Rudramoorthy, Vikas Publishers T2. Elements of Mechanical Engineering, by VK Manglik T3. Fundamentals of Oil & Gas Industry for Beginners by Samir Dalvi, Notion Press; 1st edition				
<b>References</b> 1. K.P. Roy, S.K. Hajra Choudhury, Nirjhar Roy, "Elements of Mechanical Engineering", Media Promoters and Publishers Pvt Ltd, Mumbai. 2. Nontechnical Guide to Petroleum Geology, Exploration, Drilling & Production by Norman J. Hyne, PennWell Books; 3rd Revised edition				
<b>Web-resources:</b> 1. Basic Civil Engineering <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=2706932&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=2706932&amp;site=ehost-live</a> 2. Post-parametric Automation in Design and Construction <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=1155197&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=1155197&amp;site=ehost-live</a> 3. Smart Cities : Introducing Digital Innovation to Cities <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=1993146&amp;site=ehost-live">https://search.ebscohost.com/login.aspx?direct=true&amp;db=nlebk&amp;AN=1993146&amp;site=ehost-live</a>				



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4. Innovation Energy: Trends and Perspectives or Challenges of Energy Innovation  
<https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2323766&site=ehost-live>
5. Mechanical Engineering  
[https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=EBSCO106\\_REDO\\_1705](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=EBSCO106_REDO_1705)
6. Additive Manufacturing: Opportunities, Challenges, Implications  
<https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1134464&site=ehost-live>
7. Society of Petroleum Engineers (SPE)  
<https://www.spe.org/en/>
8. PetroWiki: A comprehensive online resource created by the Society of Petroleum Engineers that provides information on various aspects of petroleum engineering.  
<https://petrowiki.spe.org/PetroWiki>
9. Rigzone: A resource for news and information about the oil and gas industry, including job postings and industry trends.  
<https://www.rigzone.com/>

## Topics relevant to the development of SKILLS:

Engines-Turbines and their applications.

Mechanization in Construction.

Digitization in Petroleum Industries

<b>Course Code:</b> CSE1006	<b>Course Title:</b> Problem Solving using JAVA <b>Type of Course:</b> Integrated	<b>L-T-P-C</b>	1	0	4	3
<b>Version No.</b>	2.0					
<b>Course Pre-requisites</b>	CSE1004					
<b>Anti-requisites</b>	Nil					
<b>Course Description</b>	This course introduces the core concepts of object-oriented programming. This course has theory and lab component which emphasizes on understanding the implementation and application of object-oriented programming paradigm. It helps the student to build real time secure applications by applying these concepts and also for effective problem solving. The students interpret and understand the need for object oriented programming to build applications.					
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of Problem-Solving using JAVA and attain <b>SKILL DEVELOPMENT</b> through <b>EXPERIENTIAL LEARNING</b> techniques					
<b>Course Out Comes</b>	<b>On successful completion of the course the students shall be able to:</b> <b>C.O. 1:</b> Describe the basic programming concepts. [Knowledge] <b>C.O. 2:</b> Apply the concept of classes, objects and methods to solve problems. [Application] <b>C.O. 3:</b> Apply the concept of arrays and strings. [Application]					



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	<p><b>C.O. 4:</b> Implement inheritance and polymorphism building secure applications. [Application]</p> <p><b>C.O. 5:</b> Apply the concepts of interface and error handling mechanism. [Application]</p>			
<b>Course Content:</b>				
<b>Module 1</b>	<b>Basic Concepts of Programming and Java</b>	Assignment	Data Collection/Interpretation	<b>12 Sessions</b>
<p><b>Topics:</b> Introduction to Principles of Programming: Process of Problem Solving, Java program structure, Download Eclipse IDE to run Java programs, Sample program, Data types, Identifiers, Variables, Constants in java, Operators, Assignments and Expression, Basic Input/ Output functions, Control Statements: Branching and Looping.</p>				
<b>Module 2</b>	<b>Classes, objects, methods and Constructors</b>	Case studies / Case let	Case studies / Case let	<b>12 Sessions</b>
<p><b>Topics:</b> Classes, Objects and Methods: Introduction to object Oriented Principles, defining a class, adding data members and methods to the class, access specifiers, instantiating objects, reference variable, accessing class members and methods.</p> <p>Static Polymorphism: Method overloading, constructors, constructor overloading, this keyword, static keyword, Nested classes, Accessing members in nested classes.</p>				
<b>Module 3</b>	<b>Arrays, String and String buffer</b>	Quiz	Case studies / Case let	<b>14 Sessions</b>
<p><b>Topics:</b> Arrays: Defining an Array, Initializing &amp; Accessing Array, Multi -Dimensional Array, Array of objects. String: Creation &amp; Operation. String builder class, methods in String Buffer.</p>				
<b>Module 4</b>	<b>Inheritance and Polymorphism</b>	Quiz	Case studies / Case let	<b>14 Sessions</b>
<p><b>Topics:</b> Inheritance: Defining a subclass, Types of Inheritance, super keyword. Dynamic Polymorphism: Method overriding. Final keyword: with data members, with member functions and with class. Abstract keyword: with data members, with member functions and with class, Exception handling.</p>				
<b>Module 5</b>	<b>Input &amp; Output Operation in Java</b>	Quiz	Case studies / Case let	<b>14 Sessions</b>
<p>Input/output Operation in Java(java.io Package), Streams and the new I/O Capabilities, Understanding Streams, working with File Object, File I/O Basics, Reading and Writing to Files, Buffer and Buffer Management, Read/Write Operations with File Channel, Serializing Objects, Observer and Observable Interfaces.</p>				
<p><b>List of Laboratory Tasks:</b></p> <p>P1 - Problem Solving using Basic Concepts.</p> <p>P2 - Problem Solving using Basic Concepts and Command Line Arguments.</p> <p>P3 - Programming assignment with class, objects, methods and Constructors.</p> <p>P4 - Programming assignment with method overloading.</p> <p>P5 - Programming assignment with constructor overloading.</p> <p>P6 - Programming assignment with Static members and static methods.</p>				



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- P7 - Programming assignment with Nested classes.
- P8 - Programming assignment using Arrays.
- P9 - Programming assignment using Strings.
- P10 - Programming assignment using String Builder.
- P11 - Programming assignment using Inheritance and super keyword.
- P12 - Programming assignment using Method overriding and Dynamic method invocation.
- P13 - Programming assignment using Final keywords.
- P14 - Programming assignment using Abstract keywords.
- P15 - Programming assignment using Interface.
- P16 - Programming assignment using Interface.
- P17 - Programming assignment CharacterStream Classes
- P18 - Programming assignment Read/Write Operations with File Channel

**Targeted Application & Tools that can be used :** JDK /eclipse IDE/ net Beans IDE.

## Text Book

**T1** Herbert Schildt, "The Complete Reference Java 2", Tata McGraw Hill Education.

## References

**R1:** Cay S Horstmann and Cary Gornell, "CORE JAVA volume I-Fundamentals", Pearson

**R2:** James W. Cooper, "Java TM Design Patterns – A Tutorial", Addison-Wesley Publishers.

**E book link R1:** <http://rmi.yaht.net/bookz/core.java/9780134177373-Vol-1.pdf>

**E book link R2:** [Java\(tm\) Design Patterns: A Tutorial \(PDF\) \[7qmsenjl97t0\] \(vdoc.pub\)](http://Java(tm) Design Patterns: A Tutorial (PDF) [7qmsenjl97t0] (vdoc.pub))

## Web resources

[https://youtube.com/playlist?list=PLu0W\\_9II9agS67UiTs0UnJyrYiXhDS6q](https://youtube.com/playlist?list=PLu0W_9II9agS67UiTs0UnJyrYiXhDS6q)

<https://puniversity.informaticsglobal.com:2229/login.aspx>

## Topics relevant to development of "Skill Development":

1. Static Polymorphism
2. Method overloading, constructors
3. constructor overloading
4. this keyword
5. static keyword and Inner classes
6. Inheritance and Polymorphism.

for **Skill Development** through **Experiential Learning** techniques. This is attained through assessment component mentioned in course handout.

<b>Course Code:</b> FRL1002	<b>Course Title:</b> Basic French	<b>L- T- P- C</b>	2-0-0-2
<b>Version No.</b>	4.0		
<b>Course Pre-requisites</b>	Not Applicable		
<b>Anti-requisites</b>	Not Applicable		



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<b>Course Description</b>	This Course is for beginners and gives an introduction of the French Language (basic grammar, conjugation, daily used vocabulary words, and basic conversations) and French culture. This Course is designed to build up all of the basic skills of French listening, reading, speaking, and writing introduced in the lessons. Besides, this Course offers an access to the French world, helping students to break cultural boundaries and raise cultural literacy.			
<b>Course Objective</b>	This course is designed to improve the learners Employability skills by using participative learning techniques to develop students' language proficiency and cross-cultural competence by active and participatory teaching methods.			
<b>Course Outcomes</b>	<b>On successful completion of the course the students shall be able to:</b> 1) Identify the basics of French Grammar, vocabulary and Conjugation 2) Apply the basics strategies of listening, reading, speaking and writing skills 3) Use of French on everyday topics such as greetings, personal information, time and schedule 4) Practice conversations in French language with peer speakers in different situations			
<b>Course Content:</b>	Learning of Basic French skills			
<b>Module 1</b>	<b>Greetings and Introducing yourself</b>		[Remember]	<b>6 Periods</b>
<p>Chapter 1. Greetings Objectives: Greetings, introducing yourself, how to welcome someone, Grammar: Construction of a sentence, the days of the weeks and the months</p>				
<p>Chapter 2. Introducing yourself Objectives: Introduce oneself / ask for someone's personal information. Grammar: Mas or Fem noun, adjectives, present tense of the 1<sup>st</sup> group Usage of audio visual files</p>				
<b>Module 2</b>	<b>Expressing likes/dislikes and introducing someone</b>		[Apply]	<b>6 Periods</b>
<p>Chapter 3. Expressing likes and dislikes Objectives: How to expressing what you like and dislike. Grammar: Negative form, singular and plural. Culture: The polite way to address people in French Assignment</p>				
<p>Chapter 4. Introducing someone Objectives: How to describe someone, Grammar: Vocabulary of the family, Demonstrative adjectives, Present tense of verbs of the 2<sup>nd</sup> and 3<sup>rd</sup> group</p>				
<b>Module 3</b>	<b>Inviting someone and asking questions</b>		[Apply]	<b>9 Periods</b>



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## Chapter 5. Inviting someone

Objectives: How to invite someone, accept or refuse the invitation, Read the time,

Grammar: Future tense, Interrogation.

Culture: The art of accepting and declining an invitation politely in French

Internal

## Chapter 6. Asking for information,

Objectives: How to ask for information, giving information

<b>Module 4</b>	<b>Making a reservation and giving directions</b>		[Apply]	<b>9 Periods</b>
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## Chapter 7: Making a Reservation

Objectives: How to make a reservation, future tense

## Chapter 8 : Giving directions

Objectives: How to ask for directions, Imperative tense

Group discussions

## Targeted Application & Tools that can be used

### Project work /Assignments

- 1) Assignment (Essay writing / presentation)
- 2) Internal
- 3) Group work / Group discussions

### Text Book

L'Atelier 1 - - Méthode de Français--- Niveau A1 (Didier – 2019)

Festival 1- - Méthode de Français--- Niveau A1 (CLE International – 2005)

### References

Learning materials designed by the instructor

### Topics relevant to development of 'Employability Skills' through participative learning techniques:

Foreign language proficiency and cross-cultural competence by active and participatory teaching methods.

Course Code: <b>PPS1012</b>	Course Title: Enhancing Personality through Soft Skills  Type of Course: Practical Only Course	L- T - P- C	0	0	2	1
Version No.	1.0					
Course Pre-requisites	<ul style="list-style-type: none"><li>• Students are expected to understand Basic English.</li></ul>					



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	<ul style="list-style-type: none"><li>Students should have desire and enthusiasm to involve, participate and learn.</li></ul>		
Anti-requisites	NIL		
Course Description	<p>This course is designed to enable students understand soft skills concepts and improve confidence, communication and professional skills to give the students a competitive advantage and increase chances of success in the professional world. The course will benefit learners in presenting themselves effectively through various activities and learning methodologies.</p>		
Course Objective	<p>The objective of the course is to <b>familiarize the learners with the concepts of "Personality Development through Soft Skills" and attain SKILL DEVELOPMENT through PARTICIPATIVE LEARNING techniques.</b></p>		
Course Out Comes	<p><b>On successful completion of this course the students shall be able to:</b></p> <p>CO 1 <b>Identify the stages of</b> team formation (Remember)</p> <p>CO 2 <b>Demonstrate</b> effective presentation skills (Apply)</p> <p>CO3 <b>Prepare</b> professional social media profile (Apply)</p>		
Course Content:			
Module 1	Team Building	Classroom and outbound team building activities.	6 Hours
<p><b>Topics:</b> Importance of team, stages of Team Formation, Trust and collaboration, Virtual Team.</p> <p><b>Activity:</b> Team Building outbound activity</p>			
Module 2	Art of Questioning	Role plays	4 Sessions
<p><b>Topics:</b> Framing Questions, 5W1H Technique, Open-ended and Close-ended questions, Funnel</p>			



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technique, Probing questions, Leading questions

Module 3	Presentation Skills	Practice and evaluation of individual / group presentation	<b>10 Sessions</b>
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**Topics:** Content development, Delivery techniques, Audience Analysis, Timing and Pacing, handling questions and challenges.

**Activity:** Individual presentations and team presentation

Module 4	Professional Brand Building	Brand Framework Activity	4 Sessions
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**Topics:** Personal brand definition, Crafting a compelling LinkedIn profile, Networking strategies.

**Activity:** Create a basic online profile

Module 5	Recap / Revision /Feedback Session		1 Session
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Targeted Application & Tools that can be used:

1. TED Talks
2. You Tube Links
3. Activities

Project work/Assignment: Mention the Type of Project /Assignment proposed for this course

1. Presentation Evaluation

Targeted Application & Tools that can be used:

1. TED Talks
2. YouTube Links
3. Videos by L&D Team shared on Edhitch/YouTube.com
4. LMS



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## Assignments proposed for this course

1. Evaluation on Presentation
2. Assignment on LinkedIn Post

YouTube Links: [https://youtu.be/z\\_jxoczNWc](https://youtu.be/z_jxoczNWc) (Steve Jobs Introducing the iPhone 4 in June 2010)

## References

1. "Talk Like TED - The 9 Public-Speaking Secrets of the World's Top Minds" By Carmine Gallo  
St. Martin's Press Copyright © 2014 Carmine Gallo All rights reserved. ISBN: 978-1-250-04112-8
2. "The Presentation Secrets of Steve Jobs: How to Be Insanely Great in Front of Any Audience"  
MP3 CD - Import, 22 April 2014
3. "The Definitive Book of Body Language: The Hidden Meaning Behind People's Gestures and Expressions" Hardcover - Illustrated, 25 July 2006
4. "Crucial Conversations: Tools for Talking When Stakes Are High" Paperback - Import, 1 July 2002

## Web links:

1. <https://www.wordstream.com/blog/ws/2014/11/19/how-to-improve-presentation-skills>  
<https://www.cbs.de/en/blog/15-effective-presentation-tips-to-improve-presentation-skills/>
2. <https://hbr.org/2022/05/the-art-of-asking-great-questions>

**Topics relevant to development of "SKILL":** Art of Presentation, Team building, Art of questioning and Personal Branding for Skill Development through Participative Learning Techniques. This is attained through assessment component mentioned in course handout.



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<b>Course Code:</b> <b>EEE1007</b>	<b>Course Title:</b> Basics of Electrical and Electronics Engineering. <b>Type of Course:</b> ESC - Theory & Lab Integrated	<b>L-T-P-C</b>	3	0	2	4			
<b>Version No.</b>	1.0								
<b>Course Pre-requisites</b>	<b>NIL</b>								
<b>Anti-requisites</b>	<b>NIL</b>								
<b>Course Description</b>	This is a fundamental Course which is designed to know the use of basics of electrical and electronics engineering principles occurs in various fields of Engineering. The course emphasis on the characteristics and applications of Electrical and Electronics devices, working, analysis and design of electrical circuits using both active & passive components, fundamentals of electrical machines and basics of transistors and its application. The associated laboratory provides an opportunity to validate the concepts taught and enhances the ability to visualize the real system performance, using both hardware and simulation tools.								
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of Basics of Electrical and Electronics Engineering and attain <b>Skill Development</b> through <b>Experiential Learning</b> techniques.								
<b>Course Outcomes</b>	<b>On successful completion of this course the students shall be able to:</b> 1. <b>Explain</b> basic laws of Electrical Engineering to compute voltage, currents and other parameters in the circuits. 2. <b>Discuss</b> various fundamental parameters appearing in the characteristics of semiconductor devices and their applications. 3. <b>Summarize</b> the operations of different biasing configurations of BJTs and amplifiers. 4. <b>Summarize</b> the performance characteristics and applications of various electrical Machines. 5. <b>Demonstrate</b> the working of electrical machines to observe performance characteristics 6. <b>Demonstrate</b> the working of electronic circuits to obtain the V-I Characteristics of various semiconductor devices.								
<b>Course Content:</b>									
<b>Module 1</b>	<b>Introduction to Electrical Circuits</b>	Assignment/ Quiz	Numerical solving Task	<b>10 Sessions</b>					
<b>DC Circuits:</b> Concept of Circuit and Network, Types of elements, Network Reduction Techniques- Series and parallel connections of resistive networks, Star-to-Delta Transformations, Mesh Analysis, Numerical examples.									
<b>AC Circuits:</b> Fundamentals of single phase circuits - Series RL, RC and R-L-C Circuits, Concept of active power, reactive power and Power factor, Numerical examples.									
Introduction to three phase system and relation between line and phase values in Star & Delta connection, Numerical examples.									
<b>Module 2</b>	<b>Semiconductor and Diode</b>	Assignment/ Quiz	Memory Recall	<b>11 Sessions</b>					



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	applications		based Quizzes	
Mass Action Law, Charge densities in a semiconductor, Types of SC, Junction diodes -Ideal and practical behaviour, Modelling the Diode Characteristic, and Diode applications like rectifiers, Clipping and clamping circuits. Zener diode, characteristics and its applications like voltage regulator.				
<b>Module 3</b>	<b>Fundamentals of Electrical Machines</b>	Assignment/ Quiz	Memory Recall-based Quizzes	<b>12 Sessions</b>
<b>Electrical Machines:</b> Single phase transformers: principle of operation and EMF equation, Numerical examples. DC Motor: principle of operation, Back EMF, torque equation, Numerical examples. AC Motor: Principle operation of Induction Motors and its Applications. <b>Special Machines:</b> Introduction to special electrical machines and its applications.				
<b>Module 4</b>	<b>Transistors and its Applications</b>	Assignment/ Quiz	Numerical solving Task	<b>12 Sessions</b>
Transistor characteristics, Current components, BJT Configurations (CB, CC, CE configurations) and their current gains. Operating point, Biasing & stabilization techniques: Fixed Bias, Voltage divider bias and its stability factor and load line analysis. Single and multistage amplifier, Darlington pair. JFET (Construction, principle of Operation and Volt -Ampere characteristics). Pinch- off voltage, Comparison of BJT and FET. MOSFET (Construction, principle of Operation and symbol), MOSFET characteristics in Enhancement and Depletion modes.				
<b>List of Laboratory Tasks:</b> <b>Experiment No 1:</b> Verification of KVL and KCL for a given DC circuit. <b>Level 1:</b> Study and Verify KVL and KCL for the given electrical Circuit. <b>Level 2:</b> For the same circuit considered in level 1, perform the simulation using NI LabVIEW/Multisim/MATLAB.  <b>Experiment No 2:</b> Analyse AC series circuits – RL, RC and RLC . <b>Level 1:</b> Conduct an experiment to perform and verify the impedance, current and power of Series RL and RC circuits <b>Level 2:</b>  <b>Experiment No 3:</b> Calculation of power and power factor of the given AC Circuit. <b>Level 1:</b> Conduct an experiment to measure the power and power factor for given resistive load. <b>Level 2:</b> Conduct an experiment to measure the power and power factor for given inductive load.  <b>Experiment No 4:</b> Perform the experiments on given Transformer. <b>Level 1:</b> Verify the EMF equation of a transformer and compute the voltage transformation ratio. <b>Level 2:</b> Study the effect of load on the secondary side of the transformer and verify the EMF equation under load conditions.  <b>Experiment 5:</b> Load test on DC shunt motor <b>Level 1:</b> Conduct load test on DC shunt motor and find its efficiency at different loads <b>Level 2:</b> Conduct load test on DC shunt motor and plot the performance characteristics.  <b>Experiment 6:</b> Study of PN-Junction Diode Characteristics in Forward and Reverse Bias Conditions. <b>Level 1:</b> Carry out an experiment to plot VI Characteristics and hence find the cut-in voltage on forward characteristics for the Silicon P-N Junction diode. <b>Level 2:</b> Carry out an experiment to plot VI Characteristics of Zener diode and hence find the zener voltage on reverse				



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characteristics for the Silicon P-N Junction zener diode.

**Experiment 7:** To observe the output waveform of half wave and full wave rectifier circuit and compute ripple factor and efficiency

**Level 1:** Identify the components required for a rectifier circuit, rig up the circuit, and sketch the output waveforms without filter.

**Level 2:** Rig up the rectifier circuit with RC filter, observe the output waveforms, determine the efficiency and ripple factor.

**Experiment 8:** To construct clipping and clamping circuits for different reference voltages and to verify the responses.

**Level 1:** Identify the components required for building a Clipper / Clamper circuit. Rig up the circuit according to the circuit diagram given and sketch the output waveform.

**Level 2:** Given a sinusoidal input of 10 V p-p, implement a positive / negative clipper with output clipped at 2 V.

**Experiment 9:** To calculate various parameters of emitter follower circuit using BJT

**Level 1:** Identify the components required to implement an emitter follower circuit. Rig up the circuit and observe the variations in output waveform with respect to the variations in input waveform.

**Level 2:** Determine the values of  $Z_{in}$  input impedance and  $Z_{out}$  output impedance for Emitter Follower.

**Experiment 10:** To Implement RC Coupled amplifier using a BJT and sketch the frequency response.

**Level 1:** Identify the components required to implement an RC coupled amplifier circuit. Rig up the circuit and sketch the frequency response.

**Level 2:** From the frequency response curve determine the value of the mid band gain and the bandwidth.

## Targeted Application & Tools that can be used:

**Targeted Applications:** Application Area includes all electrical and electronic circuits (power supply unit, regulator unit, embedded devices, hardware electronics etc.). The students will be able to join a profession which involves basics to high level of electronic circuit design.

Professionally Used Software: Matlab/Multisim/ PSpice

Besides these software tools hardware equipment such as Multimeters, Function Generators, Power Supplies, Oscilloscopes etc., can be used to perform component/circuit testing and analysis..

## Text Book(s):

1. Kothari D. P. & Nagrath I. J., "Basic Electrical and Electronics Engineering", Tata McGraw-Hill Education.
2. Theraja B.L. and Theraja A.K., "A Textbook of Electrical Technology: Basic Electrical Engineering" in S.I. System of Units, 23rd ed., New Delhi: S. Chand, 2002.
3. A.P.Malvino, Electronic Principles,7th Edition, Tata McGraw Hill,2007
4. J. Millman, C. C. Halkias and C. D. Parikh, "Millman's Integrated Electronics", McGraw Hill Education, 2<sup>nd</sup> Edition.
5. Basics of Electrical & Electronics Laboratory Manual.

## Reference Book (s):

1. John Hiley, Keith Brown and Ian McKenzie Smith, "HUGHES Electrical and Electronic Technology", 10th Edition (Indian Edition published by Dorling Kindersley), Pearson,2011



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2. Samarajit Ghosh, "Fundamentals of Electrical and Electronics Engineering", 2<sup>nd</sup> Edition, Prentice Hall India, 2007.
3. K Uma Rao, A Jaya Lakshmi, "Basic Electrical engineering" IK International publishing house Pvt. Ltd
4. R. L. Boylestad and L. Nashelsky, "Electronic Devices and Circuit Theory", Pearson Education India 7th Edition.
5. A K. Maini, V. Agrawal, "Electronic Devices & Circuits", Wiley, 2nd Edition
6. A.S Sedra, K. C. Smith, "Microelectronic Circuits", Oxford University Press, 6th Edition

## Online Resources (e-books, notes, ppts, video lectures etc.):

1. <https://presiuniv.knimbus.com/user#home>
2. <https://www.digimat.in/nptel/courses/video/108105112/L01> "Fundamentals of Electrical Engineering-Basic Concepts, Examples"
3. Seminar Topic: <https://nptel.ac.in/courses/108/105/108105153/> "Electrical Measurements"
4. Video lectures on "Electronic Devices" by Prof.Dr. A. N. Chandorkar, IIT Bombay  
<http://www.satishkashyap.com/2013/03/video-lectures-on-electron-devices-by.html>
5. Video lectures on "Analog Electronics" by Prof. S.C. Dutta Roy, IIT Delhi  
<https://nptel.ac.in/courses/108/102/108102095/>
6. Video lectures on "Diodes", by Prof.ChitralekhaMahanta, IIT Guwahati,  
<https://nptel.ac.in/courses/117/103/117103063/>
7. "Introduction to Electrical Machines <https://nptel.ac.in/courses/108/102/108102146/>"
8. M. -Y. Kao, H. Kam and C. Hu, "Deep-Learning-Assisted Physics-Driven MOSFET CurrentVoltageModeling," in IEEE Electron Device Letters, vol. 43, no. 6, pp. 974-977, June 2022, doi: 10.1109/LED.2022.3168243  
<https://ieeexplore-ieee-org-resiuniv.knimbus.com/document/9758727>
9. F. Bonet, O. Aviñó-Salvadó, M. Vellvehi, X. Jordà, P. Godignon and X. Perpiñà, "Carrier Concentration Analysis in 1.2 kV SiCSchottky Diodes Under Current Crowding," in IEEE Electron Device Letters, vol. 43, no. 6, pp. 938-941, June 2022, doi: 10.1109/LED.2022.3171112. <https://ieeexplore-ieeeorg-presiuniv.knimbus.com/document/9764749>
10. M. Chanda, S. Jain, S. De and C. K. Sarkar, "Implementation of Subthreshold Adiabatic Logic for Ultralow-Power Application," in IEEE Transactions on Very Large Scale Integration (VLSI) Systems, vol. .23, no. 12, pp. 2782-2790, Dec. 2015.  
<https://ieeexplore.ieee.org/document/7018053>
11. R. Raut and O. Ghasemi, "A power efficient wide band trans-impedance amplifier in submicron CMOS integrated circuit technology," 2008 Joint 6th International IEEE Northeast Workshop on Circuits and Systems and TAISA Conference, 2008, pp. 113-116, doi: 0.1109/NEWCAS.2008.4606334.  
<https://ieeexplore.ieee.org/document/4606334>

**Topics relevant to "SKILL DEVELOPMENT":** Performing suitable experiments to compute the Electrical and electronics circuit parameters, performance operation of Machines, and semiconductor devices for **Skill Development** through **Experiential Learning techniques**. This is attained through assessment component mentioned in course plan.

<b>Course Code:</b> <b>LAW1007</b>	<b>Course Title:</b> Indian Constitution and Professional Ethics for Engineers <b>Type of Course:</b> Theory	<b>L-T- P-C</b> 1	<b>0</b>	<b>0</b>	<b>1</b>
Itgalpur, Rajankunte, Yelahanka, Bengaluru – 560064					



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<b>Version No.</b>	
<b>Course Prerequisites</b>	NIL
<b>Anti-requisites</b>	NIL
<b>Course Description</b>	<p>The purpose of this course is to introduce the students to the theory, concepts and practice of Constitution of India which is the law of the land. Further, the course aims at acquainting the students with basic approaches and methodologies to analyse and decide on the ethical dilemma in the field of engineering. The course is both conceptual and analytical.</p> <p>The course develops critical thinking skills by augmenting the student's ability to comprehend the conceptual and legal framework of Constitution of India. Ethics and values are very beautifully weaved into the tapestry of the Indian Constitution. Therefore, the course provides an introduction to the essential, theoretical basis of engineering ethics and its application through a range of industry relevant topics such as engineers responsibility for safety and risks, responsibility of employers, rights of engineers etc.</p>
<b>Course Objective</b>	<p>To introduce the students to the conceptual framework of Constitution of India and engineering ethics.</p> <p>To enhance the practical knowledge on responsibility of engineering professionals as citizens of India.</p> <p>To acquaint the student with the relevant contemporary issues surrounding constitutional values and professional ethics.</p> <p>To orient the students about the ethical concepts and frameworks enabling them to identify the codes and moral values relevant to the professional world.</p>
<b>Course Outcomes</b>	<p><b>On successful completion of this course the students shall be able:</b></p> <ol style="list-style-type: none"><li>1. To understand foundational Indian constitutional law concepts and values.</li><li>2. To identify the different pillars of democracy and their functions.</li><li>3. To analyse the role of the engineers' responsibility in ensuring safety of the</li></ol>



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society and the employer.

<b>Course Code:</b> <b>ECE2010</b>	<b>Course Title: Innovative Projects using Arduino</b>		<b>L- T-P- C</b>	-	-	-	1
<b>Version No.</b>	1.0						
<b>Course Pre-requisites</b>	NIL						
<b>Anti-requisites</b>	NIL						
<b>Course Description</b>	<p>This course is designed to provide an in-depth understanding of Arduino microcontrollers and their application in various real time projects involving sensors. Throughout the course, students will learn the fundamentals of Arduino programming and gain hands-on experience with a wide range of sensors. Students will explore how to connect and interface sensors with Arduino boards, read sensor data, and use it to control various output devices. This course is suitable for beginners who are interested in exploring the world of electronics and developing practical applications using Arduino and sensors.</p>						
<b>Course Objective</b>	The objective of the course is <b>Employability Skills</b> of student by using <b>PARTICIPATIVE LEARNING</b> techniques.						
<b>Course Outcomes</b>	<b>On successful completion of the course the students shall be able to</b> <ol style="list-style-type: none"><li>1) Explain the main features of the Arduino prototype board</li><li>2) Demonstrate the hardware interfacing of the peripherals to Arduino system.</li><li>3) Understand the types of sensors and its functions</li><li>4) Demonstrate the functioning of live projects carried out using Arduino system.</li></ol>						
<b>Course Content:</b>							
<b>Module 1</b>	<b>Basic concepts of Arduino</b>	Hands-on	Interfacing Task and Analysis			<b>4 Sessions</b>	



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## Topics:

Introduction to Arduino, Pin configuration and architecture, Device and platform features, Concept of digital and analog ports, Familiarizing with Arduino Interfacing Board, API's , Introduction to Embedded C and Arduino platform, Arduino Datatypes and variables, Arduino i/o Functions, Arduino Communications, Arduino IDE, Various Cloud Platforms.

Module 2	Sensory Devices	Hands-on	Interfacing Task and Analysis	4 Sessions
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Arduino Sensors: Humidity Sensor, Temperature Sensor, Water Detector / Sensor, PIR Sensor, Ultrasonic Sensor, Connecting Switches and actuators, sensor interface with Arduino.  
Introduction to 3D Printer: 3D Printer technology and its working Principles, Applications.  
Introduction to online Simulators: Working with Tinkercad Simulator.

## Topics: Types of Arduino boards, sensors, 3D Printer

### Targeted Application & Tools that can be used:

#### Application Area:

Home Automation, Environmental Monitoring, Agriculture and Farming, Industrial Automation, Internet of Things (IoT), Robotics, Wearable Devices, Security Systems, Education and Learning. These are just a few examples of the many application areas where Arduino and sensors can be applied. The flexibility and affordability of Arduino, combined with the wide range of sensors available, allow for endless possibilities in creating innovative projects.

**Professionally Used Software:** students can use open SOURCE Softwares Arduino IDE and Tincker CAD

#### Project work/Assignment:

**1. Projects:** At the end of the course students will be completing the project work on solving many real time issues.

**2. Book/Article review:** At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer the library resources and write a report on their understanding about the assigned article in appropriate format. [Presidency University Library Link](#) .

**3. Presentation:** There will be a presentation from interdisciplinary students group, where the students will be given a project on they have to demonstrate the working and discuss the applications for the same

#### Textbook(s):

**Monk Simon "Programming Arduino: Getting Started with Sketches", Mc Graw Hill Publications Second Edition**



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## References

### Reference Book(s)

1. Neerparaj Rai "Arduino Projects for Engineers" BPB publishers, first edition, 2016.
2. Ryan Turner "Arduino Programming" Nelly B.L. International Consulting Ltd. first edition, 2019.

### Online Resources (e-books, notes, ppts, video lectures etc.):

1. Arduino trending Projects <<https://www.projecthub.arduino.cc/>>
2. Introduction to Arduino <[https://onlinecourses.swayam2.ac.in/aic20\\_sp04/preview](https://onlinecourses.swayam2.ac.in/aic20_sp04/preview)>
3. Case studies on Wearable technology <<https://www.htciitm.org/wearables>>

### E-content:

1. Cattle Health Monitoring System Using Arduino and IOT (April 2021| IJIRT | Volume 7 Issue 11 | ISSN: 2349-6002)
2. M H Hemanth Kumar, Ravi Pratap Singh, Nishu Sharma, Pragya Singh" IOT BASED SMART SECURITY SYSTEM USING ARDUINO" 2021 JETIR August 2021, Volume 8, Issue 8.
3. R. Maheswar, P. Jayarajan, S. Vimalraj, G. Sivagnanam, V. Sivasankaran and I. S. Amiri, "Energy Efficient Real Time Environmental Monitoring System Using Buffer Management Protocol," 2018, pp. 1-5, doi: 10.1109/ICCCNT.2018.8494144. <https://ieeexplore.ieee.org/document/8494144>.
4. Yaser S Shaheen, Hussam., " Arduino Mega Based Smart Traffic Control System , " December 2021 Asian Journal of Advanced Research and Reports 15(12): 43-52, 2021(15(12): 43-52, 2021):15(12): 43-52, 2021.

**Topics relevant to development of "SKILL":** System design for achieving Sustainable Development Goals.

3<sup>rd</sup> SEM

Course : CSE2253	Course Title: Data Structures	L-T- P- C	3	0	0	3
Version No.	1.0					
Course Pre-requisites	nil					
Anti-requisites	NIL					



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<b>Course Description</b>	This course introduces the fundamental concepts of data structures and to emphasize the importance of choosing an appropriate data structure and technique for program development. This course has theory and lab component which emphasizes on understanding the implementation and applications of data structures using Java programming language. With a good knowledge in the fundamental concepts of data structures and practical experience in implementing them, the student can be an effective designer, developer for new software applications.			
<b>Course Objective</b>	The objective of the course is SKILL DEVELOPMENT of student by using EXPERIENTIAL LEARNING techniques			
<b>Course Out Comes</b>	<b>On successful completion of the course the students shall be able to:</b> <b>CO1:</b> Describe the concept of basic data structure, stacks, queues, and arrays and their operations. <b>[Understand]</b> <b>CO2:</b> Utilize linked lists for real-time scenarios. <b>[Apply]</b> <b>CO3:</b> Apply an appropriate non-linear data structure for a given scenario. <b>[Apply]</b> <b>CO4:</b> Demonstrate different searching and sorting techniques. <b>[Apply]</b>			
<b>Course Content:</b>				
<b>Module 1</b>	<b>Introduction to Data Structure and Linear Data Structure - Stacks and Queues</b>	Assignment	Program activity	<b>9 Hours</b>
<b>Introduction</b> - Introduction to Data Structures, Types and concept of Arrays. <b>Stack</b> - Concepts and representation, Stack operations, stack implementation using array and Applications of Stack. <b>Queues</b> - Representation of queue, Queue Operations, Queue implementation using array, Types of Queue and Applications of Queue.				
<b>Module 2</b>	<b>Linear Data Structure- Linked List</b>	Assignment	Program activity	<b>12 Hours</b>
<b>Topics: Linked List</b> - Singly Linked List, Operation on linear list using singly linked storage structures, Circular List, Applications of Linked list. <b>Recursion</b> - Recursive Definition and Processes.				
<b>Module 3</b>	<b>Non-linear Data Structures - Trees</b>	Assignment	Program activity	<b>12 Hours</b>
<b>Topics: Trees</b> - Introduction to Trees, Binary tree: Terminology and Properties, Use of Doubly Linked List, Binary tree traversals: Pre-Order traversal, In-Order traversal, Post - Order traversal, Binary Serach Tree, AVL Trees - Red Black Tree, Expression Tree , Heaps.				
<b>Module 4</b>	<b>Non-linear Data Structures - Graphs and Hashing</b>	Assignment	Program activity	<b>6 Hours</b>
<b>Topics: Graphs:</b> Basic Concept of Graph Theory and its Properties, Representation of Graphs . ADT, Elementary graph operations, Minimum Cost spanning trees, Shortest path and Transitive closure. <b>Hashing:</b> Introduction, Static Hashing, Dynamic Hashing				



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Module 5	Searching & Sorting	Assignment	Program activity	6 Hours
<b>Topic: Sorting &amp; Searching</b> - Sequential and Binary Search, Sorting – Selection and Insertion sort, Quick sort, Merge Sort, Bubble sort.				
<b>Targeted Application &amp; Tools that can be used</b> Use of PowerPoint software for lecture slides and use of Modern IDE like VS Code and Eclipse for lab programs to execute.				
<b>Project work/Assignment:</b>				
<b>Assignment:</b> Students should complete the lab programs by end of each practical session and module wise assignments before the deadline.				
<b>Text Book</b> <b>T1</b> Ellis Horowitz and Sartaj Sahni, Fundamentals of Data Structures in C, 2nd Edition, Universities Press, reprint 2018. <b>T2</b> Seymour Lipschutz, Data Structures Schaum's Outlines, Revised 1st Ed, McGraw Hill, 2014.				
<b>References</b> <b>R1</b> Data structures and program design in C by Robert Kruse, Tondo C L, Bruce Leung, Pearson education publishers, 2017. <b>R2</b> Programming and Data Structure by Jackulin C Salini etal., Ane books publishers, 2019.				
<b>Web resources:</b> <ol style="list-style-type: none"><li>For theory: <a href="https://onlinecourses.nptel.ac.in/noc20_cs85/preview">https://onlinecourses.nptel.ac.in/noc20_cs85/preview</a></li><li><a href="https://puniversity.informaticsglobal.com/login">https://puniversity.informaticsglobal.com/login</a></li></ol>				
<b>Topics relevant to development of “Skill Development”:</b> Linked list and stacks				
<b>Topics relevant to development of “Environment and sustainability: Queues</b>				



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<b>Course Code:</b> CSE2254	<b>Course Title:</b> Data Structures Lab	<b>L-T-P-C</b>	0	0	2	1
<b>Version No.</b>	1					
<b>Course Pre-requisites</b>	NIL					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	This course introduces the fundamental concepts of data structures and to emphasize the importance of choosing an appropriate data structure and technique for program development. This course has theory and lab component which emphasizes on understanding the implementation and applications of data structures using Java programming language. With a good knowledge in the fundamental concepts of data structures and practical experience in implementing them, the student can be an effective designer, developer for new software applications.					
<b>Course Objective</b>	The objective of the course is SKILL DEVELOPMENT of student by using EXPERIENTIAL LEARNING techniques					
<b>Course Out Comes</b>	<b>On successful completion of the course the students shall be able to:</b> <b>CO1:</b> Implement the basic operations of stacks, queues, <b>[Understand]</b> <b>CO2:</b> Utilize linked lists for real-time scenarios. <b>[Apply]</b> <b>CO3:</b> Apply an appropriate non-linear data structure for a given scenario. <b>[Apply]</b> <b>CO4:</b> Demonstrate different searching and sorting techniques. <b>[Apply]</b>					
	<b>List of Laboratory Tasks:</b>  <b>1. Implement the operations on Stack and Queue, Circular Queue</b>  <b>2. Programming on Stack application</b> a.Infix to postfix conversion. b.Infix to prefix conversion.  <b>3. Write a program using linked list to Simulate memory allocation and Garbage collection.</b>  <b>4. Programming Exercises on Circular Linked list and its operations</b>  <b>5. Implement Doubly Linked List (DLL) of Professor Data with the fields: ID, Name, Branch, Area of specialization.</b>  <b>6. Given an array of elements, construct a complete binary tree from given array.</b>  <b>8. Construct a menu driven program for traversing a binary search tree.</b>  <b>9. Construct a program for Red Black Tree.</b>  <b>10. Develop a program for graph for implementing shortest path.</b>					



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	<p><b>11. Develop a program for static and dynamic hashing.</b></p> <p><b>12. Design and develop a program that uses Hash Function <math>H:K \rightarrow L</math> as <math>H(K) = K \bmod m</math> (reminder method) and implement hashing technique to map a given key <math>K</math> to the address space <math>L</math>. Resolve the collision (if any) using linear probing.</b></p> <p><b>13. Construct a program to perform selection sort.</b></p> <p><b>14. Implement Sequential and Binary Search</b></p> <p><b>15. Create an array of <math>N</math> elements and perform quick sort and bubble sort.</b></p>
	<p><b>Targeted Application &amp; Tools that can be used</b></p> <p>Use of PowerPoint software for lecture slides and use of Modern IDE like VS Code and Eclipse for lab programs to execute.</p>
	<p><b>Text Book</b></p> <p><b>T1</b> Ellis Horowitz and Sartaj Sahni, Fundamentals of Data Structures in C, 2nd Edition, Universities Press, reprint 2018.</p> <p><b>T2</b> Seymour Lipschutz, Data Structures Schaum's Outlines, Revised 1st Ed, McGraw Hill, 2014.</p>
	<p><b>References</b></p> <p><b>R1</b> Data structures and program design in C by Robert Kruse, Tondo C L, Bruce Leung, Pearson education publishers, 2017.</p> <p><b>R2</b> Programming and Data Structure by Jackulin C Salini et al., Ane books publishers, 2019.</p> <p><b>Web resources:</b></p> <ol style="list-style-type: none"><li>1. For theory: <a href="https://onlinecourses.nptel.ac.in/noc20_cs85/preview">https://onlinecourses.nptel.ac.in/noc20_cs85/preview</a></li><li>2. <a href="https://puniversity.informaticsglobal.com/login">https://puniversity.informaticsglobal.com/login</a></li></ol>
	<p><b>Topics relevant to development of “Skill Development”:</b></p> <p>Linked list and stacks</p> <p><b>Topics relevant to development of “Environment and sustainability: Queues</b></p>

<b>Course Code:</b> <b>MAT2501</b>	<b>Course Title: Integral Transforms and Partial Differential Equations</b> <b>Type of Course: 1] School Core</b>	<b>L-T-P-C</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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<b>Version No.</b>	1.0		
<b>Course Pre-requisites</b>		Calculus and Differential Equations	
<b>Anti-requisites</b>		<b>NIL</b>	
<b>Course Description</b>		This course aims to introduce various transform techniques such as Laplace transform, Fourier transform and Z-transform in addition to expressing functions in terms of Fourier series. The course covers applications of Laplace transform to LCR circuits and solutions of different equations using Z-transform. The course also deals with the analytical methods for solving partial differential equations and the classical applications of partial differential equations.	
<b>Course Objective</b>		The objective of the course is to <b>familiarize the learners with the concepts of “Transform Techniques, Partial Differential Equations” and attain Skill Development through Problem Solving Techniques.</b>	
<b>Course Outcomes</b>		<ol style="list-style-type: none"><li>1. On successful completion of the course the students shall be able to: CO1 - Express functions in terms of uniformly convergent Fourier series.</li><li>2. CO2 - Apply Laplace transform technique to solve differential equations.</li><li>3. CO3 - Employ Z-transform techniques to solve difference equations.</li><li>4. CO4 - Solve a variety of partial differential equations analytically.</li></ol>	
<b>Course Content:</b>			
<b>Module 1</b>	<b>Laplace Transforms</b>		<b>(12 Classes)</b>
Definition and Laplace transform of elementary functions. Properties of Laplace transform, and Laplace transform of periodic function, unit-step function and Impulse function – related problems. Inverse Laplace transform of standard functions - problems, initial and final value theorem. Convolution theorem, solution of linear and simultaneous differential equations and LCR Circuit.			
<b>Module 2</b>	<b>Fourier Series</b>	<b>Assignment</b>	<b>(8 Classes)</b>
<b>Fourier Series:</b> Periodic functions, Dirichlet's condition. Fourier series of periodic functions period $2\pi$ and arbitrary period. Half range Fourier series. Practical harmonic analysis.			
<b>Module 3</b>	<b>Fourier Transforms and Z - Transforms</b>		<b>(13 Classes)</b>
<b>Fourier Transforms:</b> Definitions, infinite Fourier transforms, Fourier sine and cosine transforms, inverse Fourier transforms, Problems.			
<b>Difference equations and Z-transforms:</b> Z-transforms – Basic definitions, Standard Z-transforms, Linearity property, Damping rule, Shifting rule, Initial value theorem, Final value theorem, Inverse Z-transforms. Difference equations – Basic definitions, Application of Z-transforms to solve difference equations.			
<b>Module 4</b>	<b>Partial Differential Equations</b>	<b>Assignment</b>	<b>(12 Classes)</b>
Formation of PDE, Solution of non-homogeneous PDE by direct integration, Solution of homogeneous PDE involving derivative with respect to one independent variable only (Both types with given set of conditions) Method of separation of variables. (First and second order equations) Solution of Lagrange's linear PDE. of the type $P p + Q q = R$ . Applications of PDE: Derivation of one-dimensional wave and heat equations. Various possible solutions of these by the method of separation of variables. D'Alembert's solution of wave equation. Two-dimensional Laplace's equation – various possible solutions. Solution of all these equations with specified boundary conditions (Boundary value			



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problems).

Targeted Application & Tools that can be used:

The objective of the course is to familiarize students with a variety of numerical techniques and the theoretical concepts of probability and statistics to equip them with the necessary numerical approaches and basic statistical tools to tackle engineering and real-life problems.

## Assignment:

- Newton-Raphson Methods, Gauss-Seidel Method, LU Decomposition, Trapezoidal Rule, Simpson's rule, Runge-Kutta 4<sup>th</sup> Order.

## Text Book

- Erwin Kreyszig, Advanced Engineering Mathematics, John Wiley and sons, Inc.10th Edition
- B. S. Grewal (2017), Higher Engineering Mathematics by, 44th Edition, Khanna Publishers.

## References:

- Victor Henner, Tatyana Belozerova, Mickhail Khenner, Ordinary and Partial Differential Equations, CRC Press, Edition, 2013.
- Walter Ledermann, Multiple integrals, Springer, 1st edition

## E-resources/ Web links:

- [https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=EBSCO95\\_30102024\\_140238](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=EBSCO95_30102024_140238)
- [https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=EBSCO95\\_30102024\\_233298](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=EBSCO95_30102024_233298)
- [https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=EBSCO95\\_30102024\\_204892](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=EBSCO95_30102024_204892)
- [https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=EBSCO95\\_30102024\\_246791](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=EBSCO95_30102024_246791)
- [https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=EBSCO95\\_30102024\\_223548](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=EBSCO95_30102024_223548)
- [https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=EBSCO95\\_30102024\\_134719](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=EBSCO95_30102024_134719)
- [https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE\\_BASED&unique\\_id=EBSCO95\\_30102024\\_32614](https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&unique_id=EBSCO95_30102024_32614)
- [https://www.math.hkust.edu.hk/~maqian/ma006\\_0607F.html](https://www.math.hkust.edu.hk/~maqian/ma006_0607F.html)
- <https://www.scu.edu.au/study-at-scu/units/math1005/2022/>

**Topics relevant to SKILL DEVELOPMENT:** The course focuses on the concepts of calculus and differential equation with reference to specific engineering problems. The course is of both conceptual and analytical type in nature through Problem solving. This is attained through the assessment component mentioned in course handout.



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<b>Course Code:</b> CSE2251	<b>Course Title:</b> Data Communications and Computer Networks <b>Type of Course:</b> Theory	<b>L-T- P- C</b>	3	0	0	3			
<b>Version No.</b>	1.0								
<b>Course Pre-requisites</b>	NII								
<b>Anti-requisites</b>	NIL								
<b>Course Description</b>	<p>The objective of this course is to provide knowledge in data communications and computer networks, its organization and its implementation, and gain practical experience in the installation, monitoring, and troubleshooting of LAN systems..</p> <p>The associated laboratory is designed to implement and simulate various networks using Cisco packet tracer, NS2. All the lab exercises will focus on the fundamentals of creating multiple networks, topologies and analyzing the network traffics.</p>								
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of Data Communications and Computer Networks and attain <b>Employability</b> through <b>Problem Solving</b> Methodologies.								
<b>Course Outcomes</b>	<p><b>On successful completion of this course, the students shall be able to:</b></p> <p><b>CO1:</b> Illustrate The Basic Concepts Of Data Communication And Computer Networks. (Apply)</p> <p><b>CO2:</b> Analyze the functionalities of the Data Link Layer. (Analyse)</p> <p><b>CO3:</b> Apply the Knowledge of IP Addressing and Routing Mechanisms in Computer Networks. (Apply)</p> <p><b>CO4:</b> Demonstrate the working principles of the Transport layer and Application Layer. (Apply)</p>								
<b>Course Content:</b>									
<b>Module 1</b>	<b>Introduction and Physical layer- CO1</b>	Assignments	Problem Solving	<b>17 Sessions (L9 + P8)</b>					
Introduction to Computer Networks and Data communications, Network Components – Topologies, Transmission Media –Reference Models - TCP/IP Suite, OSI Model .									
Physical Layer -Analog and Digital Signals – Digital and Analog Signals – Transmission - Multiplexing and Spread Spectrum.									
<b>Module 2</b>	<b>Data Link Layer -CO2</b>	Assignments	Problem Solving	<b>20 Sessions (L12 + P08)</b>					
Data Link Layer - Error Detection and Correction- Parity, CRC, Hamming Distance Flow Control and Error Control, Stop and Wait, Multiple Access Protocols, CSMA/CD,CSMA/CA									
<b>Module 3</b>	<b>Network Layer -CO3</b>	Assignments	Problem Solving	<b>21 Sessions (L13 + P8)</b>					
Network Layer Services - Network Layer Services, Switching Techniques, IP Addressing methods- IPv4 IPV6 – Subnetting. Routing, - Distance Vector Routing, Link State Routing, RIP, OSPF, BGPV4.									
<b>Module 4</b>	<b>Transport and Application Layer - CO4</b>	Assignments	Problem Solving	<b>17 Sessions (L11 + P6)</b>					
Transport Layers - Connection management – Flow control-Sliding Window, Go-Back N ARQ, Selective Repeat ARQ,									



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UDP, TCP, congestion control, Congestion avoidance The Application Layer: Domain Name System (DNS), Domain Name Space, FTP, Electronic Mail (SMTP), HTTP.

#### Targeted Application & Tools that can be used:

Cisco Packet Tracer, Wireshark, and NS2 Simulator.

**Project work/Assignment:** Choose and analyse a network from any organization/Assignment proposed for this course in CO1-CO4

#### Topics related to

1. Problem Solving: Choose and appropriate devices and implement various network concepts.
2. Employability: Simulation of any network using Cisco Packet Tracer/NS2.

#### Textbook(s):

T1. Behrouz A. Forouzan, "Data Communications and Networking with TCP/IP Protocol Suite", 6<sup>th</sup> Edition, Tata McGraw-Hill, 2022.

T2. Andrew S Tanenbaum, Nick Feamster & David J Wetherall, "Computer Networks" Sixth Edition, Pearson Publication, 2022.

#### References

1. R1. "Computer Networking: A Top-Down Approach", Eighth Edition, James F. Kurose, Keith W. Ross, Pearson publication, 2021.
2. R2. William Stallings, Data and Computer Communication, 8th Edition, Pearson Education, 2007.

R3. Behrouz A. Forouzan, "Data Communications and Networking 5E", 5<sup>th</sup> Edition, Tata McGraw-Hill, 2012

#### E-Resources:

1. <https://www.geeksforgeeks.org/what-is-spread-spectrum/>
2. <https://www.geeksforgeeks.org/difference-between-fdma-tdma-and-cdma/>
3. <https://archive.nptel.ac.in/courses/106/105/106105183/>
4. <http://www.nptelvideos.com/course.php?id=393>
5. <https://www.digimat.in/keyword/106.htmlhttps://puniversity.informaticsglobal.com/login>

<b>Course Code:</b> CSE2252	<b>Course Title:</b> Data Communications and Computer Networks  <b>Type of Course:</b> LAB	<b>L- T-P- C</b>	0	<b>0</b>	2	1
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	NIL					



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<b>Anti-requisites</b>	NIL			
<b>Course Description</b>	<p>This lab-based course provides hands-on experience in the principles and practices of data communications and computer networking. It is designed to complement theoretical concepts covered in the associated lecture course. Through a series of structured experiments and practical exercises, students will gain proficiency in configuring, analyzing, and troubleshooting computer networks.</p> <p>Key topics include network topology design, IP addressing and subnetting, Ethernet and LAN technologies, routing and switching, TCP/IP protocol suite, and basic network security measures. Students will work with industry-standard tools and equipment, including routers, switches, protocol analyzers, and network simulation software such as Cisco Packet Tracer or Wireshark.</p>			
<b>Course Objective</b>	<p>The objective of this lab course is to provide students with practical, hands-on experience in the configuration, operation, and troubleshooting of data communication systems and computer networks. Through guided experiments and real-world scenarios, students will reinforce theoretical knowledge, develop essential technical skills, and gain a deeper understanding of networking concepts, protocols, and devices used in modern communication systems.</p>			
<b>Course Outcomes</b>	<p>On successful completion of the course, the students shall be able to:</p> <ol style="list-style-type: none"><li>1. Design and configure basic network topologies using routers, switches, and end devices to meet specified requirements.</li><li>2. Analyze and troubleshoot network connectivity and performance issues using tools such as Wireshark and network simulators.</li><li>3. Demonstrate understanding of key networking protocols (e.g., TCP/IP, ARP, ICMP, DHCP) through practical implementation and observation.</li><li>4. Apply IP addressing and subnetting techniques to efficiently allocate and manage network resources in various networking scenarios.</li></ol>			
<b>Course Content:</b>				
<b>Module 1,2,3,4</b>	Physical Layer, Network Layer, Transport Layer	Lab Assignment	Problem Solving	<b>24 Sessions</b>
List of Laboratory Tasks:				
<p>Lab sheet -1, M-1, 3 [2 Hours]</p> <p>Experiment No 1:</p> <p>Level 1: Study of basic network commands and network configuration commands.</p>				



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Lab sheet -2, M-1[2 Hours]

Experiment No 1:

Level 1: Identify and explore Network devices, models and cables. Introduction to Cisco packet tracer.

Experiment No. 2:

Level 2 – Create various network topologies using a cisco packet tracer.

Lab sheet -3, M-2,3 [2 Hours]

Experiment No. 1:

Level 2 - Basic Configuration of switch/router using Cisco packet tracer.

Experiment No. 2:

Level 2 -Configure the privilege level password and user authentication in the switch/router.

Lab sheet – 4, M-3 [2 Hours]

Experiment No. 1:

Level 2 - Configure the DHCP server and wireless router and check the connectivity

Lab sheet – 5, M-3 [2 Hours]

Experiment No. 1:

Level 2 - Configure the static routing in the Cisco packet tracer.

Experiment No. 2:

Level 2 - Configure the dynamic routing protocol in the Cisco packet tracer.

Lab sheet – 6, M-4 [2 Hours]

Experiment No. 1: Configuration of DNS Server with Recursive & Integrative approach in Cisco packet tracer.

Lab sheet – 7, M-4 [2 Hours]

Experiment No. 1:

Configure the telnet protocol in the router using the Cisco packet tracer.

Lab sheet – 8, M-4[2 Hours]

Experiment No. 1:

Level1- Introduction to NS2 and basic TCL program.

Lab sheet – 9, M-4 [2 Hours]

Experiment No. 1:

Level 1: Simulate three node Point to point network using UDP in NS2.

Experiment No. 2:

Simulate transmission of Ping message using NS2.

Lab sheet – 10, M-4[2 Hours]

Experiment No. 1:

Simulate Ethernet LAN using N-node in NS2.

Experiment No. 2:

Simulate Ethernet LAN using N-node using multiple traffic in NS2

Lab sheet –11, M-3,4 [2 Hours]



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Experiment No. 1:

Level 1- Introduction to Wire Shark.

Experiment No. 2:

Level 2- Demonstration of packet analysis using wire shark.

Lab sheet –12, M-1,2,3 [2 Hours]

Experiment No. 1:

Level 2- Demonstration of switch and router configuration using real devices

**Targeted Application & Tools that can be used:** Cisco Packet Tracer, Wireshark, and NS2.

Case Study/Assignment: Choose and analyze a network from any organization/Assignment proposed for this course in CO1-CO4

Problem Solving: Choose and appropriate devices and implement various network concepts.

Programming: Simulation of any network using NS2.

### Text Book(s):

1. Behrouz A. Forouzan, “Data Communications and Networking 5E”, 5 th Edition, Tata McGraw-Hill, 2017.
2. Andrew S Tanenbaum, Nick Feamster & David J Wetherall, “Computer Networks” Sixth Edition, Pearson Publication, 2022

### Reference(s):

#### 1. References

1. “Computer Networking: A Top-Down Approach”, Eighth Edition, James F. Kurose, Keith W. Ross, Pearson publication, 2021.
2. William Stallings, Data and Computer Communication, 8th Edition, Pearson Education, 2007.
3. Larry L. Peterson and Bruce S. Davie: Computer Networks – A Systems Approach, 4th Edition, Elsevier, 2007.

### E- Resources:



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1. <https://archive.nptel.ac.in/courses/106/105/106105183/>
2. <http://www.nptelvideos.com/course.php?id=393>
3. <https://www.youtube.com/watch?v=3DZLItfbqtQ>
4. [https://www.youtube.com/watch?v=\\_f1dQ4yfsfM](https://www.youtube.com/watch?v=_f1dQ4yfsfM)
5. <https://www.digimat.in/keyword/106.html>
6. <https://puniversity.informaticsglobal.com/login>

<b>Course Code:</b> CSE2258	<b>Course Title:</b> Web Technology <b>Type of Course:</b> Program core Theory	<b>L-T P- C</b>	3	0	0	3
<b>Version No.</b>	2.0					
<b>Course Pre-requisites</b>	NIL					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	This course highlights the basic web design using Hypertext Markup Language and Cascading Style Sheets. Students will be trained in planning and designing effective web pages by writing code using current leading trends in the web domain, enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia. The focus is on popular key technologies that will help students to build Internet- and web-based applications that interact with other applications and with databases.					
<b>Course Objective</b>	<b>The objective of the course is to familiarize the learners with the concepts of Web Technology and attain Skill Development through Experiential Learning techniques.</b>					
<b>Course Outcomes</b>	<b>On successful completion of this course the students shall be able to:</b> <b>CO1:</b> Implement web-based application using client-side scripting languages. <b>(Application level)</b> <b>CO2:</b> Apply various constructs to enhance the appearance of a website. <b>(Application level)</b> <b>CO3:</b> Illustrate java-script concepts to demonstrate dynamic web site <b>(Application level)</b> <b>CO4:</b> Apply server-side scripting languages to develop a web page linked to a database. <b>(Application level)</b>					
<b>Course Content:</b>						
<b>Module 1</b>	<b>Introduction to XHTML</b>	Quizzes and Assignments	Quizzes on various features of XHTML, simple applications	<b>10 Sessions</b>		
<b>Topics:</b> Basics: Web, WWW, Web browsers, Web servers, Internet. XHTML: Origins and Evolution of HTML and XHTML: Basic Syntax, Standard XHTML Document Structure, Basic Text Markup, Images, Hypertext Links, Lists, Tables, Forms, Frames, Syntactic Differences between HTML and XHTML.						
<b>Module 2</b>	<b>Advanced CSS</b>	Quizzes and assignments	Comprehension based Quizzes and assignments; Application of CSS in designing webpages	<b>8 Sessions</b>		



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Topics:

**CSS:** Introduction to CSS, Defining & Applying a style, Creating style sheets, types of style sheet, selectors, CSS font properties, border properties, Box model, opacity, CSS pseudo class and pseudo-elements.

**Advanced CSS:** Layout, Normal Flow, Positioning Elements, Floating Elements, Responsive Design, CSS Frameworks

**XML:** Basics, demonstration of applications using XML

<b>Module 3</b>	<b>Fundamentals of JavaScript</b>	Quizzes and assignments	Application of JavaScript for dynamic web page designing	<b>10 Sessions</b>
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Topics:

JavaScript: Introduction to JavaScript, Basic JavaScript Instructions, Functions, Methods & Objects, Decisions and Loops, Document Object Model, Event handling, handling window pop-ups, JavaScript validation.

<b>Module 4</b>	<b>PHP – Application Level</b>	Quizzes and assignments	Application of PHP in web designing	<b>14 Sessions</b>
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Topics:

**PHP:** Introduction to server-side Development with PHP, Arrays, \$GET and \$ POST, \$\_Files Array, Reading/Writing Files, PHP Classes and Objects, Working with Databases, SQL, Database APIs, Managing a MySQL Database. Accessing MySQL in PHP.

**Targeted Application & Tools that can be used:**

Xampp web server to be used to demonstrate PHP.

**Project work/Assignment:**

Assignments are given after completion of each module which the student need to submit within the stipulated deadline.

<b>Course Code:</b> CSE2259	<b>Course Title: Web Technologies Lab</b>	<b>L-T- P-C</b>	0	0	2		1
<b>Version No.</b>	1.0						
<b>Course Pre-requisites</b>	nil						
<b>Anti-requisites</b>	NIL						
<b>Course Description</b>		This course highlights the comprehensive introduction to scripting languages that are used for creating web-based applications.  The associated laboratory provides an opportunity to implement the concepts and enhance critical thinking and analytical skills.					
<b>Course Objective</b>		<b>The objective of the course is to familiarize the learners with the concepts of Web Technology and attain Skill Development through Experiential Learning techniques.</b>					



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<b>Course Outcomes</b>		<p><b>On successful completion of this course the students shall be able to:</b></p> <p><b>CO1:</b> Implement web-based application using client-side scripting languages. <b>(Apply)</b></p> <p><b>CO2:</b> Apply various constructs to enhance the appearance of a website. <b>(Apply)</b></p> <p><b>CO3:</b> Apply server-side scripting languages to develop a web page linked to a database. <b>(Apply)</b></p>				
<b>Course Content:</b>						
<b>Module 1</b>		<b>Introduction to XHTML Features</b>	Quizzes and Assignments	Quizzes on various features of XHTML, simple applications		<b>8 Sessions</b>
		Standard XHTML Document Structure, Basic Text Markup such as headings, paragraphs, lists, tables, forms, and semantic tags.				
<b>Module 2</b>		<b>CSS Styling</b>	Quizzes and assignments	Comprehension based Quizzes and assignments; Application of CSS in designing webpages		<b>10 Sessions</b>
		Apply CSS3 to style HTML elements, including layout techniques, color schemes, typography, and responsive design principles.				
<b>XML:</b> Basics, Demonstration of applications using XML with XSLT.						
<b>Module 3</b>		<b>PHP – Application Level</b>	Quizzes and assignments	Application of PHP in web designing		<b>12 Sessions</b>
<b>PHP:</b> Introduction to server-side Development with PHP, Arrays, Superglobal Arrays, \$GET and \$ POST, \$_SERVER Array, \$_Files Array, Reading/Writing Files, PHP Classes and Objects, Object Oriented Design, Working with Databases, SQL, Database APIs, Managing a MySQL Database. Accessing MySQL in PHP, Applications.						



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## List of Laboratory Tasks:

### Experiment No. 1: Demonstration of XHTML features

Level 1: Demonstration of various XHTML Tags (Level 1)

Level 2: Design and develop static web pages for an online Book store (Level 2).

### Experiment No. 2: Application of CSS in web designing

Level 1: Design a document using XHTML and CSS to create a catalog of items for online electronic shopping.

Level 2: Create and save XML document for students' information and display the same using cascaded style sheet.

### Experiment No. 3: Application of PHP in web designing.

Level 1: Write a PHP program to read the personal information of a person such as first name, last name, age, permanent address, and pin code entered by the user into a table created in MySQL. Read the same information from the database and display it on the front end.

Level 2: Using PHP develop a web page that accepts book information such as ISBN number, title, authors, edition, and publisher and store information submitted through the web page in MySQL database.

### Experiment No. 4: Building a website.

Build a website for organizing an International Conference. The conference website must be able to collect the author's details and upload a file.

## Targeted Application & Tools that can be used: Xampp web

server to be used to demonstrate PHP.

## Project work/Assignment:

Assignments are given after completion of each module which the student need to submit within the stipulated deadline.

## Textbook(s):

- 1] Robert. W. Sebesta, "Programming the World Wide Web", Pearson Education, 9th Edition, 2016.
- 2]Paul Deitel, Harvey Deitel, Abbey Deital,"Internet & World Wide Web How to Program", Fifth Edition, Pearson Education, 2021.
- 3]CSS Notes for Professionals, ebook available at <https://books.goalkicker.com/CSSBook/> (Retrieved on Jan. 20, 2022)
- 4]Deitel, Deitel, Goldberg,"Internet & World Wide Web How to Program", Fifth Edition, Pearson Education, 2021.

## Reference Book(s):

- R1.** Randy Connolly, Ricardo Hoar,"Fundamentals of Web Development", Pearson Education India, 1st. Edition.2016.
- R2.** Jeffrey C. Jackson,"Web Technologies: A Computer Science Perspective", Pearson Education, 1st Edition,2016.

## Additional web-based resources

**W1.** W3schools.com

**W2.** Developer.mozilla.org/en-US/docs/Learn

**W3.** docs.microsoft.com



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**W4. informit.com/articles/ The Relationship Between Web 2.0 and Social Networking**

<https://presiuniv.knimbus.com/user#/home>

**Topics related to development of “FOUNDATION”:**

1. Web, WWW, Web browsers, Web servers, Internet.
2. CSS, PHP.
3. Designing the website for healthcare.

<b>Course Code:</b> CSE2257	<b>Course Title:</b> Computer Organization and Architecture	<b>L-T-P- C</b>	3	0	0	3
<b>Version No.</b>	2.0					
<b>Course Pre-requisites</b>	NIL					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>		This course introduces the core principles of computer architecture and organization from basic to intermediate level. This theory based course emphasizes on understanding the interaction between computer hardware and software. It equips the students with the intuition behind assembly-level instruction set architectures. It helps the students to interpret the operational concepts of computer technology as well as performance enhancement.				
<b>Course Objective</b>		The objective of the course is to familiarize the learners with the concepts of <b>Computer Organization and Architecture</b> and attain <b>Skill Development</b> through <b>Participative Learning</b> techniques.				
<b>Course Outcomes</b>		On successful completion of the course the students shall be able to: 1] Describe the basic components of a computer and their interconnections. [Remember] 2] Explain Instruction Set Architecture and Memory Unit [ Understand] 3] Apply appropriate techniques to carry out selected arithmetic operations [Apply] 4] Explain the organization of memory and processor sub-system [Understand]				
<b>Course Content:</b>						
<b>Module 1</b>	Basic Structure of computers	Assignment	Data Analysis task		<b>12 Sessions</b>	
	<b>Topics:</b> Computer Types, Functional Units, Basic Operational concepts, Bus Structures, Computer systems RISC & CISC, Performance – Processor Clock, Basic Performance Equation, Clock Rate, Performance Measurement. Arithmetic Operations on Signed numbers. Instructions and Instruction Sequencing, Instruction formats, Memory Instructions.					
<b>Module 2</b>	Instruction Set Architecture and Memory Unit	Assignment	Analysis, Data Collection		<b>12 Sessions</b>	
	<b>Topics:</b> <b>Instruction Set Architecture:</b> Addressing Modes, Stacks and Subroutines. <b>Memory System:</b> Memory Location and Addresses, Memory Operations, Semiconductor RAM Memories, Internal Organization of Memory chips, Cache memory mapping Techniques.					



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Module 3	Arithmetic and Input/output Design	Case Study	Data analysis task		10 Sessions
	<b>Topics:</b> <b>Arithmetic:</b> Carry lookahead Adder, Signed-Operand Multiplication, Integer Division, and Floating point operations. <b>Input/output Design:</b> Accessing I/O Devices, I/O communication, Interrupt Hardware, Direct Memory Access, Buses, Interface Circuits				
Module 4	BPU and Pipelining	Assignment	Analysis, Data Collection		11 Sessions
	<b>Topics:</b> <b>Basic Processing Unit:</b> Fundamental Concepts, Single Bus organization, Control sequence, Execution of a Complete Instruction, Multiple Bus Organization. <b>Pipelining:</b> Parallel Processing, Pipelining, Arithmetic Pipeline, Instruction Pipeline, Hazards.				
	<b>Targeted Application &amp; Tools that can be used:</b> Targeted employment sector is processor manufacturing and memory chip fabrication vendors like Intel, AMD, Motorola, NVidia, Samsung, Micron Technology, western Digital etc. Targeted job profiles include Memory circuit design and verification engineers, Physical system design engineer, System programmer, Fabrication engineer etc. <b>Tools:</b> Virtual Lab, IIT KGP Tejas – Java Based Architectural Simulator, IIT Delhi				
	<b>Project work/Assignment:</b> Each batch of students (self-selected batch mates – up to 4 in a batch) will be allocated case studies/assignments				
	<b>Textbook(s):</b> 1. Carl Hamacher, Zvonko Vranesic, Safwat Zaky, “Computer Organization”, Sixth Edition, McGraw-Hill Higher Education, 2023 reprint. 2. William Stallings, “Computer Organization & Architecture – Designing for Performance”, 11th Edition, Pearson Education Inc., 2019.				
	<b>References</b> 1. David A. Patterson & John L. Hennessy, “Computer Organization and Design MIPS Edition- The Hardware/Software Interface”, 6 <sup>th</sup> Edition, Morgan Kaufmann, Elsevier Publications, November 2020. Web References: 1. NPTEL Course on “Computer architecture and organization” IIT Kharagpur By Prof. Indranil Sengupta, Prof. Kamalika Datta. <a href="https://nptel.ac.in/courses/106105163">https://nptel.ac.in/courses/106105163</a> 2. NPTEL Course on “Computer Organization”, IIT Madras By Prof. S. Raman. <a href="https://nptel.ac.in/courses/106106092">https://nptel.ac.in/courses/106106092</a> 3. <a href="https://puniversity.informaticsglobal.com:2229/login.aspx">https://puniversity.informaticsglobal.com:2229/login.aspx</a>				
	<b>Topics relevant to “SKILL DEVELOPMENT”:</b> Generation of Computers, CISC and RISC processors, Bus Arbitration, Collaboration and Data collection for Term assignments and Case Studies for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.				

Course Code:	Course Title: Computational Thinking Using Python	L-T-P-C	2	0	2	3
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CSE1500	Type of Course: Integrated			
Version No.	1.0			
Course Pre-requisites	NIL			
Anti-requisites	NIL			
Course Description	This course introduces students to the essential skills of <b>computational thinking</b> and their practical application through the <b>Python programming language</b> . By combining problem-solving strategies with coding, students will learn to decompose complex challenges, identify patterns, abstract general principles, and design algorithms to build functional programs			
Course Objective	The objective of the course is to familiarize the learners with the concepts of Computational Thinking and use the Computational Thinking Principles to solve the computational Problems using Python Language			
Course Outcomes	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"><li>Explain and apply the core principles of <b>computational thinking</b>:<ul style="list-style-type: none"><li>Decomposition</li><li>Pattern Recognition</li><li>Abstraction</li><li>Algorithm Design</li></ul></li><li>Use <b>Python</b> to implement solutions to real-world problems.</li><li>Write and debug Python code using functions, loops and conditions</li><li>Design simple programs and algorithms to automate repetitive or complex tasks.</li><li>Collaborate effectively and communicate problem-solving approaches using pseudocode and Python.</li></ul>			
Course Content:				
Module 1	Pillars of Computational Thinking	Comprehension		9 Sessions
What is computational thinking? Why is it important? Pillars of computational thinking: decomposition; pattern recognition; data representation and abstraction; algorithms				
Applying computational thinking to case studies				
Module 2	Algorithm Design & Problem-Solving Strategies	Application		9 Sessions
Introduction to Algorithms, Introduction to Problem Solving techniques: Brute Force, Divide and conquer, Common algorithms: find-max, linear search, binary search and other simple Algorithms				
Module 3	Applied Computational Thinking using Python	Application		12 Sessions
Introduction to Python, Data representation: variables, lists, Conditionals, Loops and Iteration				
Basic Example programs to illustrate the programming constructs				
<b>Targeted Application &amp; Tools that can be used:</b>				
<b>Google Colab, Python</b>				
<b>Text Book</b>				



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1. "Computational Thinking for the Modern Problem Solver" – David D. Riley & Kenny A. Hunt
2. "Mastering Python 3 Programming: Ultimate Guide to Learn Python Coding Fundamentals and Real-World Applications" Subburaj Ramaswamy, BPB publications

## References

### 1. Sweigart, Al.

*Automate the Boring Stuff with Python: Practical Programming for Total Beginners.*  
No Starch Press, 2015.

<https://automatetheboringstuff.com>

### Severance, Charles.

*Python for Everybody: Exploring Data Using Python 3.*  
CreateSpace Independent Publishing, 2016.

<https://www.py4e.com>

### Wing, Jeannette M.

"Computational Thinking." *Communications of the ACM*, vol. 49, no. 3, 2006, pp. 33–35.  
<https://doi.org/10.1145/1118178.1118215>

### Downey, Allen B.

*Think Python: How to Think Like a Computer Scientist.*  
Green Tea Press, 2015.  
<http://greenteapress.com/wp/think-python-2e/>

## E-Resources

<https://edu.google.com/resources/programs/exploring-computational-thinking>

**Topics relevant to "SKILL DEVELOPMENT":** Decomposition, Abstraction, Pattern recognition, Data Representation ,Algorithms

<b>Course Code:</b> CSE2271	<b>Course Title:</b> Software Design and Development <b>Type of Course:</b> Theory	<b>L-T- P- C</b>	<b>3-0-0-3</b>
<b>Version No.</b>	1.0		
<b>Course Pre-requisites</b>	NIL		
<b>Anti-requisites</b>	NIL		
<b>Course Description</b>	The objective of this course is to provide the fundamentals concepts of Software Engineering process and principles. The course covers software requirement engineering processes, system analysis, design,		



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	implementation and testing aspects of software system development. The course covers software quality, configuration management and maintenance.			
<b>Course Objectives</b>	The objective of the course is to familiarize the learners with the concepts of Software Engineering and attain Skill Development through Participative Learning techniques.			
<b>Course Out Comes</b>	On successful completion of this course the students shall be able to: 1] Describe the Software Engineering principles, ethics and process models(Knowledge) 2] Identify the requirements, analysis and appropriate design models for a given application(Comprehension) 3] Understand the Agile Principles(Knowledge) 4] Apply an appropriate planning, scheduling, evaluation and maintenance principles involved in software(Application)			
<b>Module 1</b>	<b>Introduction to Software Engineering and Process Models (Knowledge level)</b>	Quiz		<b>10 Hours</b>
<b>Introduction:</b> Need for Software Engineering, Professional Software Development, Software Engineering Ethics, Software Engineering Practice-Essence of Practice, General Principles Software Development Life Cycle <b>Models:</b> Waterfall Model – Classical Waterfall Model, Iterative Waterfall Model, Evolutionary model-Spiral, Prototype.				
<b>Module 2</b>	<b>Software Requirements, Analysis and Design (Comprehension level)</b>	Assignment	Development of SRS documents for a given scenario	<b>12 Hours</b>
<b>Requirements Engineering:</b> Eliciting requirements, Functional and non- Functional requirements, Software Requirements Specification (SRS), Requirement Analysis and validation. Requirements modelling- Introduction to Use Cases, Activity diagram and Swim lane diagram. CASE support in Software Life Cycle, Characteristics of CASE Tools, Architecture of a CASE Environment. <b>Design:</b> Design concepts, Architectural design, Component based design, User interface design.				
<b>Module 3</b>	<b>Agile Principles &amp; Devops (Knowledge level)</b>	Quiz		<b>10 Hours</b>
<b>Agile:</b> Scrum Roles and activities, Sprint Agile software development methods - Scaling, User Stories, Agile estimation techniques, Product backlogs, Stake holder roles, Dynamic System Development Method. <b>Devops:</b> Introduction, definition, history, tools.				
<b>Module 4</b>	<b>Software Testing and Maintenance (Application Level)</b>	Assignment	Apply the testing concepts using Programing	<b>13 Hours</b>
<b>Software Testing</b> -verification and validation, Test Strategies - White Box Testing, Black box Testing. Automation Tools for Testing. <b>Software Quality Assurance</b> -Elements of software quality assurance, SQA Tasks, Goals and Metrics, Software configuration management- SCM process, SCM Tools (GitHub). <b>Maintenance</b> - Characteristics of Software Maintenance, Software Reverse Engineering, Software Maintenance Process Models.				
<b>Targeted Application &amp; Tools that can be used:</b> Selenium, GitHub, CASE Tools				
<b>Text Book</b>				



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- 1] R1. Roger S. Pressman, "Software Engineering – A Practitioner's Approach", VII Edition, McGraw-Hill, 2017.
- 2] B2. Bob Hughes, Mike Cotterell, Rajib Mall, "Software Project Management", VI Edition, McGraw-Hill, 2018.

## References

- 1. Rajib Mall, "Fundamentals of Software Engineering", VI Edition, PHI learning private limited, 2015.
- 2. Ian Sommerville, "Software Engineering", IX Edition, Pearson Education Asia, 2011.
- 3. Agile Software Development Principles, Patterns and Practices.1st Edition, Wiley, 2002

**Topics Relevant to "Skill Development":** Balck box Testing, White box Testing, Automated Testing for Skill development through Participative Learning Techniques. This is attained through assessment mentioned in the course handout



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<b>Course Code:</b> <b>MAT2503</b>	<b>Course Title: Discrete Mathematics</b> <b>Type of Course:1] School Core</b>	<b>L-T- P- C</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Version No.</b>		1.0				
<b>Course Pre-requisites</b>		NIL				
<b>Anti-requisites</b>		NIL				
<b>Course Description</b>		The course explores the study of mathematical structures that are fundamentally discrete (not continuous), focusing on concepts like set theory, logic, graph theory, combinatorics, and number theory, with applications primarily in computer science fields like algorithms, software development, and cryptography; it covers topics such as propositional logic, proof techniques, relations, functions, counting principles, and basic graph algorithms, providing a foundation for analyzing discrete problems and structures within computer science.				
<b>Course Objective</b>		The main objective of the course is that students should learn a particular set of mathematical facts and how to apply them. It teaches students how to think logically and mathematically through five important themes: mathematical reasoning, combinatorial analysis, discrete structures, algorithmic thinking, and applications and modeling. A successful discrete mathematics course should carefully blend and balance all five themes.				
<b>Course Outcomes</b>		On successful completion of the course the students shall be able to: CO1 - Explain logical sentences through predicates, quantifiers and logical connectives. CO2 - Deploy the counting techniques to tackle combinatorial problems CO3 - Comprehend the basic principles of set theory and different types of relations. CO4 - Apply different types of structures of trees for developing programming skills				
<b>Course Content:</b>						
<b>Module 1</b>	<b>Fundamentals of Logic</b>					<b>(10 Classes)</b>
Basic Connectives and Truth Tables, Propositional Logic, Applications of Propositional Logic, Propositional Equivalences, Predicates and Quantifiers, Nested Quantifiers, Rules of Inference, Introduction to Proofs, Proof Methods and Strategy.						
<b>Module 2</b>	<b>Principle of Counting</b>		<b>Assignment</b>			<b>(15 Classes)</b>
The Well Ordering Principle – Mathematical Induction The Basics of Counting, Permutations and Combinations, Binomial Coefficients and Identities, Generalized Permutations and Combinations, Generating Permutations and Combinations Advanced Principle Counting: The Principle of Inclusion and Exclusion, Generalizations of the Principle, Derangements – Nothing is in its Right Place, Rook Polynomials.						
<b>Module 3</b>	<b>Relations and Functions</b>					<b>(10 Classes)</b>
Cartesian Products and Relations, Functions, One-to-One, Onto Functions. The Pigeon-hole Principle, Function Composition and Inverse Functions. Relations, Properties of Relations, Computer Recognition – Zero-One Matrices and Directed Graphs, Partial Orders, Lattice, Hasse Diagrams, Equivalence Relations and Partitions.						
<b>Module 4</b>	<b>Recurrence Relations and Generating Functions</b>					<b>(10 Classes)</b>
Homogeneous and inhomogeneous recurrences and their solutions - solving recurrences using generating functions - Repertoire method - Perturbation method - Convolutions - simple manipulations and tricks.						
<b>Module 5</b>	<b>Graph Theory &amp; Algorithms on</b>	<b>Assignment</b>				<b>(15 Classes)</b>



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<b>Networks</b>	
Definitions and basic results - Representation of a graph by a matrix and adjacency list - Trees - Cycles - Properties - Paths and connectedness - Sub graphs - Graph Isomorphism - Operations on graphs - Vertex and edge cuts - Vertex and edge connectivity, Euler and Hamilton Paths, Shortest-Paths. Tree - Definitions, Properties, and Examples, Routed Trees, Binary search tree, Decision tree, spanning tree: BFS, DFS. Algorithms on Networks - Shortest path algorithm- Dijkstra's algorithm, Minimal spanning tree- Kruskal algorithm and Prim's algorithm.	
Targeted Application & Tools that can be used: Discrete mathematics provides the mathematical foundations for many computer science courses including data structures, algorithms, database theory, automata theory, formal languages, compiler theory, computer security, and operating systems.	
<b>Assignment:</b> 4. Assignment 1: Logic Equivalences and Predicate calculus. 5. Assignment 2: Equivalence Relations and Lattices 6. Assignment 3: Recurrence Relations	
<b>Text Book</b> 1. Kenneth H. Rosen, "Discrete Mathematics and its Applications", McGraw-Hill, 8th Edition, 2019. 2. Harary – Graph Theory, Addison-Wesley Publishing Company.	
<b>References:</b> 1. Arthur Gill, "Applied Algebra for Computer Science", Prentice Hall. 2. K.D. Joshi, "Discrete Mathematics", Wiley Eastern Ltd. 3. Ralph. P. Grimaldi, "Discrete and Combinatorial Mathematics: An Applied Introduction", 4th Edition, Pearson Education Asia.	
<b>E-resources/ Web links:</b> 10. <a href="https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&amp;unique_id=EBSCO95_30102024_54588">https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&amp;unique_id=EBSCO95_30102024_54588</a> 11. <a href="https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&amp;unique_id=EBSCO95_30102024_375">https://presiuniv.knimbus.com/user#/viewDetail?searchResultType=ECATALOGUE_BASED&amp;unique_id=EBSCO95_30102024_375</a> 12. <a href="https://www.math.hkust.edu.hk/~maqian/ma006_0607F.html">https://www.math.hkust.edu.hk/~maqian/ma006_0607F.html</a> 13. <a href="https://www.scu.edu.au/study-at-scu/units/math1005/2022/">https://www.scu.edu.au/study-at-scu/units/math1005/2022/</a> 14.	
<b>Topics relevant to SKILL DEVELOPMENT:</b> The course focuses on the concepts of calculus and differential equation with reference to specific engineering problems. The course is of both conceptual and analytical type in nature through Problem solving. This is attained through the assessment component mentioned in course handout.	

Course Code: CIV7601	Course Title: Universal Human Values and Ethics Type of Course: MAC course	L-T-P-C - - - 0
Course Pre-requisites	NIL	



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<b>Anti-requisites</b>	Nil						
<b>Course Description</b>	<p>The purpose of the course is to develop a holistic perspective in students' life. The course adopts a self-reflective methodology of teaching and is designed to equip the students to explore their role in all aspects of living as a part of the society. It presents a universal approach to value education by developing the right understanding of reality through the process of self-exploration.</p> <p>This self-exploration develops more confidence and commitment in students enabling them to critically evaluate their pre-conditioning and present beliefs. As an outcome of the holistic approach, the students will be able to practice the ethical conduct in the social and professional life. The prime focus throughout the course is toward affecting a qualitative transformation in the life of the student rather than just a transfer of information.</p> <p>This course is designed to cater to <a href="#">Human Values and Professional Ethics</a>.</p>						
<b>Course Objective</b>	<p>The objective of the course is 'SKILL DEVELOPMENT' of the student by using 'SELF LEARNING' techniques</p>						
<b>Course Outcomes</b>	<p>On successful completion of this course the students shall be able to:</p> <p>CO.1 Recognize the importance of Value Education through the process of self-exploration</p> <p>CO.2 Explain the human being as the co-existence of the self and the body in harmony.</p> <p>CO.3 Describe the role of foundational values in building harmonious relationships.</p> <p>CO.4 Summarize the importance of a holistic perspective in developing ethical professional behavior.</p>						
<b>Course Content:</b>							
<b>Module 1</b>	Introduction to Value Education	Online Assessment	MCQ Quiz	5 Sessions			
<p><b>Topics:</b></p> <p>Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education), Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity - the Basic Human Aspirations, Happiness and Prosperity - Current Scenario, Method to Fulfil the Basic Human Aspirations.</p>							
<b>Module 2</b>	Harmony in the Human Being	Online Assessment	MCQ Quiz	5 Sessions			
<p><b>Topics:</b></p> <p>Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health</p>							
<b>Module 3</b>	Harmony in the Family and Society	Online Assessment	MCQ Quiz	5 Sessions			
<p><b>Topics:</b></p> <p>Harmony in the Family - the Basic Unit of Human Interaction, 'Trust' - the Foundational Value in Relationship, 'Respect' - as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order.</p>							
<b>Module 4</b>	Implications of the Holistic Understanding - A Look at Professional Ethics	Online Assessment	MCQ Quiz	5 Sessions			
<p><b>Topics:</b></p> <p>Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics, Holistic Technologies, Strategies for Transition towards Value-based Life and Profession</p>							
<p><b>Targeted Application &amp; Tools that can be used:</b></p>							



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Application areas are Personal life, Education and Career, Workplace , Society and Environmental Responsibility

Tools: Online Tools – NPTEL and Swayam.

## Project work/Assignment:

### Assessment Type

- Online exams (MCQs) will be conducted by the Department of Civil Engineering through Linways.

## Online Link\*:

- 1) UHV II - <https://www.youtube.com/watch?v=NhFBzn5qKIM&list=PLWDeKF97v9SO8vvjC1KyqteziTbTjN1So&pp=0gcJCWMEOCosWNin>
- 2) Lecture by Dr. Kumar Sambhav, NPTEL course: Universal Human Values, [https://onlinecourses.swayam2.ac.in/aic22\\_ge23/preview](https://onlinecourses.swayam2.ac.in/aic22_ge23/preview)
- 3) Lecture by Dr. Padmavati, Dr Narendran Thiruthy, NPTEL Course: Biodiversity Protection, Farmers and Breeders Rights, <https://nptel.ac.in/courses/129105008>, 2024.

\* Other source links are available in below Resources link.

## Text Book

1. A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2019.
3. Premvir Kapoor, Professional Ethics and Human Values, Khanna Book Publishing, New Delhi, 2022.

## Reference Books

1. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
2. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986.
3. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
4. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
5. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
6. A N Tripathy, 2003, Human Values, New Age International Publishers.
7. E G Seebauer& Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers, Oxford University Press
8. M Govindrajran, S Natrajan& V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
9. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
10. William P. Cunningham and Mary Ann Cunningham (2020), Principles of Environmental Science: Inquiry & Applications, 9<sup>th</sup> Edition, McGraw-Hill Education, USA.

## Resources:

1. [https://onlinecourses.swayam2.ac.in/imb25\\_mg195/preview](https://onlinecourses.swayam2.ac.in/imb25_mg195/preview)
2. [https://onlinecourses.nptel.ac.in/noc25\\_mg141/preview](https://onlinecourses.nptel.ac.in/noc25_mg141/preview)
3. [https://onlinecourses.swayam2.ac.in/ini25\\_hs52/preview](https://onlinecourses.swayam2.ac.in/ini25_hs52/preview)
4. [https://onlinecourses.nptel.ac.in/noc25\\_hs219/preview](https://onlinecourses.nptel.ac.in/noc25_hs219/preview)
5. [https://onlinecourses.swayam2.ac.in/cec25\\_mg14/preview](https://onlinecourses.swayam2.ac.in/cec25_mg14/preview)
6. [https://onlinecourses.swayam2.ac.in/imb25\\_mg195/preview](https://onlinecourses.swayam2.ac.in/imb25_mg195/preview)
7. [https://onlinecourses.swayam2.ac.in/imb25\\_mg196/preview](https://onlinecourses.swayam2.ac.in/imb25_mg196/preview)

## Topics relevant to Skill Development:

1. An attitude of enquiry.
2. Write reports

## The topics related to Human values and Professional ethics:



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All topics in are relevant to Human values and Professional ethics.

<b>Course Code:</b> APT4002	<b>Course Title:</b> Introduction to Aptitude (Audited)			<b>L- T-P- C</b>	0-0-2-0
<b>Version No.</b>	1.0				
<b>Course Pre-requisites</b>	Students should know the basic Mathematics & aptitude along with understanding of English				
<b>Anti-requisites</b>	Nil				
<b>Course Description</b>	The objective of this course is to prepare the trainees to tackle the questions on various topics and various difficulty levels based on Quantitative Ability, and Logical Reasoning asked during the placement drives. There will be sufficient focus on building the fundamentals of all the topics, as well as on solving the higher order thinking questions. The focus of this course is to teach the students to not only get to the correct answers, but to get there faster than ever before, which will improve their employability factor.				
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of Aptitude and attain Skill Development through Problem Solving techniques.				
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to:  CO1] <b>Recall</b> all the basic mathematical concepts they learnt in high school. CO2] <b>Identify</b> the principle concept needed in a question.  CO3] <b>Solve</b> the quantitative and logical ability questions with the appropriate concept.  CO4] <b>Analyze</b> the data given in complex problems.  CO5] <b>Rearrange</b> the information to simplify the question				
<b>Course Content:</b>					
<b>Module 1</b>	Quantitative Ability	Assignment	Bloom's Level : Application		<b>12 Hours</b>



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**Topics:**

Introduction to Aptitude, working of Tables, Squares, Cubes

Module 2	Logical Reasoning	Assignment	Bloom's Level : Application	18 Hours
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**Topics:**

Linear & Circular Arrangement Puzzle, Coding & Decoding, Blood Relations, Directions, Ordering and Ranking, Clocks and Calendars, Number Series, Wrong number series, Visual Reasoning

**Targeted Application & Tools that can be used:**

Application area: Placement activities and Competitive examinations. Tools: LMS

**Text Book**

1. Quantitative Aptitude by R S Aggarwal
2. Verbal & Non-Verbal Reasoning by R S Aggarwal

**References**

1. [www.indiabix.com](http://www.indiabix.com)
2. [www.youtube.com/c/TheAptitudeGuy/videos](https://www.youtube.com/c/TheAptitudeGuy/videos)

**Topics relevant to Skill development:** Quantitative and reasoning aptitude for **Skill Development** through **Problem solving Techniques**. This is attained through assessment component mentioned in course handout.



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<b>Course Code:</b> CSE2260	<b>Course Title:</b> Database Management Systems  <b>Type of Course:</b> 1) Program Core & Theory only	<b>L-T-P-C</b>	3	0	0	3
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	NIL					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	This course introduces the foundational principles of database management systems, including data models, schemas, and architecture. This course provides a solid foundation on the relational model of data and the use of relational algebra. It develops skills in SQL for data definition, manipulation, and control, enabling students to construct and execute complex queries. The course also introduces the concept of object oriented and object relational databases and modern database technologies like <b>NoSQL</b> . The course also allows the students to gain insights into data storage structures and indexing strategies for optimizing query performance.					
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of Database Management Systems and attain <b>Employability</b> through <b>Problem Solving</b> Methodologies.					
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to: 1. Describe the fundamental elements of relational database management systems. [Understand] 2. Examine databases using SQL query processing and Optimization. [Apply] 3. Design simple database systems applying the normalization constraints and demonstrate the database transaction processing, recovery, and security. [Apply] 4. Interpret the concept of advanced databases and its applications. [Apply]					
<b>Course Content:</b>						
<b>Module 1</b>	<b>Introduction to Database Modelling and Relational Algebra (Understand)</b>	Assignment	<b>Problem Solving</b>	<b>10 Sessions</b>		
<b>Topics:</b> <b>Introduction to Database:</b> Schema, Instance, 3-schema architecture, physical and logical data independence, Data isolation problem in traditional file system, advantages of database over traditional file systems. Entity Relationship (ER) Model, ER Model to Relational Model, Examples on ER model. <b>Relational Algebra</b> with selection, projection, rename, set operations, Cartesian product, joins (inner and outer joins), and division operator. Examples on Relational Algebra Operations.						



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Module 2	Fundamentals of SQL and Query Optimization (Apply)	Assignment	Programming	11 Sessions
<p><b>Topics:</b></p> <p><b>SQL Database Querying</b>, DDL, DML, Constraints, Operators, Set Operators, Aggregate Functions, Joins, Views, Procedures, Functions and Triggers.</p> <p><b>Database programming issues and techniques:</b> Embedded SQL, Dynamic SQL; SQL / PSM and NoSQL.</p> <p><b>Query Optimization:</b> Purpose, transformation of relational expressions, estimating cost and statistics of expression, choosing evaluation plans, linear and bushy plans, dynamic programming algorithms.</p>				
<p><b>Module 3</b></p> <p><b>Relational Database Design &amp; Transaction Management (Apply)</b></p> <p><b>Topics:</b></p> <p><b>Relational database design:</b> Problems in schema design, redundancy and anomalies, Normal Forms based on Primary Keys (1NF,2NF, 3NF), Boyce-Codd Normal Form, Multi valued Dependency (Fourth Normal Form), Join Dependencies (Fifth Normal Form), lossy and lossless decompositions, Database De-normalization.</p> <p><b>Transaction Management:</b> The ACID Properties; Transactions and Schedules; Concurrent Execution of Transactions; Lock- Based Concurrency Control; Performance of locking; Transaction support in SQL; Introduction to crash recovery; 2PL, Serializability and Recoverability; Lock Management; The write-ahead log protocol; Check pointing; Recovering from a System Crash; Media Recovery; Other approaches and interaction with concurrency control.</p>				
Module 4	Advanced DBMS Topics (Apply)	Assignment	Case Study	12 Sessions
<p><b>Topics:</b></p> <p><b>Advanced topics:</b> Object oriented database management systems, Deductive database management systems, Spatial database management systems, Temporal database management systems, Constraint database management systems.</p> <p><b>New database applications and architectures</b> such as Data warehousing, Multimedia, Mobility, NoSQL, Native XML databases (NXD), Document-oriented databases, Statistical databases.</p> <p><b>Targeted Application &amp; Tools that can be used:</b></p> <p>Application Area: Relational database systems for Business, Scientific and Engineering Applications. Tools/Simulator used: MySQL DB for student practice.</p> <p>Also demonstration of ORACLE DB on object-relational database creation and JDBC connection.</p> <ol style="list-style-type: none"><li>1. Problem Solving: Constructing ER-Diagrams for a given real time requirements, Normalizing the databases, querying the databases using relational algebra.</li><li>2. Programming: Implementation of any given scenario using MySQL.</li></ol> <p><b>Text Books:</b></p> <p>T1. Elmasri R and Navathe S B, "Fundamentals of Database System", Pearson Publication, 7th Edition, 2018.</p> <p>T2. RamaKrishna &amp; Gehrke, "Database Management Systems" 3rd Edition, 2018, McGraw-Hill Education.</p> <p>T3. W. Lemahieu, S. vanden Broucke and B. Baesens, "Principles of Database Management: Practical Guide to Storing, Managing and Analyzing Big and Small Data", Cambridge University Press, 2018.</p>				



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## References

R1 Avi Silberschatz, Henry F. Korth, S. Sudarshan, "Database System Concepts", McGraw-Hill ,7th Edition, 2019.

R2 M. Kleppmann, "Designing Data-Intensive Applications: The Big Ideas Behind Reliable, Scalable, and Maintainable Systems", O'Reilly, 2017.

Topics relevant to development of "FOUNDATION SKILLS": S - Skill Development: Relational database design using ER- Relational mapping, Implementation of given database scenario using MYSQLDB.

Topics relevant to development of Employability: Develop, test and implement computer databases, creating sophisticated, interactive and secure database applications

Topics relevant to "HUMAN VALUES &PROFESSIONAL ETHICS": Nil



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<b>Course Code:</b> CSE2261	<b>Course Title:</b> Database Management Systems Lab	<b>L-T-P-C</b>	0	0	2	1						
<b>Version No.</b>	1.0											
<b>Course Pre-requisites</b>	NIL											
<b>Anti-requisites</b>	NIL											
<b>Course Description</b>	The Database Management Systems (DBMS) Laboratory is designed to provide students with hands-on experience in database design, implementation, and management using SQL and database management tools such as MySQL. The lab complements theoretical concepts learned in database courses by allowing students to practice database creation, querying, and optimization techniques. The DBMS Lab enables students to develop industry-relevant skills in database management, preparing them for careers in <b>software development, data engineering, and database administration</b> .											
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of Database Management Systems and attain <b>Employability</b> through <b>Problem Solving</b> Methodologies.											
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to: 5. Demonstrate the database concepts, practice, and SQL queries. [Apply] 6. Design and implement database schemas while applying normalization techniques to optimize structure. [Apply]] 7. Develop and implement stored procedures, triggers, and views for automation and efficiency. [Apply] 8. To Design and build database applications for real world problems. [Apply]											
<b>Course Content:</b>												
<b>List of Laboratory Tasks:</b> Create Employee, Student, Banking and Library databases and populate them with required data. Do the following experiments of different lab sheets on those databases.												
<b>Labsheet-1 [3 Practical Sessions]</b> <b>Experiment No 1: [ 1 Session]</b> 1. To study and implement the different language of Structured Query Language. Level 1: Perform operations using Data Definition Language and Data Manipulation Language commands including different variants of SELECT on Student DB. Level 2: Identify the given requirements; valid attributes and data types and Perform DDL and DML operations on a given scenario. [Banking Databases] <b>Experiment No. 2: [2 Sessions]</b> 2. To study and implement the concept of integrity constraints in SQL. Level 1: Create tables on Banking database using PRIMARY KEY, NOT NULL, UNIQUE, FOREIGN KEY and demonstrate the working of relational, logical, pattern matching, BETWEEN, IS NULL, IN and NOT IN Special Operators on Student Database. Level 2: Enforce different types of data and referential integrity constraints. Then try queries with special operators based on the student database. [Banking Database].												
<b>Labsheet-2 [3 Practical Sessions]</b> <b>Experiment No. 3: [ 1 Session]</b> 3. Implement complex queries in SQL. Level 1: Implement the conjugate of GROUP BY, ORDER BY and aggregate functions on Banking Database. Level 2: Implement MySQL DB queries on library database using appropriate clauses and aggregate functions.												



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Also order the data either in ascending and descending order using corresponding clause. [Library databases].

### **Experiment No. 4: [ 2 Session]**

4. To study and implement different types of Set and Join Operations [ 2 Slots]

Level 1: Demonstrate different types of Set Operations (UNION, UNION ALL, INTERSECT, MINUS) and Join Operations (INNER JOINS, OUTER JOINS, CROSS JOIN, NATURAL JOIN) on two or more tables of Airline Database. Level 2: Use Set and Join operations to retrieve the data from two or more relations(tables) as per the given scenario. [Airline Database]

### **Labsheet-3 [2 Practical Sessions]**

### **Experiment No. 5: [2 sessions]**

5. To study and implement Views, and Procedures in MySQL DB.

Level 1: Implement MySQL Views, and Procedures in ORACLE DB on Employee database.

Level 2: Analyze the requirement and construct views, and Procedures on Mini Project Domain. [Banking Database]

### **Labsheet-4 [2 Practical Sessions]**

### **Experiment No. 6: [2 Sessions]**

6. To study and implement Functions, and Triggers in MySQL DB.

Level 1: Implement Oracle Functions and Triggers in Oracle on Employee database.

Level 2: Analyze the requirement and construct Functions and Triggers. [Supply chain Database]

### **Labsheet-5 [2 Practical Sessions]**

### **Experiment No. 7: [2 Sessions]**

7. To study and implement Functions, and Triggers in MySQL DB.

Level 1: Implement Oracle Functions and Triggers in Oracle on Employee database.

Level 2: Determine the requirement and construct Functions and Triggers. [Supply chain Database]

### **Labsheet-6 [4 Practical Sessions]**

### **Experiment No. 8: [2 Sessions]**

8. To implement the concept of forms and reports.

Level 1: Implement the concept of forms and reports.

Level 2: Examine the schema relationship.

### **Experiment No. 9: [2 Sessions]**

9. Create the database using the given schema. (Flight Management)

Level 1: Implement a relational database based on the provided schema for the Flight Management system, including the creation of tables, relationships, and constraints.

Level 2: Demonstrate schema relationships by defining primary and foreign keys to ensure data integrity within the Flight Management database.

### **Labsheet-7 [4 Practical Sessions]**

### **Experiment No. 10: [2 Sessions]**

10. Create the database using the given schema. (Company database)

Level 1: Implement the database schema by defining tables, relationships, and constraints according to the given Company Database schema.

Level 2: Demonstrate the schema's relationships and data integrity by creating and linking tables as per the specified requirements.

### **Experiment No. 11: [2 Sessions]**



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11. Create the database using the given schema. (Student Library)

Level 1: Implement forms and reports based on the provided Student Library database schema, ensuring effective data entry and reporting mechanisms.

Level 2: Demonstrate the schema relationships within the Student Library database, demonstrating how these relationships influence the creation and functionality of forms and reports.

## Labsheet-8 [ 1 Sessions]

12. Design a mini project based on the databases such as Inventory Management System, University Management System, Hospital Management System, etc.

Level 1: Implement the real time database.

Level 2: Analyze the working of database in real time.

<b>Course Code:</b> CSE2262	<b>Course Title:</b> Analysis of Algorithms  <b>Type of Course:</b> THEORY Only	<b>L-T-P-C</b>	3	0	0	3
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	CSE2001					
<b>Anti-requisites</b>	Nil					
<b>Course Description</b>	This course introduces techniques for the design and analysis of efficient algorithms and methods of applications. This course discusses the classic approaches for algorithm design such as Divide and Conquer, Dynamic Programming, Greedy method. This course also describes other basic strategies searching solution space. The core concepts of analyzing algorithms and classifying them into various complexity classes is covered in the end.					
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of <b>Analysis of Algorithms</b> and attain <b>Skill Development</b> through <b>Problem Solving</b> Methodologies.					
<b>Course Out Comes</b>	On successful completion of the course the students shall be able to:  1. Compute efficiency of a given algorithm.[Applying] 2. Apply divide and conquer technique for searching and sorting Problems.[Applying] 3. Apply the Dynamic Programming technique for a given problem. [Applying] 4. Apply greedy technique for solving a Problem.[Applying] 5. Demonstrate Back tracking technique and limitations of Algorithms.[Applying]					
<b>Course Content:</b>						
<b>Module 1</b>	<b>Introduction</b>	Assignment	Simulation/Data Analysis		<b>10 Sessions</b>	



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Introduction, Asymptotic Notations and its properties, Best case, worst case and average case- Sequential search, Sorting; Mathematical analysis for Recursive and Non-recursive algorithms: Substitution method and Master's Theorem.

Module 2	Divide-and-conquer	Assignment	Simulation/Data Analysis	08 Sessions
Introduction. Insertion Sort; Merge sort, Quick sort, Binary search.				
Module 3	Dynamic programming	Term paper/Assignment	Simulation/Data Analysis	10 Sessions
Introduction with examples, Principles of Memoization, 0-1 Knapsack Problem, Bellman-Ford algorithm, Floyd-Warshall's Algorithms. Chain Matrix Multiplication.				
Module 4	Greedy technique	Term paper/Assignment	Simulation/Data Analysis	09 Sessions
Introduction, Fractional Knapsack Problem, Minimal Spanning Tree: Prim's Algorithm and Kruskal's Algorithm, Single-source Shortest Path: Dijkstra's Algorithm				
Module 5	Complexity Classes	Term paper/Assignment	Simulation/Data Analysis	08 Sessions
Complexity Classes- P,NP- NP Hard and NP Complete - Boolean Satisfiability Problem (SAT).  Branch and Bound: Knapsack problem; Backtracking, - N-Queens problem.				
Text Book	<ol style="list-style-type: none"><li>1. Anany Levitin, "<i>Introduction to the Design and Analysis of Algorithms</i>", 3rd edition, Pearson Education, 2018.</li><li>2. Thomas H.Cormen, Charles E.Leiserson, Ronald L. Rivest and Clifford Stein, "<i>Introduction to Algorithms</i>", 4th edition, MIT Press, 2022.</li></ol>			



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## References

1. J. Kleinberg and E. Tardos, “Algorithm Design”, Addison-Wesley, 2005.
2. Tim Roughgarden, “Algorithms Illuminated” (books 1 through 3), “Operating Systems Design and Implementation”, Soundlikeyourself Publishing, 2017-2019.
3. AV Aho, J Hopcroft, JD Ullman, “The Design and Analysis of Algorithms”, Addison-Wesley, 1974.
4. Donald E. Knuth, “The Art of Computer Programming”, Volumes 1and 3 Pearson.

## Web-Resources

1. [NPTEL: https://onlinecourses.nptel.ac.in/noc19\\_cs47/preview](https://onlinecourses.nptel.ac.in/noc19_cs47/preview)
2. [Coursera: Analysis of Algorithms by Princeton University](#)
3. [Algorithms Specialization in Coursera by Stanford University\(Group of 4 courses\).](#)
4. [Algorithms Coding Contest Links maintained by Prof Gerth Stølting Brodal of Aarhus University](#)

**Topics relevant to “SKILL DEVELOPMENT”:** knapsack, prim's, kruskal's algorithm, quick sort, binary search for **Skill Development** through **Problem Solving methodologies**. This is attained through assessment component mentioned in course handout.

Course Code: CSE2263	Course Title: Analysis of Algorithms Lab Type of Course: Integrated	L- T- P- C	0	0	2	1
Version No.	1					
Course Pre-requisites	nil					
Anti-requisites	NIL					
Course Description	This course introduces techniques for the design and analysis of efficient algorithms and methods of applications. This course discusses the classic approaches for algorithm design such as Divide and Conquer, Dynamic Programming, Greedy method. This course also describes other basic strategies searching solution space. The core concepts of analyzing algorithms and classifying them into various complexity classes is covered in the end.					
Course Objective	The objective of the course is to familiarize the learners with the concepts of <b>Analysis of Algorithms</b> and attain <b>Skill Development</b> through <b>Experiential Learning</b> Methodologies.					
Course Out Comes	<b>On successful completion of the course the students shall be able to:</b> 1. Compute efficiency of a given algorithm. [Applying] 2. Apply divide and conquer technique for searching and sorting Problems.[Applying]					



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	3. Apply the Dynamic Programming technique for a given problem. [Applying] 4. Apply greedy technique for solving a Problem. [Applying] 5. Demonstrate Back tracking technique and limitations of Algorithms. [Applying]	
<b>Course Content</b>		
<b>Module 1</b>	<b>Introduction</b>	<b>3 Sessions</b>
	Measuring running time of an algorithm, Compare running time of algorithms, Implement sorting algorithms such as bubble sort, selection sort	
<b>Module 2</b>	<b>Divide-and-conquer</b>	<b>3 Sessions</b>
	Compare searching algorithms: Linear Search, Binary Search; Compare Sorting algorithms: Insertion Sort, Merge Sort, QuickSort.	
<b>Module 3</b>	<b>Dynamic programming</b>	<b>3 Sessions</b>
	Introduction and memorization: Factorial; Coin Change Problem ; Floyd-Warshall's Algorithm.	
<b>Module 4</b>	<b>Greedy technique</b>	<b>3 Sessions</b>
	Fractional Knapsack Problem; Minimal Spanning Tree Algorithms-Prim's Algorithm, Kruskal's algorithm	
<b>Module 5</b>	<b>Complexity Classes</b>	<b>3 Sessions</b>
	Branch and Bound: Knapsack problem; Backtracking, - N-Queens problem.	
	<p><b>List of Laboratory Tasks:</b></p> <ol style="list-style-type: none"><li>1. Measuring running time of an algorithm Objective: To experimentally determine the running time of basic algorithms for input size <math>n=10, 100, 1000</math>, etc. by taking difference of starting time and ending time.</li><li>2. Compare running time of algorithms Objective: To execute two algorithms to solve the same problem, and to comparatively evaluate the better algorithm for large values of <math>N</math>.</li><li>3. Implement sorting algorithms such as bubble sort, selection sort Objective: To implement comparison based sorting strategies.</li><li>4. Compare searching algorithms Objective: To implement two searching strategies and compare their performance.</li><li>5. Compare Sorting algorithms Objective: To implement searching strategies that follow top down design approach(Insertion sort, merge sort).</li><li>6. Quick Sort</li></ol>	



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	<p>Objective: To demonstrate Quick sort and its variants, and their impact on running time.</p> <p>7. Dynamic Programming</p> <p>Objective: To demonstrate Dynamic Programming approach with the help of Factorial algorithm.</p> <p>8. Coin Change Problem</p> <p>Objective: To implement an efficient algorithm for the Coin Change problem.</p> <p>9. Floyd-Warshall's Algorithm</p> <p>Objective: To demonstrate how dynamic programming is used with the help of Floyd-Warshall's algorithm.</p> <p>10. Fractional Knapsack Problem</p> <p>Objective: To demonstrate how greedy method can be used to solve the Fractional Knapsack Problem.</p> <p>11. Minimal Spanning Tree Algorithm</p> <p>Objective: To implement greedy strategy to solve the Minimal Spanning Tree problem using Prim's Algorithm.</p> <p>12. Kruskal's Minimal Spanning Tree Algorithm</p> <p>Objective: To implement greedy strategies to solve the Minimal Spanning Tree problem using Kruskal's Algorithm.</p> <p>13. Knapsack Problem</p> <p>Objective: To implement Knapsack problem using branch and bound technique.</p> <p>14. N-Queen's Problem</p> <p>Objective: To demonstrate backtracking method with the help of N-Queen's problem.</p> <p>15. Case Study</p> <p>Objective: To demonstrate how various techniques can be used to solve the same problem with the help of Knapsack problem.</p>
	<p><b>Targeted Application &amp; Tools that can be used</b></p> <ol style="list-style-type: none"><li>1. PyTorch/Jupyter Notebook – For Python programming</li></ol>
	<p><b>Text Book</b></p> <p><b>T1</b> Anany Levitin, “<i>Introduction to the Design and Analysis of Algorithms</i>”, 3rd edition, Pearson Education, 2018.</p> <p><b>T2</b> Thomas H.Cormen, Charles E.Leiserson, Ronald L. Rivest and Clifford Stein, “<i>Introduction to Algorithms</i>”, 4th edition, MIT Press, 2022.</p>



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	<p><b>References</b></p> <p>R1. J. Kleinberg and E. Tardos, “Algorithm Design”, Addison-Wesley, 2005. R2. Tim Roughgarden, “Algorithms Illuminated” (books 1 through 3), “Operating Systems Design and Implementation”, Soundlikeyourself Publishing, 2017-2019. R3. AV Aho, J Hopcroft, JD Ullman, “The Design and Analysis of Algorithms”, Addison-Wesley, 1974. R4. Donald E. Knuth, “The Art of Computer Programming”, Volumes 1and 3 Pearson.</p> <p>Web Based Resources and E-books:</p> <p>W1. <a href="https://onlinecourses.nptel.ac.in/noc19_cs47/preview">NPTEL: <i>https://onlinecourses.nptel.ac.in/noc19_cs47/preview</i></a></p> <p>W2. <a href="#">Coursera: Analysis of Algorithms by Princeton University</a></p> <p>W3. <a href="#">Algorithms Specialization in Coursera by Stanford University(Group of 4 courses).</a></p> <p>W4. <a href="#">Algorithms Coding Contest Links maintained by Prof Gerth Stølting Brodal of Aarhus University</a></p>
<p><b>Topics relevant to “EMPLOYABILITY SKILLS”:</b> The lab experiments and assessments enable the student to acquire Skill Development through Experiential Learning techniques</p>	

<b>Course Code:</b> CCS2504	<b>Course Title:</b> Ethical Hacking <b>Type of Course:</b> Core Subject	<b>L-T-P-C</b>	2	0	0	2
<b>Version No.</b>	1.3					
<b>Course Pre-requisites</b>	CSE2503					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	This course introduces students to a wide range of topics related to ethical hacking. It also provides an in-depth understanding of how to effectively protect computer networks. These topics cover some of the tools and penetration testing methodologies used by ethical hackers and provide a thorough discussion of what and who an ethical hacker is and how important they are in protecting corporate and government data from cyber-attacks					
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of <b>Ethical Hacking</b> and attain to improve the learners' Employability Skills by using Experiential Learning techniques.					
<b>Course Out Comes</b>	On successful completion of this course the students shall be able to: 1] Extrapolate the importance of ethical hacking. 2] Determine the various techniques for performing reconnaissance 3] Categorize various types of system scanners and their functions. 4] Identify the function of sniff on a network.					



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<b>Course Content:</b>					
<b>Module 1</b>	<b>Introduction to Hacking</b>	Assignment		Programming activity	<b>7 Hours</b>
<b>Topics:</b> Introduction to Hacking-Important Terminologies - Asset - Vulnerability - Penetration Test - Vulnerability Assessments versus Penetration Test - Penetration Testing Methodologies - Categories of Penetration Test. <b>Assignment:</b> Different phase methodologies on penetration testing					
<b>Module 2</b>	<b>Linux Basics</b>	Assignment		Programming activity	<b>8 Hours</b>
<b>Topics:</b> Major Linux Operating Systems - File Structure inside of Linux - BackTrack - Changing the Default Screen Resolution - Some Unforgettable Basics. <b>Assignment:</b> Penetration testing distribution					
<b>Module 3</b>	<b>Information Gathering Techniques</b>	Assignment		Programming activity	<b>8 Hours</b>
<b>Topics:</b> Sources of Information Gathering - Copying Websites Locally - NeoTrace - Xcode Exploit Scanner - Interacting with DNS Servers - DNS Cache Snooping - DNS Lookup with Fierce - SNMP - SMTP. <b>Assignment:</b> Domain internet groper					
<b>Module 4</b>	<b>Target Enumeration and Port Scanning Techniques</b>	Assignment		Programming activity	<b>7 Hours</b>
<b>Topics:</b> Target Enumeration and Port Scanning Techniques - Host Discovery - Scanning for Open Ports and Services - Types of Port Scanning - Vulnerability Assessment. <b>Assignment:</b> Demonstrations for port scanning					
<b>Text Book</b> 1.Rafay Baloch, 2014: "Ethical Hacking and Penetration Testing Guide" Apple Academic Press Inc.					
<b>References</b> 1.Gary Hall, Rrin Watson, 2016: "Hacking: Computer Hacking, Security Testing, Penetration Testing, and Basic Security". 2.James Corley, Kent Backman, Michael Simpson, 2010: "Hands-On Ethical Hacking and Network Defense", 2nd Edition, Cengage Learning.					
<b>E-Resources:</b> <a href="#">(1) Ethical Hacking in 12 Hours - Full Course - Learn to Hack! - YouTube</a>					
<b>Topics relevant to "EMPLOYABILITY SKILLS":</b> CEH Certification Ethical hacking techniques for <b>Employability skills</b> through <b>Experiential Learning techniques</b> . This is attained through the assessment component mentioned in course handout.					



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<b>Course Code:</b> CCS2505	<b>Course Title:</b> Ethical Hacking Lab <b>Type of Course:</b> Core Subject	<b>L-T-P-C</b>	0	0	4	2											
<b>Version No.</b>	1.3																
<b>Course Pre-requisites</b>	CSE2503																
<b>Anti-requisites</b>	NIL																
<b>Course Description</b>	This course introduces students to a wide range of topics related to ethical hacking. It also provides an in-depth understanding of how to effectively protect computer networks. These topics cover some of the tools and penetration testing methodologies used by ethical hackers and provide a thorough discussion of what and who an ethical hacker is and how important they are in protecting corporate and government data from cyber-attacks																
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of Ethical Hacking and attain to improve the learners' Employability Skills by using Experiential Learning techniques.																
<b>Course Out Comes</b>	On successful completion of this course the students shall be able to: 5] Extrapolate the importance of ethical hacking. 6] Determine the various techniques for performing reconnaissance 7] Categorize various types of system scanners and their functions. 8] Identify the function of sniff on a network.																
<b>Course Content:</b>																	
<b>List of Laboratory Tasks:</b>																	
<b>Experiments:</b>																	
1. Command Prompt 2. Wireshark 3. Netscantool 4. OWZAP 5. Neotrace 6. NMAP 7. AngryIPScanner 8. Maltigo 9. Readnotify 10. HTTRACK 11. Yougetsignal 12. CAPSA Portable Network Analyzer 13. Samspade 14. Shodan																	



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- 15. Outils
- 16. Brupsuit
- 17. Zenmap
- 18. OSINT
- 19. John the ripper

**Targeted Application & Tools that can be used:** Application Software and open source tools like SQL Injection and NIDS,HIDS.

#### Text Book

1.Rafay Baloch, 2014: "Ethical Hacking and Penetration Testing Guide" Apple Academic Press Inc.

#### References

- 1.Gary Hall, Rrin Watson, 2016: "Hacking: Computer Hacking, Security Testing, Penetration Testing, and Basic Security".
- 2.James Corley, Kent Backman, Michael Simpson, 2010: "Hands-On Ethical Hacking and Network Defense", 2nd Edition, Cengage Learning.

#### E-Resources:

[\(1\) Ethical Hacking in 12 Hours - Full Course - Learn to Hack! - YouTube](#)

**Topics relevant to "EMPLOYABILITY SKILLS":** CEH Certification

Ethical hacking techniques for **Employability skills** through **Experiential Learning techniques**. This is attained through the assessment component mentioned in course handout.

<b>Course Code:</b> CSE2502	<b>Course Title:</b> Cryptography and Network Security <b>Type of Course:</b> Program Core & Theory only	<b>L-T-P-C</b>	3	0	0	3
<b>Version No.</b>	1					
<b>Course Pre-requisites</b>	CSE2251					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	The Course covers the principles and practice of cryptography and network security, focusing in particular on the security aspects of the web and Internet.  <b>Topics:</b> The cryptographic tools such as shared key encryption, public key encryption, key exchange, and digital signature are explored. The use and utilization of the internet protocols and applications such as SSL/ TLS, IPSEC, Kerberos, PGP, and S/ MIME, SET are reviewed. System security issues such as viruses, intrusion and firewalls are also explored.					



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<b>Course Objective</b>	The objective of the course is <b>SKILL DEVELOPMENT</b> of student by using <b>PARTICIPATIVE LEARNING</b> techniques.			
<b>Course Outcomes</b>	On successful completion of this course the students shall be able to: <b>CO1:</b> Identifies the basic concept of Cryptography ( <b>Knowledge</b> ) <b>CO2:</b> Express the different types of Cryptographic Algorithms. ( <b>Comprehension</b> ) <b>CO3:</b> Recognize the Public key Cryptographic Techniques for various applications. ( <b>Comprehension</b> ) <b>CO4:</b> Apply the network security concepts during their implementation of network security application developments. ( <b>Application</b> )			
<b>Course Content:</b>				
<b>Module 1</b>	<b>Introduction to Cryptography</b>	Assignment	Identify the Concepts	08 Sessions
<p>Topics:</p> <p>Introduction to Cryptography, Model of Network Security, OSI Security architecture, Security Attacks: active attacks, passive attacks, services: Authentication, Access Control, Data Confidentiality, Data Integrity, Nonrepudiation, Substitution Ciphers : Caesar, Mono alphabetic, Polyalphabetic, Play-fair and Hill Cipher, Introduction to Block Cipher and Stream Cipher, Festal Structure.</p>				
<b>Module 2</b>	<b>Private Key Cryptography and Number Theory</b>	Assignment	Analysis of requirement of complexity in cryptography	13 Sessions
<p>Topics:</p> <p>Symmetric Encryption Algorithms : Data Encryption Standard, Introduction to Galois Field, Advanced Encryption Standard, Modular Arithmetic, Prime numbers, Fermat's little theorem, brief about primality testing and factorization, Discrete Logarithmic Problem, Euclidean and Extended Euclidean Algorithm, Euler Totient Function, Chinese Remainder Theorem</p>				
<b>Module 3</b>	<b>Public Key Cryptography and its Applications</b>	Assignment	Recognize the importance of various security concepts to achieve sufficient solutions	10 Sessions
	<p>Topics:</p> <p>Overview of Public Key Cryptography, RSA, Diffie - Helman Key exchange, Man in the middle attack, Cryptographic Hash functions, Secure Hash Algorithm, Message Authentication Codes - HMAC, Digital Signature, Discussion on real time practices of Cryptography.</p>			
<b>Module 4</b>	<b>Network Security</b>	Assignment	Implement the advanced network security algorithms in recent applications.	07 Sessions
<p>Topics:</p> <p>Network Security fundamentals, Network Security applications: Authentication: Kerberos, PKI, Network Security applications: e-mail security: PGP, MIME, Network Security applications: IP Security: IP Sec architecture, Network Security applications: Web Security.</p>				
<b>Targeted Application &amp; Tools that can be used:</b>				



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Students get the knowledge about cryptography techniques followed, the algorithms used for encryption and decryptions & the techniques for authentication and confidentiality of messages.

## Assignment:

**Assignment 1:** Solve the problems of basic encryption techniques.

**Assignment 2:** Solve and analyze the problems on symmetric and asymmetric encryption.

## Textbooks:

1. William Stallings, "Cryptography and Network Security - Principles and Practices", Prentice Hall, 8<sup>th</sup> Edition, 2019.
2. Wade Trappe and Lawrence C Washington, "Introduction to Cryptography with Coding Theory", Pearson, 2020.

## Reference Books:

1. Behrouz A Forouzan, Debdeep Mukhopadhyay, "Cryptography and Network Security", McGraw Hill, third edition, 2010.
2. R.Rajaram, "Network Security and Cryptography" SciTech Publication.3<sup>rd</sup> Edition, 2014.
3. AtulKahate, "Cryptography and Network Security", Tata McGraw-Hill, 2<sup>nd</sup> Edition, 2019.
4. BruceSchneier, "Applied Cryptography", John Wiley and Sons Inc. Second Edition, 2015.

## Web references:

1. [https://onlinecourses.nptel.ac.in/noc22\\_cs90/preview](https://onlinecourses.nptel.ac.in/noc22_cs90/preview)

2. e-pgpathshala UGC lecture series : E-Series and Self learning Materials.

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=fBYckQKJvP3a/8Vd3L08tQ==>

3. [http://182.72.188.195/cgi-bin/koha/opac-detail.pl?biblionumber=10133&query\\_desc=kw%2Cwrdl%3A%20Cryptography%20and%20Network%20Security](http://182.72.188.195/cgi-bin/koha/opac-detail.pl?biblionumber=10133&query_desc=kw%2Cwrdl%3A%20Cryptography%20and%20Network%20Security)

4. [http://182.72.188.195/cgi-bin/koha/opac-detail.pl?biblionumber=5875&query\\_desc=kw%2Cwrdl%3A%20Cryptography%20and%20Network%20Security](http://182.72.188.195/cgi-bin/koha/opac-detail.pl?biblionumber=5875&query_desc=kw%2Cwrdl%3A%20Cryptography%20and%20Network%20Security).

**Topics relevant to "Skill Development":** Symmetric and Asymmetric Encryption Algorithms and its problems.

Course Code: <b>CSE2269</b>	Course Title: Operating Systems	L-T- P- C	3	0	0	3
Version No.	1.0					
Course Pre-requisites	nil					
Anti-requisites	NIL					
Course Description	This course introduces the concepts of operating system operations, operating system structure and its design and implementation. It covers the classical operating systems internal algorithms such as process scheduling, synchronization, deadlocks detection and recovery and memory management. The course also enhances the problem solving, systems programming ability and case studies.					



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<b>Course Object</b>	The objective of the course is to familiarize the learners with the concepts of Operating Systems and attain <b>Employability</b> through <b>Problem Solving</b> Methodologies.			
<b>Course Out Comes</b>	On successful completion of the course the students shall be able to: 1] Describe the fundamental concepts of operating Systems and case studies. <b>[Knowledge]</b> 2] Demonstrate various CPU scheduling algorithms. <b>[ Application ]</b> 3] Apply various tools to handle synchronization problems. <b>[Application]</b> 4] Demonstrate deadlock detection and recovery methods <b>[Application ]</b> 5] Illustrate various memory management techniques. <b>[ Application ]</b>			
<b>Course Content:</b>				
<b>Module 1</b>	Introduction to Operating System	Assignment	Programming	<b>9 Hours</b>
Topics: Introduction to OS , Operating-System Operations, Operating System Services, , System Calls and its types, Operating System Structure, System Program and its types, Linkers and Loaders, Overview of OS design and implementation, Open-source operating system				
<b>Module 2</b>	Process Management	Assignment/Case Study	Programming/Simulation	<b>11 Hours</b>
Topics: Process Concept, Operations on Processes, Inter Process Communication, Communication in client-server systems (sockets, RPC, Pipes), Introduction to threads - Multithreading Models, Thread Libraries, Threading Issues, Process Scheduling- Basic concepts, Scheduling Criteria, Scheduling Algorithms: FCFS, SJF, SRTF, RR and Priority.				
<b>Module 3</b>	Process Synchronization and Deadlocks	Assignment	Programming	<b>11 Hours</b>
Topics: The Critical-Section Problem- Peterson's Solution, Synchronization hardware, Semaphores, Classic Problems of Synchronization with Semaphore Solution- Producer-Consumer Problem, Reader-Writer problems, Dining Philosopher's Problem, . Introduction to Deadlocks, Necessary conditions for deadlock, Resource allocation Graph, Methods for handling deadlock: Deadlock Prevention and Implementation, Deadlock Avoidance and Implementation, Deadlock detection & Recovery from Deadlock.				
<b>Module 4</b>	Memory Management	Assignment	Programming/Simulation	<b>10 Hours</b>
Topics: Introduction to Memory Management, Basic hardware-Base and Limit Registers, Memory Management Unit(MMU), Dynamic loading and linking, Swapping, Contiguous and Non-Contiguous Memory Allocation, Segmentation, Paging - Structure of the Page Table – Virtual Memory and Demand Paging – Page Faults and Page Replacement Algorithms, Copy-on-write, Allocation of Frames, Thrashing Introduction to File system management: File System Interface (access methods, directory structures), File system implementation.				



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## Targeted Application:

Application area is traffic management system, banking system, health care and many more systems where in there are resources and entities that use and manage the resources.

## Software Tools:

1. Oracle Virtual Box/VMWare Virtualization software [Virtual Machine Managers]. Used to install and work on multiple guest Operating Systems on top of a host OS.
2. Intel Processor identification utility: This software is used to explain about multi-core processors. It helps to identify the specifications of your Intel processor, like no of cores, Chipset information, technologies supported by the processor etc.

## Project work/Assignment

1. Demonstrate process concepts in LINUX OS.
2. Simulation of CPU scheduling algorithms.
3. Develop program to demonstrate use of Semaphores in threads.
4. Develop program to demonstrate use of deadlock avoidance algorithms.
5. Develop program to demonstrate use of page replacement algorithms.
6. Simulation of memory allocation strategies [first fit, best fit and worst fit].

## Text Book

1. Silberschatz A, Galvin P B and Gagne G , "Silberschatz's Operating System Concepts", Paperback, Global Edition Wiley, 2019
- 2.

## References

1. Silberschatz A, Galvin P B and Gagne G, "Operating System Concepts", 10th edition Wiley, 2018.
2. William Stallings, "Operating Systems", Ninth Edition, By Pearson Paperback ,1 March 2018.
3. Sundaram RMD, Shriram K V, Abhishek S N, B Chella Prabha, " Cracking the Operating System skills", Dreamtech, paperback, 2020
4. Remzi H. Arpaci-Dusseau Andrea C. Arpaci-dusseau , "Operating Systems: Three Easy Pieces, Amazon digital Services" , September 2018.

## E-resources/Weblinks

5. <https://www.os-book.com/OS9/>
6. <https://pages.cs.wisc.edu/~remzi/OSTEP/>
7. <https://codex.cs.yale.edu/avi/os-book/OS10/index.html>

<b>Course Code:</b> CSE2270	<b>Course Title:</b> <b>Operating Systems Lab</b>	<b>L-T- P- C</b>	0	0	2		1
<b>Version No.</b>	1.0						
<b>Course Pre-</b>	nil						



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<b>requisites</b>	
<b>Anti-requisites</b>	<b>NIL</b>
<b>Course Description</b>	This laboratory course provides hands-on experience with the core concepts of operating systems through practical assignments, simulations, and case studies. It covers foundational aspects such as system calls, process and thread management, inter-process communication, synchronization, deadlocks, memory management, and file systems. Students will implement and simulate real-time OS components and scheduling algorithms, fostering deeper understanding of OS architecture and design. The lab also introduces modern OS tools, programming interfaces, and the basics of open-source OS environments.
<b>Course Object</b>	The objective of the course is to familiarize the learners with the concepts of <b>Operating Systems</b> and attain <b>Employability</b> through <b>Problem Solving</b> Methodologies.
<b>Course Out Comes</b>	On successful completion of the course the students shall be able to: 1] Demonstrate system-level programming using system calls and OS structures. <b>[Apply]</b> 2] Simulate process scheduling and multithreading techniques. <b>[ Apply ]</b> 3] Apply various tools to handle synchronization problems using semaphores and shared memory. <b>[Apply]</b> 4] Demonstrate memory management and file system concepts using simulation or scripting. <b>[Apply ]</b>
<b>Course Content:</b>	
<b>Targeted Application:</b> <b>Application area is traffic management system, banking system, health care and many more systems where in there are resources and entities that use and manage the resources.</b>	
<b>Software Tools:</b> Oracle Virtual Box/VMWare Virtualization software [Virtual Machine Managers]. Used to install and work on multiple guest <b>Operating Systems</b> on top of a host OS.  Intel Processor identification utility: This software is used to explain about multi-core processors. It helps to identify the specifications of your Intel processor, like no of cores, Chipset information, technologies supported by the processor etc.	



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## List of Laboratory Tasks:

### Lab sheet -1

L1: Write a program to demonstrate the use of fork() and exec() system calls in process creation.

L2: A system has limited memory and high-priority real-time processes. Design a scheduling algorithm that ensures responsiveness while preventing starvation.

### Lab sheet -2

L1: Implement First-Come-First-Serve (FCFS) process scheduling using C or Python.

L2: You are designing a server that handles thousands of client connections. Compare multithreading and multiprocessing for this task and implement a basic server model.

### Lab sheet -3

L1: Implement Round Robin Scheduling with a fixed time quantum.

L2: In a banking system, concurrent access to accounts leads to data corruption. Design a synchronization solution to avoid race conditions.

### Lab sheet -4

L1: Write a program to create threads using Pthreads or Python's threading module.

L2: You're tasked with building a file access tracker in an OS. Implement a system to log file access patterns and identify frequent accesses.

### Lab sheet -5

L1: Demonstrate inter-process communication (IPC) using pipes.

L2: A simulation tool needs to emulate process suspension and resumption. Design and implement such a mechanism using signals or condition variables.

### Lab sheet -6

L1: Simulate the Producer-Consumer problem using semaphores.

L2: You're developing a system where sensor devices (producers) generate temperature readings, and data processors (consumers) store and process these readings. To prevent race conditions and ensure buffer safety, implement a synchronization mechanism using semaphores.

### Lab sheet -7

L1: Implement Dining Philosophers Problem using threads and synchronization.

L2: In a multi-threaded cafeteria simulation, five philosophers sit around a circular table, each alternating between thinking and eating. To eat, a philosopher must hold two forks (represented by shared resources). Your task is to avoid deadlock and ensure no philosopher starves using thread synchronization techniques.



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## Lab sheet -8

L1: Write a program to simulate First Fit, Best Fit, and Worst Fit memory allocation strategies.

L2: A system with limited memory blocks needs to allocate memory to processes arriving with various size requests. Your task is to implement three classic memory allocation strategies—First Fit, Best Fit, and Worst Fit—to allocate memory to each process efficiently. Simulate and compare how memory gets allocated in each strategy.

## Lab sheet -9

L1: Demonstrate paging using a simple page table simulation.

L2: A program has a logical address space divided into pages. The system's memory is divided into equal-sized frames. When a program executes, its pages are loaded into available frames in main memory. Simulate the address translation process using a page table and demonstrate how a logical address is converted to a physical address.

## Lab sheet -10

L1: Write a program to simulate page replacement algorithms like FIFO and LRU.

L2: In a virtual memory system, a process accesses pages in a specific order. The memory can only hold a limited number of pages (frames). When a page is needed and the memory is full, a page replacement algorithm is used to decide which page to evict. Simulate and compare FIFO and LRU algorithms for a given page reference string.

## Lab sheet -11

L1: Simulate file directory structure (single level/two level).

L2: A university campus computer lab has limited memory space available for each student login session. When students open files or run programs, memory pages are loaded into available memory frames. Due to the limited number of frames, some pages must be replaced when new ones are needed. The lab system uses page replacement algorithms to decide which pages to evict when memory is full..

## Lab sheet -12

L1: Write a shell script to demonstrate file handling commands in Linux.

L2: Design a command-line mini shell that can run background and foreground processes and handle basic built-in commands like cd, pwd, exit.

## Project work/Assignment

**Demonstrate process concepts in LINUX OS.**

**Simulation of CPU scheduling algorithms.**

**Develop program to demonstrate use of Semaphores in threads.**

**Develop program to demonstrate use of deadlock avoidance algorithms.**



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**Develop program to demonstrate use of page replacement algorithms.**

**Simulation of memory allocation strategies [first fit, best fit and worst fit].**

## Text Book

Silberschatz A, Galvin P B and Gagne G , “Silberschatz's **Operating System Concepts**”, Paperback, Global Edition Wiley, 2019

## References

Silberschatz A, Galvin P B and Gagne G, “**Operating System Concepts**”, 10th edition Wiley, 2018.

William Stallings, “**Operating Systems**”, Ninth Edition, By Pearson Paperback ,1 March 2018.

Sundaram RMD, Shriram K V, Abhishek S N, B Chella Prabha, “ Cracking the **Operating System** skills”, Dreamtech, paperback, 2020

Remzi H. Arpaci-Dusseau Andrea C. Arpaci-dusseau , “**Operating Systems: Three Easy Pieces**, Amazon digital Services”, September 2018.

## E-resources/Weblinks

<https://www.os-book.com/OS9/>

<https://pages.cs.wisc.edu/~remzi/OSTEP/>

<https://codex.cs.yale.edu/avi/os-book/OS10/index.html>

Course Code: <b>APT4004</b>	<b>Course Title:</b> Aptitude Training- Intermediate <b>Type of Course:</b> Practical Only Course	L- T - P- C	0	0	2	0
Version No.	1.0					
Course Pre-requisites	Students should have the basic concepts of Quantitative aptitude along with its applications in real life problems.					
Anti-requisites	NIL					
Course Description	This is a skill-based training program for the students. This course is designed to enable the students to enhance their skills in Quantitative Aptitude.					
Course Objective	<b>The objective of the course is to familiarize the learners with the concepts of Aptitude and attain Skill Development through Problem Solving techniques.</b>					



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Course Outcomes	<p><b>On successful completion of this course the students shall be able to:</b></p> <p>CO1: Recall all the basic mathematical concepts.</p> <p>CO2: Identify the principle concept needed in a question.</p> <p>CO3: Solve the quantitative and logical ability questions with the appropriate concept.</p> <p>CO4: Analyze the data given in complex problems.</p>		
Course Content:			
Module 1	<b>Quantitative Ability 1</b>	Assignment	<b>16 Hours</b>

Topics:

Number System, Percentage, Ratio and Proportion, Average, Mixture and Allegation, Time and Work, Profit and Loss

Module 2	Quantitative Ability 2	Assignment	<b>14 Hours</b>
Topics:			
Time Speed and Distance, Boats and Streams, Simple Interest, Compound Interest, Probability, Permutation and Combination			
Targeted Application & Tools that can be used: Application area: Placement activities and Competitive examinations. Tools: LMS			
<b>Continuous Evaluation:</b>			
CA1 - Online Test CA2 - Online Test CA3 - Online Test Assignment			



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## Text Book:

1. Fast Track Objective by Rajesh Verma
2. R S Aggarwal
3. Rakesh Yadav

## References:

1. [www.indiabix.com](http://www.indiabix.com)
2. [www.testbook.com](http://www.testbook.com)
3. [www.youtube.com/c/TheAptitudeGuy/videos](http://www.youtube.com/c/TheAptitudeGuy/videos)

Topics relevant to Skill Development: Quantitative aptitude for **Skill Development** through **Problem solving Techniques**. This is attained through components mentioned in course handout.

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<b>Course Code:</b> CSE2266	<b>Course Title:</b> Theory of Computation <b>Type of Course:</b> Theory Only	<b>L-T-P-C</b>	3	0	0	3
<b>Version No.</b>	2.0					
<b>Course Pre-requisites</b>						
<b>Anti-requisites</b>	Nil					
<b>Course Description</b>	The course deals with introduction of formal languages and the correspondence between language classes and the automata that recognize them. Topics include: Formal definitions of grammars and acceptors, Deterministic and Nondeterministic systems, Grammar ambiguity, finite state and push-down automata; normal forms; Turing machines and its relations with algorithms.					
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of <b>Theory of Computation as mentioned above</b> and attain <b>Skill Development</b> through <b>Problem Solving Methodologies</b> .					
<b>Course Out Comes</b>	On successful completion of the course the students shall be able to: <ol style="list-style-type: none"><li>1. Describe various components of Automata. (Knowledge)</li><li>2. Illustrate Finite Automata for the given Language. (Application)</li><li>3. Distinguish between Regular grammar and Context free grammar. (Comprehension)</li><li>4. Construct Push down Automata. (Application)</li><li>5. Construct Turing machine for a Language. (Application)</li></ol>					



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<b>Course Content:</b>				
<b>Module 1</b>	<b>Introduction to automata theory</b>	Assignment	Problems on Strings and Language operations	<b>06 Sessions</b>
<b>Topics:</b> Introduction to Automata Theory, Applications of Automata Theory, Alphabets, Strings, Languages & operations on languages, Representation of automata, Language recognizers, Finite State Machines (FSM): Deterministic FSM, Regular languages, Designing FSM, Nondeterministic FSMs				
<b>Module 2</b> <b>Finite Automata</b> Assignment Problems on DFA, NFA's <b>13 Sessions</b>				
<b>Topics:</b> Basic concepts of Finite automata, DFA- definitions of DFA, Deterministic Accepters Transition Graphs and Languages and DFA's, Regular Languages, NFA- Definition of a Nondeterministic Acceptor, Languages and NFA's Why Non-determinism? Equivalence of Deterministic and Nondeterministic Finite Accepters, Reduction of the Number of States in Finite Automata.				
<b>Module 3</b>	<b>Regular Expressions &amp; Context Free Grammar</b>	Assignment	Problems on RE, CFG, PT, PL and Ambiguity	<b>12 Sessions</b>
<b>Topics:</b> Formal Definition of a Regular Expression, Languages Associated with Regular Expressions, Languages, Regular Languages (RL) and Non-regular Languages: Closure properties of RLs, to show some languages are not RLs, Closure Properties of Regular Context Free Grammars-Examples of Context-Free Languages, Leftmost and Rightmost Derivations, Derivation Trees, Relation Between Sentential Forms and Derivation Trees, Ambiguity in Grammars and Languages: Ambiguous Grammars, Removing Ambiguity, Chomsky Normal Form, Griebiche Normal Form.				
<b>Module 4</b>	<b>Push down Automata</b>	Assignment	Problems on pushdown Automaton	<b>08 Sessions</b>
<b>Topics:</b> Definition of a Pushdown Automaton, Language Accepted by a Pushdown Automaton, Acceptance by Final State, Acceptance by Empty Stack, From Empty Stack to Final State, From Final State to Empty Stack Equivalence of PDA's and CFG's: From Grammars to Pushdown Automata.				
<b>Module 5</b>	<b>Turing Machine</b>	Assignment	Problems on Turning Machine	<b>07 Sessions</b>
<b>Topics:</b> Definition of a Turing Machine, Turing Machines as Language Accepters, Example Languages to construct Turing machine, Turing Machines as Transducers, Halting Programming Techniques for Turing Machines				
<b>Targeted Application &amp; Tools that can be used:</b>				
Targeted Application:				
<ol style="list-style-type: none"><li>1. Text Processing</li><li>2. Compilers</li><li>3. Text Editors</li><li>4. Robotics Applications</li><li>5. Artificial Intelligence</li></ol>				
<b>Tools:</b>				
<ol style="list-style-type: none"><li>1. JFLAP (Java Formal Language and Automata Package) Software simulation tool. It's interactive educational software written in Java to experiment topics in automata theory.</li><li>2. Turing machine Online simulators.</li></ol>				



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## Text Book

1. Peter Linz, "An introduction to Formal Languages and Automata", Jones and Bartlett Publications 6<sup>th</sup> Ed, 2018.

## References

1. Aho, Ullman and Hopcroft, "Theory of Computation", Pearson India 3rd Edition 2008.
2. Michael Sipser, "Theory of Computation", Cengage India 3rd Ed, 2014.

## E-Resources

NPTEL course - [https://onlinecourses.nptel.ac.in/noc21\\_cs83/preview](https://onlinecourses.nptel.ac.in/noc21_cs83/preview)

**Topics relevant to "SKILL DEVELOPMENT":** Deterministic and Non-Deterministic Automaton, Regular Expressions, CFGs, Turning Machine and Pushdown automaton for Skill Development through Problem Solving methodologies. This is attained through assessment component mentioned in course handout.

<b>Course Code:</b> CSE2264	<b>Course Title:</b> Essentials of AI	<b>I-T-P-C</b>	3	0	0	3
<b>Version No.</b>	2.0					
<b>Course Pre-requisites</b>	Basic knowledge of programming, mathematics, understanding of data handling					
<b>Anti-requisites</b>	<b>NIL</b>					
<b>Course Description</b>	This course is a comprehensive introductory course designed to equip learners with the fundamental Python programming skills necessary to work with artificial intelligence (AI) technologies. This course is aimed at individuals who are new to AI but have a basic understanding of programming concepts. It combines Python programming fundamentals with hands-on experience in implementing AI techniques such as machine learning, neural networks, and natural language processing.					
<b>Course Objective</b>	The objective of the course is to Understand Python Programming Fundamentals, Manipulate and Process Data with Python, Implement Machine Learning Algorithms and Build and Train Neural Networks for AI Applications.					
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to: CO 1: Apply Python Programming to AI Projects CO 2: Build and Train Machine Learning Models CO 3: Develop Deep Learning Models with Neural Networks CO 4: Deploy AI Solutions and Understand Ethical Implications					
<b>Course Content:</b>						
<b>Module 1</b>	Introduction to Python Programming for AI	Assignment	Implementation	<b>10 Sessions</b>		
<b>Topics:</b> Python Basics: Variables, Data Types, Operators, and Control Flow Functions, Loops, and Conditionals statements, Data Structures: Lists, Tuples, Dictionaries, Sets ,Introduction to Libraries: NumPy and Pandas for data manipulation, Basic Input/Output and File Handling Introduction to Python for AI: Libraries and Frameworks Overview						
<b>Module 2</b>	Data Processing, Visualization	Assignment	Implementation	<b>10 Sessions</b>		



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## Topics:

cleaning and preprocessing with Pandas, Handling missing data, outliers, and duplicates, Data transformation (Normalization, Encoding), Introduction to Matplotlib and Seaborn for Data Visualization, Exploratory Data Analysis (EDA), Visualizing datasets to understand patterns and relationships.

Module 3	Introduction to Machine Learning	Mini - Project	Implementation	10 Sessions
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## Topics:

What is Machine Learning? Types of ML algorithms Supervised Learning: Regression, Classification, Unsupervised Learning: Clustering, Key ML Algorithms: Linear Regression, Decision Trees, K-Means ,Introduction to Scikit-learn library

Model evaluation (Accuracy, Precision, Recall, Confusion Matrix)

Module 4	Neural Networks and Deep Learning	Quiz	Implementation	10 Sessions
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## Topics:

Introduction to Neural Networks and Deep Learning, Perceptron Model and Backpropagation

Deep Neural Networks and Activation Functions, Introduction to TensorFlow and Keras, Building and Training Neural Networks for Image and Text Classification, Overview of Convolutional Neural Networks (CNNs) and Recurrent Neural Networks (RNNs)

## Targeted Application & Tools that can be used:

### Applications:

- Data Preprocessing:** Clean and manipulate data from various sources such as CSV, Excel, SQL databases, and APIs.
- Exploratory Data Analysis (EDA):** Gain insights into datasets by identifying trends, patterns, and outliers.
- Predictive Modeling:** Build models for classification (e.g., spam detection) and regression (e.g., house price prediction).
- Clustering:** Group data into clusters for unsupervised learning tasks (e.g., customer segmentation).
- Model Evaluation:** Assess model performance using appropriate metrics such as accuracy, precision, recall, and F1-score.

### Tools:

- **Pandas:** For data manipulation and cleaning (e.g., handling missing values, merging datasets).
- **NumPy:** For numerical operations and working with arrays and matrices.
- **Matplotlib:** For creating static, animated, and interactive visualizations.
- **Seaborn:** For advanced data visualizations (e.g., heatmaps, pair plots).
- **Plotly:** For creating interactive visualizations, especially useful for large datasets.
- **Scikit-learn:** The go-to library for implementing machine learning algorithms (e.g., linear regression, decision trees, k-means clustering).
- **XGBoost:** For advanced gradient boosting models, particularly for large-scale machine learning tasks.
- **TensorFlow** (for deep learning in Module 4): A powerful open-source library for building machine learning and deep learning models.
- **Keras:** High-level neural network API, built on top of TensorFlow, to easily create deep learning models.
- **NLTK:** The Natural Language Toolkit for various text processing tasks like tokenization, stemming, and part-of-speech tagging.
- **spaCy:** A fast NLP library for advanced NLP tasks such as named entity recognition and dependency parsing.
- **Transformers (by Hugging Face):** A powerful library for using pre-trained Transformer-based models like BERT,



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GPT, and others for advanced NLP tasks.

**Text Book(s):**

T1: **Essentials of Python for Artificial Intelligence and Machine Learning** by Pramod Gupta and Anupam Bagchi

**Reference(s):**

- "Artificial Intelligence with Python" – Prateek Joshi
- "Python Machine Learning" – Sebastian Raschka & Vahid Mirjalili
- "Hands-On Artificial Intelligence with Python" – Teet Straus
- "Deep Learning for Coders with Fastai and PyTorch" – Jeremy Howard & Sylvain Gugger

<b>Course Code:</b> CSE2265	<b>Course Title:</b> Essentials of AI Lab	<b>L-T-P- C</b>	0	0	2	1
<b>Version No.</b>	2.0					
<b>Course Prerequisites</b>						
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	This course introduces students to the essential concepts and techniques of Artificial Intelligence (AI) with a focus on practical implementation using Python. Students will explore core AI topics such as search algorithms, knowledge representation, machine learning, and neural networks, while gaining proficiency in using popular Python libraries like NumPy, pandas, scikit-learn, and TensorFlow. Through a series of lab exercises and projects, students will apply AI principles to solve real-world problems, develop intelligent applications, and understand how AI systems function at a foundational level.					
<b>Course Objective</b>	The primary objectives of the course are to Gain Proficiency in AI Concepts and Python Implementation, Develop and Implement Machine Learning Models, Understand and Build Neural Networks, Apply AI to Real-World Problems					
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to: <ol style="list-style-type: none"><li>1. Proficiency in Implementing AI Algorithms Using Python</li><li>2. Ability to Build and Evaluate Machine Learning Models</li><li>3. Hands-on Experience with Neural Networks and Deep Learning</li><li>4. Practical Application of AI to Solve Real-World Problems</li></ol>					
<b>Course Content:</b>						
<b>Module 1</b>	Introduction to AI and Python for AI	Assignment	Implementation	<b>8 Sessions</b>		



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## Lab Assignment 1: Setting Up the Python Environment

- **Objective:** Get familiar with setting up a Python environment for AI projects.
- **Tasks:**
  1. Install Python, Anaconda, and Jupyter Notebook.
  2. Set up a virtual environment for AI development.
  3. Install essential Python libraries: numpy, pandas, matplotlib, and scikit-learn.
  4. Write and execute simple Python code to verify installation (e.g., print a "Hello AI" message).

## Lab Assignment 2: Basic Python Programming for AI

- **Objective:** Understand and practice the basic Python syntax and data structures used in AI.
- **Tasks:**
  1. Write Python code to work with basic data types (integer, float, string, boolean).
  2. Implement and manipulate Python lists, tuples, sets, and dictionaries.
  3. Create basic control flow structures: if-else, for loops, while loops.
  4. Use functions and lambda functions to solve small AI-related problems, such as calculating factorial or Fibonacci numbers.

## Lab Assignment 3: Data Exploration and Preprocessing

- **Objective:** Learn how to work with data for AI models.
- **Tasks:**
  1. Load a dataset (e.g., Titanic or Iris dataset) using pandas.
  2. Clean the dataset by handling missing values, removing duplicates, and converting data types if needed.
  3. Explore the dataset by visualizing it using matplotlib and seaborn.
  4. Perform basic data preprocessing tasks such as feature scaling, encoding categorical variables, and splitting data into training and testing sets.

Module 2	Data Processing, Visualization	Assignment	Implementation	8 Sessions
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## Lab Assignment 1: Data Preprocessing with Pandas

### Objective:

Learn the fundamentals of data preprocessing, including cleaning, handling missing values, and performing basic transformations using **Pandas**.

### Tasks:

1. **Load and Inspect the Dataset:**
  - Load a dataset (e.g., **Iris**, **Titanic**, **Wine Quality** dataset) using `pandas.read_csv()` or `pandas.read_excel()`.
  - Inspect the first few rows of the dataset using `.head()` and check basic information using `.info()`.
2. **Handle Missing Values:**
  - Identify missing values in the dataset using `.isnull()` or `.isna()`.
  - Handle missing data by imputing with mean, median, or mode using `SimpleImputer` from `sklearn`, or remove rows with missing data using `.dropna()`.
3. **Data Transformation:**
  - Convert categorical variables to numerical values using one-hot encoding or label encoding.
  - Normalize/standardize numerical columns using `StandardScaler` or `MinMaxScaler` from `sklearn`.



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## 4. Subset and Filter Data:

- Create subsets based on certain conditions (e.g., select rows where a specific feature value is greater than a threshold).
- Filter outliers from numerical data using interquartile range (IQR).

Lab Assignment 2: Data Aggregation and Grouping with Pandas

### Objective:

Master aggregation and grouping techniques using **Pandas** for summarizing data.

Tasks:

#### 1. Group Data by Category:

- Group data by one or more categorical features (e.g., "class" in the Iris dataset or "embarked" in Titanic dataset).
- Use `.groupby()` to calculate aggregate statistics such as mean, median, sum, and count.

#### 2. Pivot Tables:

- Create a pivot table to summarize data (e.g., aggregate the average age of passengers in the Titanic dataset by class and gender).
- Use `.pivot_table()` to perform multi-dimensional aggregation.

#### 3. Data Aggregation and Custom Functions:

- Apply custom aggregation functions to the grouped data (e.g., calculate custom metrics or perform complex transformations within each group).

#### 4. Sorting and Ranking Data:

- Sort the dataset by multiple columns (e.g., sorting by "age" or "fare").
- Rank data based on specific metrics (e.g., assign ranks to passengers by fare in the Titanic dataset).

Lab Assignment 3: Data Visualization with Matplotlib and Seaborn

### Objective:

Learn to visualize datasets using **Matplotlib** and **Seaborn** for better understanding and insights.

Tasks:

#### 1. Basic Plotting with Matplotlib:

- Create simple plots like line plots, bar plots, and histograms using **Matplotlib**.
- Customize the plots by setting titles, labels, and legends.
- Create scatter plots to visualize relationships between two variables.

#### 2. Advanced Plotting with Seaborn:

- Use **Seaborn** to create advanced visualizations like pair plots, heatmaps, box plots, and violin plots.
- Customize visualizations with color palettes, styling, and themes.
- Create a correlation heatmap to visualize correlations between features in the dataset.

#### 3. Distribution Visualizations:

- Plot distributions of continuous variables using **Seaborn's** `distplot()` or `kdeplot()`.
- Create bar plots for categorical variables to understand their frequency distribution.

#### 4. Multi-Plot Grid Layouts:



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- Use **Matplotlib**'s subplots() function to create multiple plots in a grid layout for comparison (e.g., scatter plot and histogram in the same figure).

## Lab Assignment 4: Visualizing Relationships and Feature Importance

### Objective:

Understand how to visualize relationships between features and evaluate feature importance for predictive models.

### Tasks:

1. **Scatter Plot Matrix:**
  - Use **Seaborn**'s pairplot() to create a scatter plot matrix to visualize the relationships between multiple features.
  - Analyze the pairwise relationships between features and identify any patterns or correlations.
2. **Heatmap of Correlation Matrix:**
  - Use **Pandas** to calculate the correlation matrix of numeric features.
  - Visualize the correlation matrix using **Seaborn**'s heatmap() to understand feature correlations and multicollinearity.
3. **Feature Importance from Models:**
  - Train a decision tree or random forest model using **scikit-learn** on a dataset (e.g., **Iris** or **Titanic**).
  - Visualize feature importance using a bar chart to understand which features have the most impact on the model.
4. **Visualizing Predictions vs. Actual Values:**
  - For regression tasks, visualize the predicted values against the actual values using a scatter plot.
  - For classification tasks, visualize the classification results with a confusion matrix.

## Lab Assignment 5: Time Series Data Visualization and Processing

### Objective:

Learn how to process and visualize time series data, which is common in AI applications like forecasting and trend analysis.

### Tasks:

1. **Load and Preprocess Time Series Data:**
  - Load a time series dataset (e.g., stock market data, weather data).
  - Parse dates properly and set the date column as the index using pd.to\_datetime() and .set\_index().
2. **Plot Time Series Data:**
  - Plot a time series line chart using **Matplotlib** to visualize trends over time.
  - Create rolling averages (e.g., 7-day, 30-day) to smooth out short-term fluctuations in the time series data.
3. **Seasonal Decomposition of Time Series:**
  - Use **statsmodels** to decompose a time series into seasonal, trend, and residual components.
  - Visualize the decomposed components to understand seasonal variations.
4. **Forecasting with Simple Models:**



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- Use simple forecasting models (e.g., moving average, ARIMA) to predict future values.
- Visualize the forecasted data along with actual historical data.

Module 3	Introduction to Machine Learning	Assignments	Implementation	8 Sessions
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## Lab Assignment 3: Implementing Linear Regression

- **Tasks:**

1. Load a real-world dataset (e.g., **Boston Housing Price** dataset).
2. Train a **Linear Regression** model using `LinearRegression()` from scikit-learn.
3. Evaluate the model using **Mean Squared Error (MSE)** and **R-squared Score**.
4. Visualize the regression line using Matplotlib.

## Lab Assignment 4: Logistic Regression for Classification

- **Tasks:**

1. Load the **Iris** or **Breast Cancer** dataset.
2. Preprocess the dataset (handle missing values, encode categorical variables, scale data).
3. Train a **Logistic Regression** model using `LogisticRegression()`.
4. Evaluate performance using **Accuracy, Precision, Recall, F1-score**.
5. Plot the **Confusion Matrix** and **ROC Curve**.

## Lab Assignment 5: Implementing K-Nearest Neighbors (KNN)

- **Tasks:**

1. Load the **Iris dataset** and split it into training and testing sets.
2. Train a **KNN classifier** using `KNeighborsClassifier()`.
3. Experiment with different values of **K** and evaluate performance.
4. Visualize decision boundaries using a **scatter plot**.

## Lab Assignment 6: Decision Trees and Random Forests

- **Tasks:**

1. Train a **Decision Tree classifier** on the Titanic dataset.
2. Visualize the tree structure using `plot_tree()`.
3. Train a **Random Forest classifier** and compare performance with the decision tree.
4. Determine the **feature importance** using `feature_importances_`.

Module 4	Neural Networks and Deep Learning	Quiz	Implementation	6 Sessions
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## Lab Assignment 7: Introduction to Perceptron and Activation Functions

### Tasks:



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1. Implement a **single-layer perceptron** using NumPy.
2. Train the perceptron to classify **AND, OR, XOR** gates.
3. Experiment with different **activation functions** (Sigmoid, ReLU, Tanh).
4. Visualize decision boundaries.

## Lab Assignment 8: Building a Simple Neural Network with Keras

### Tasks:

1. Load the **MNIST dataset** from keras.datasets.
2. Preprocess the data (normalize pixel values, reshape input).
3. Create a **fully connected neural network** using Sequential API.
4. Train and evaluate the model using **categorical cross-entropy loss** and **accuracy**.

## Lab Assignment 9: Implementing CNN from Scratch

### Tasks:

1. Load the **CIFAR-10 dataset**.
2. Build a CNN with **Conv2D, MaxPooling2D, Flatten, Dense, Dropout** layers.
3. Use **Adam optimizer** and **categorical cross-entropy loss**.
4. Train and visualize loss/accuracy curves.

## Lab Assignment 10: Image Augmentation & Regularization

### Tasks:

1. Apply **data augmentation** (rotation, zoom, flipping) using ImageDataGenerator.
2. Add **dropout and batch normalization** to prevent overfitting.
3. Compare model performance with and without augmentation.

## Lab Assignment 11: Transfer Learning with Pre-trained Models

### Tasks:

1. Use **VGG16 or ResNet50** pre-trained on ImageNet.
2. Replace the output layer to classify **new images**.
3. Freeze earlier layers and fine-tune deeper layers.
4. Evaluate the model on a custom **dataset (e.g., Cats vs. Dogs)**.

## Lab Assignment 12: Implementing RNN for Text Classification



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## Tasks:

1. Load **IMDB movie reviews dataset** from keras.datasets.
2. Preprocess text (tokenization, padding sequences).
3. Build an **RNN** with **Embedding, SimpleRNN, Dense** layers.
4. Train and evaluate the model.

## Lab Assignment 13: Building an LSTM for Time Series Prediction

## Tasks:

1. Load a **time series dataset** (e.g., stock prices, temperature data).
2. Preprocess the data (normalize, reshape).
3. Build an **LSTM-based model**.
4. Predict future values and visualize trends.

## Targeted Application & Tools that can be used:

### Applications:

1. **Data Preprocessing:** Clean and manipulate data from various sources such as CSV, Excel, SQL databases, and APIs.
- **Exploratory Data Analysis (EDA):** Gain insights into datasets by identifying trends, patterns, and outliers.
- **Predictive Modeling:** Build models for classification (e.g., spam detection) and regression (e.g., house price prediction).
- **Clustering:** Group data into clusters for unsupervised learning tasks (e.g., customer segmentation).
- **Model Evaluation:** Assess model performance using appropriate metrics such as accuracy, precision, recall, and F1-score.

### Tools:

- **Pandas:** For data manipulation and cleaning (e.g., handling missing values, merging datasets).
- **NumPy:** For numerical operations and working with arrays and matrices.
- **Matplotlib:** For creating static, animated, and interactive visualizations.
- **Seaborn:** For advanced data visualizations (e.g., heatmaps, pair plots).
- **Plotly:** For creating interactive visualizations, especially useful for large datasets.
- **Scikit-learn:** The go-to library for implementing machine learning algorithms (e.g., linear regression, decision trees, k-means clustering).
- **XGBoost:** For advanced gradient boosting models, particularly for large-scale machine learning tasks.
- **TensorFlow** (for deep learning in Module 4): A powerful open-source library for building machine learning and deep learning models.
- **Keras:** High-level neural network API, built on top of TensorFlow, to easily create deep learning models.

**NLTK:** The Natural Language Toolkit for various text processing tasks like tokenization, stemming, and part-of-speech tagging.



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**spaCy:** A fast NLP library for advanced NLP tasks such as named entity recognition and dependency parsing.

**Transformers (by Hugging Face):** A powerful library for using pre-trained Transformer-based models like BERT, GPT, and others for advanced NLP tasks.

## Text Book(s):

**T1: Essentials of Python for Artificial Intelligence and Machine Learning** by Pramod Gupta and Anupam Bagchi

## Reference(s):

1. "Artificial Intelligence with Python" – Prateek Joshi
2. "Python Machine Learning" – Sebastian Raschka & Vahid Mirjalili
3. "Hands-On Artificial Intelligence with Python" – Teet Straus
4. "Deep Learning for Coders with Fastai and PyTorch" – Jeremy Howard & Sylvain Gugger

<b>Course Code:</b> CCS2502	<b>Course Title:</b> Cyber threats for IOT and Cloud  <b>Type of Course:</b> 1] Program Core 2] Theory Only	<b>L-T-P-C</b>	3	0	0	3
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	CSE2502					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	Objective of the course is to understand the most important cyber threats for IOT and Cloud. Cyber attackers discover new possibilities in the areas of Internet of Things and cloud services. It mainly focuses on multiple security challenges facing the IoT and cloud computing especially concerns surrounding privacy and cyber security threats of the users and the how can the cyber risks relating to them be mitigated.					
<b>Course Objectives</b>	The objective of the course is to familiarize the learners with the concepts of Cyber threats for IOT and Cloud and attain <b>Skill Development</b> through <b>Participative Learning</b> techniques.					
<b>Course Out Comes</b>	On successful completion of the course the students shall be able to: <ul style="list-style-type: none"><li>• Understand the different types of cyber threats for IOT and cloud</li><li>• Develop a deeper understanding and familiarity with various types of cyber-attacks, cybercrimes, vulnerabilities and remedies thereto.</li><li>• Plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets.</li></ul>					
<b>Course Content:</b>						



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<b>Module 1</b>	<b>Introduction to IOT and Cloud computing</b>	Assignment	Programming Task		<b>12 Sessions</b>
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**Topics**

What is IoT, Genesis of IoT, IoT and Digitization, IoT Impact, IoT Challenges, IOT Architecture and protocols, Various platforms for IoT, Real-Time examples of IoT, Overview of IoT components and IoT communication Technologies, Introduction to Cloud Computing, The Vision of Cloud Computing, Defining a Cloud, Cloud Computing Reference Model, Characteristics and Benefits, Challenges Ahead, Distributed Systems, Virtualization, Service-Oriented Computing, Utility-Oriented Computing, Building Cloud Computing Environments, Application Development, Infrastructure and System Development, Computing Platforms and Technologies.

**Assignment:**

<b>Module 2</b>	<b>Cyber Threats</b>	Assignment	Programming Task	<b>8 Sessions</b>
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**Topics:**

What are Cyber Security Threats? Common Sources of Cyber Threats, Types of Cyber security Threats-Malware attacks, Social Engineering attacks, Supply chain attacks, Man-in-the middle Attack, Threat Detection Tools, Cyber Defense for Individuals.

**Assignment:**

<b>Module 3</b>	<b>Cyber Threats in Internet of Things</b>	Assignment	Programming/Data analysis task	<b>10 Sessions</b>
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**Topics:**

IoT threats and vulnerabilities- IoT attack surface, Attack surface areas of the IoT, Types of IoT security threats-Botnets, Denial of service, Man-in-the-Middle, Identity and data theft, Social engineering, Advanced persistent threats, Ransomware, Remote recording, How does the IoT influence security?, Best practices to reduce risks and prevent threats. Security guidelines for IoT. Managing IoT Security Threats.

**Assignment:**

<b>Module 4</b>	<b>Cyber Threats in Cloud computing</b>	Assignment	Programming/Data analysis task	<b>9 Sessions</b>
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**Topics:**

Cybersecurity Threats to Cloud Computing-Identity First Security, Cloud misconfiguration, Denial of Service, Insider Threats, Reduced Infrastructure Visibility, Unauthorized use of Cloud workloads, Insecure API's, Compliance and regulation issues, Mitigating cyber risks in cloud computing



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## Assignment:

### Text Books

- T1. Sunit Belapure and Nina Godbole, "Cyber Security: Understanding Cyber Crimes, Computer Forensics And Legal Perspectives" ,Wiley India Pvt Ltd,2013
- T2. David Hanes, Gonzalo Salgueiro, Patrick Grossetete, Robert Barton, Jerome Henry, "IoT Fundamentals: Networking Technologies, Protocols, and Use Cases for the Internet of Things", 1 st Edition, Pearson Education (Cisco Press Indian Reprint). (ISBN: 978- 9386873743)
- T3. Rajkumar Buyya, Christian Vecchiola, and Thamarai Selvi Mastering Cloud. Computing McGraw Hill Education

### References

- R1. Brooks, Charles J., Christopher Grow, Philip Craig, and Donald Short. Cybersecurity essentials. John Wiley & Sons,2018
- R2. Ollie Whitehouse, "Security of Things: An Implementers' Guide to Cyber-Security for Internet of Things Devices and Beyond", NCC Group, 2014
- R3. Securing The Cloud: Cloud Computing Security Techniques and Tactics by Vic (J.R.) Winkler (Syngress/Elsevier) - 978-1-59749-592-9

### Weblinks:

- <https://www.coursera.org/learn/cloud-security-basics>
- <https://www.imperva.com/learn/application-security/cyber-security-threats/>
- <https://presiuniv.knimbus.com/user#/home>

### Topics relevant to "SKILL DEVELOPMENT":

Cyber threats in IoT and Cloud Computing for **skill development** through **Participative Learning** techniques. This is attained through the assessment component mentioned in the course handout.

Course Code: CCS2500	Course Title: Cyber Forensics Type of Course: Program Core	L- T-P- C	2 -0	2	3
Version No.	1.0				
Course Pre-requisites	CSE2502				
Anti-requisites	NIL				
Course Description	The purpose of this course is to introduce to the students Cyber Forensic concepts. The course is both conceptual and analytical and is understood with various open-source software's. The course develops critical thinking like correctly collect and analyze computer forensic evidence, analyze and validate Forensics Data, study the tools and tactics associated with Cyber Forensics. The course involves quizzes, assignments with various open-source software.				



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Course Objective	The objective of the course is to familiarize the learners with the concepts of Cyber Forensics and attain Skill Development through Experiential Learning techniques.			
Course Outcomes	On successful completion of this course the students shall be able to: (1) understand various digital investigation terminologies and methods (knowledge) (2) understand various file formats (knowledge) (3) Recognize the importance of digital forensic duplication and various tools for analysis to achieve adequate perspectives of digital forensic investigation in various applications (Comprehension) (4) Apply techniques for forensic investigation (Application)			
Course Content:				
Module 1	DIGITAL INVESTIGATION	Quiz	MCQ/Based on Investigation process	No. of Sessions: 09
Digital Evidence and Computer Crime - History and Terminology of Computer Crime Investigation - Technology and Law - The Investigative Process -Investigative Reconstruction - Modus Operandi, Motive and Technology -Digital Evidence in the Courtroom.				
Module 2	UNDERSTANDING INFORMATION	Quiz	MCQ/Based on file format	No. of Sessions: 09
Methods of storing data: number systems, character codes, record structures, file formats and file signatures - Word processing and graphic file formats - Structure and Analysis of Optical Media Disk Formats - Recognition of file formats and internal buffers - Extraction of forensic artifacts- understanding the dimensions of other latest storage devices - SSD Devices.				
Module 3	COMPUTER BASICS FOR DIGITAL INVESTIGATORS	Assignment	Writing task	No. of Sessions: 09
Computer Forensic Fundamentals - Applying Forensic Science to computers - Computer Forensic Services - Benefits of Professional Forensic Methodology -Steps taken by computer forensic specialists.				
Information warfare: Arsenal – Surveillance Tools – Hackers and Theft of Components – Contemporary Computer Crime-Identity Theft and Identity Fraud – Organized Crime & Terrorism. Computer forensic cases: Developing Forensic Capabilities – Searching and Seizing Computer Related Evidence –Processing Evidence and Report Preparation – Future Issues. Assignment: Computer Crime				
Module 4	Computer Forensic Evidence and Data Recovery	Assignment	Writing task	No. of Sessions: 09



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Data Recovery Defined, Data Backup and Recovery, The Role of Backup in Data Recovery, The Data-Recovery Solution, Hiding and Recovering Hidden Data.

Data Collection and Data seizure: why collect evidence? - Collection Options, Obstacles, Types of Evidence, The Rules of Evidence, Volatile Evidence, General Procedure, Collection and Archiving, Methods of Collection, Artifacts, Collection Steps, Controlling Contamination: The Chain of Custody. Reconstructing the Attack.

Assignment: Data Recovery

## Textbook(s):

John R. Vacca, "Computer Forensics: Computer Crime Scene Investigation", Cengage Learning, 2nd Edition, 2019

## References

1. Ravi Kumar & B Jain, 2006, "Cyber Forensics - Concepts and Approaches", icfai university press
2. Christof Paar, Jan Pelzl, "Understanding Cryptography: A Textbook for Students and Practitioners", Springer's, Second Edition, 2010,
3. Ali Jahangiri, "Live Hacking: The Ultimate Guide to Hacking Techniques & Countermeasures for Ethical Hackers & IT Security Experts", First edition, 2009
4. Computer Forensics: Investigating Network Intrusions and Cyber Crime", Ec-Council Press, 2010.
5. C. Altheide & H. Carvey, "Digital Forensics with OpenSource Tools, Syngress", 2011, ISBN: 781597495868, <https://esu.desire2learn.com>

NPTEL: [https://onlinecourses.swayam2.ac.in/cec21\\_ge10/preview](https://onlinecourses.swayam2.ac.in/cec21_ge10/preview)

Udemy: <https://www.udemy.com/topic/digital-forensics/>

E-book Link(PU):

## Links

[http://182.72.188.195/cgi-bin/koha/opac-detail.pl?biblionumber=14073&query\\_desc=ti%2Cwrdl%3A%20CYBER%20FORENSIC](http://182.72.188.195/cgi-bin/koha/opac-detail.pl?biblionumber=14073&query_desc=ti%2Cwrdl%3A%20CYBER%20FORENSIC)

**Topics relevant to "Skill Development":** Cyber Forensics techniques for **Skill development** through **Experiential Learning techniques**. This is attained through the assessment component mentioned in the course handout.

<b>Course Code:</b> CCS2512	<b>Course Title:</b> Cyber Forensics Lab <b>Type of Course:</b> Program Core	<b>L- T- P- C</b>	0-0-2-1
<b>Version No.</b>	1.0		
<b>Course Pre-requisites</b>	CSE2502		
<b>Anti-requisites</b>	NIL		



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<b>Course Description</b>	The purpose of this course is to introduce to the students Cyber Forensic concepts. The course is both conceptual and analytical and is understood with various open-source software's. The course develops critical thinking like correctly collect and analyze computer forensic evidence, analyze and validate Forensics Data, study the tools and tactics associated with Cyber Forensics. The course involves quizzes, assignments with various open-source software.
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of <b>Cyber Forensics</b> and attain <b>Skill Development</b> through <b>Experiential Learning</b> techniques.
<b>Course Outcomes</b>	<b>On successful completion of this course the students shall be able to:</b> (1) <b>understand</b> various digital investigation terminologies and methods (knowledge) (2) <b>understand</b> various file formats (knowledge) (3) <b>Recognize</b> the importance of digital forensic duplication and various tools for analysis to achieve adequate perspectives of digital forensic investigation in various applications (Comprehension) (4) <b>Apply</b> techniques for forensic investigation (Application)
<b>Course Content:</b>	
<b>List of Laboratory Tasks:</b>	
1. Case Studies of Opensource Forensic Tools 2. FTK Forensic Tool kit for taking mirror image	
<b>Disk Forensics-</b>	
3. Identify digital evidences 4. Acquire the evidence 5. Authenticate the evidence 6. Preserve the evidence 7. Analyze the evidence 8. Report the findings	
<b>Network Forensics:</b>	
9. Intrusion detection 10. Logging 11. Correlating intrusion detection and logging	
<b>Device Forensics</b>	
12. Mobile phone 13. Digital Music 14. Printer Forensics 15. Scanner Forensics 16. Credit Card Forensics 17. Telecommunications Forensics 18. Forensic Analysis of a Virtual Machine 19. Forensic analysis of Cloud storage and data remnants 20. RAM Dumping Tool	
<b>Targeted Application &amp; Tools that can be used:</b>	
1. <b>FTK Forensic Toolkit</b> 2. <b>Encase</b>	



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3. Kali Linux- Vinetto, galatta
4. Autopsy – Disk Forensics

#### Project work/Assignment:

Each batch of students (self-selected batch mates) will identify projects based on the content and implement with the most suitable 2 or 3 antecedents.

#### Textbook(s):

1. John R. Vacca, "Computer Forensics: Computer Crime Scene Investigation", Cengage Learning, 2nd Edition, 2019

#### References

1. Ravi Kumar & B Jain, 2006, "Cyber Forensics - Concepts and Approaches", icfai university press
2. Christof Paar, Jan Pelzl, "Understanding Cryptography: A Textbook for Students and Practitioners", Springer's, Second Edition, 2010,
3. Ali Jahangiri, "Live Hacking: The Ultimate Guide to Hacking Techniques & Countermeasures for Ethical Hackers & IT Security Experts", First edition, 2009
4. Computer Forensics: Investigating Network Intrusions and Cyber Crime", Ec-Council Press, 2010.
5. C. Altheide & H. Carvey, "Digital Forensics with OpenSource Tools, Syngress", 2011, ISBN: 781597495868, <https://esu.desire2learn.com>

NPTEL: [https://onlinecourses.swayam2.ac.in/cec21\\_ge10/preview](https://onlinecourses.swayam2.ac.in/cec21_ge10/preview)

Udemy: <https://www.udemy.com/topic/digital-forensics/>

E-book Link(PU):

#### Links

[http://182.72.188.195/cgi-bin/koha/opac-detail.pl?biblionumber=14073&query\\_desc=ti%2Cwrdl%3A%20CYBER%20FORENSIC](http://182.72.188.195/cgi-bin/koha/opac-detail.pl?biblionumber=14073&query_desc=ti%2Cwrdl%3A%20CYBER%20FORENSIC)

**Topics relevant to "Skill Developemnt":** Cyber Forensics techniques for Skill development through Experiential Learning techniques. This is attained through the assessment component mentioned in the course handout.

<b>Course Code:</b> CCS2509	<b>Course Title:</b> Malware Analysis	<b>L- T- P- C</b>	3-0-0-3
<b>Version No.</b>	1.0		
<b>Course Pre-requisites</b>	NIL		
<b>Anti-requisites</b>	NIL		
<b>Course Description</b>	The purpose of the course is to explore malware analysis tools and techniques in depth. Understanding the capabilities of malware is critical to an organization's ability to derive threat intelligence, respond to information security incidents, and fortify defenses. This course builds a strong foundation for reverse-engineering malicious software using a variety of system and		



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	network monitoring utilities, a disassembler, a debugger, and other tools useful for turning malware inside-out.				
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of Malware Analysis and attain <b>Employability</b> through <b>Participative Learning</b> techniques.				
<b>Course Outcomes</b>	On successful completion of this course the students shall be able to: Understanding the nature of malware, its capabilities, and how it is combated through detection and classification. Apply the methodologies and tools to perform static and dynamic analysis on unknown executables. Analyze scientific and logical limitations on society's ability to combat malware.. Apply techniques and concepts to unpack, extract, decrypt, or bypass new anti-analysis techniques in future malware samples.				
<b>Course Content:</b>					
<b>Module 1</b>	<b>Introduction to MALWARE ANALYSIS</b>		Assignment	Programming activity	<b>12 Hours</b>
Topics: Introduction to malware, OS security concepts, malware threats, evolution of malware, malware typesviruses, worms, rootkits, Trojans, bots, spyware, adware, logic bombs, malware analysis, static malware analysis, dynamic malware analysis.					
<b>Assignment:</b> Brief study on types of spyware					
<b>Module 2</b>	<b>Static Analysis</b>		Assignment	Programming activity	<b>11 Hours</b>
Topics: X86 Architecture- Main Memory, Instructions, Opcodes and Endianness, Operands, Registers, Simple Instructions, The Stack, Conditionals, Branching, Rep Instructions, C Main Method and Offsets. Antivirus Scanning, Fingerprint for Malware, Portable Executable File Format, The PE File Headers and Sections, The Structure of a Virtual Machine, ReverseEngineering- x86 Architecture					
<b>Assignment:</b> Static analysis on malware (PeStudio & ProcMon)					
<b>Module 3</b>	<b>Dynamic Analysis</b>		Assignment	Programming activity	<b>11 Hours</b>
Topics: Live malware analysis, dead malware analysis, analyzing traces of malware- system-calls, api-calls, registries, network activities. Anti-dynamic analysis techniques anti-vm, runtime-evasion techniques, , Malware Sandbox, Monitoring with Process Monitor, Packet Sniffing with Wireshark					
<b>Assignment:</b> Demonstration of wireshark					
<b>Module 4</b>	<b>Malware Functionality and Detection Techniques</b>		Assignment	Programming activity	<b>12 Hours</b>



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## Topics:

Downloader, Backdoors, Credential Stealers, Persistence Mechanisms, Privilege Escalation, Covert malware launching- Launchers, Process Injection, Process Replacement, Hook Injection, Detours, APC injection.

Signature-based techniques: malware signatures, packed malware signature, metamorphic and polymorphic malware signature Non-signature based techniques: similarity-based techniques, machine-learning methods, invariant inferences

**Assignment:** Packet malware signature

**Targeted Application & Tools that can be used:** eCMAP (Certified Malware Analysis Professional)

**Project work/Assignment: Mention the Type of Project /Assignment proposed for this course**

Any appropriate tool can be given to demonstrate.

## Text Book

Michael Sikorski and Andrew Honig, 2012: " Practical Malware Analysis", No Starch Press.

## E-Resources

W1. <https://www.geeksforgeeks.org/introduction-to-malware-analysis/>

W2. <https://ine.com/learning/courses/malware-analysis>

W3: <https://sm-nitk.vlabs.ac.in/>

## References

Jamie Butler and Greg Hoglund, 2005: "Rootkits: Subverting the Windows Kernel", Addison-Wesley.

Dang, Gazet and Bachaalany, 2014: "Practical Reverse Engineering", Wiley.

Reverend Bill Blunden, 2012: "The Rootkit Arsenal: Escape and Evasion in the Dark Corners of the System" Second Edition, Jones & Bartlett.

Topics relevant to "EMPLOYABILITY SKILLS": X86 Architecture, Packet Sniffing, Wireshark, for development of Employability Skills through Participative Learning Techniques. This is attained through assessment components mentioned in course handout.

<b>Course Code:</b> CCS2503	<b>Course Title:</b> Cyber Security	<b>L-T-P-C</b>	3-0-0-3
<b>Version No.</b>	1.1		
<b>Course Pre-requisites</b>	CSE2251		



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<b>Anti-requisites</b>	NIL			
<b>Course Description</b>	<p>This is a foundation program geared towards generating and enhancing awareness about cyber security challenges and the concept of Cyber Security and Cyber Ethics among the stakeholders to help them become responsible Cyber Citizens and participate safely and securely in the rapidly evolving information-age society.</p> <p>The important topics include: Network Security model, attacks, malware, firewall, IT act and Cyber forensics</p>			
<b>Course Objectives</b>	<p>The objective of the course is to familiarize the learners with the concepts of <b>Cyber Security</b> and attain <b>Employability</b> through <b>Participative Learning</b> techniques.</p>			
<b>Course Outcomes</b>	<p>On successful completion of the course the students shall be able to:</p> <ol style="list-style-type: none"><li>1) Describe the basic concept of Cyber Security <b>[Knowledge]</b></li><li>2) Classify different types of attacks for a scenario <b>[Comprehension]</b></li><li>3) Prepare a mitigation policy for security threat <b>[Comprehension]</b></li><li>4) Demonstrate Cyber Security tools <b>[Application]</b></li></ol>			
<b>Course Content:</b>				
<b>Module 1</b>	Introduction to Cyber Security	Quiz	Knowledge	10 Sessions
<b>Topics</b> History of Internet, Cyber Crime, Information Security, Computer Ethics and Security Policies, Guidelines to choose web browsers, Securing web browser, Antivirus, Email security, Guidelines for setting up a Secure password , Cyber Security Threat Landscape, Emerging Cyber Security Threats, Cyber Security Techniques				
<b>Module 2</b>	Security Networks	in Assignment	Comprehension	10 Sessions
<b>Topics:</b> Security in Networks – Concepts, threats in Network, website vulnerabilities, man in the middle attack, denial of Service attack, distributed denial of service attack, Firewalls – introduction and design, types of firewalls, personal firewalls, Program Security – non malicious program errors, malicious program flaws, virus and other malicious code, prevention of virus infection.				
<b>Assignment:</b> Program Security – non malicious program errors.				
<b>Module 3</b>	Smartphone Security	Assignment	Comprehension	12 Sessions
<b>Topics:</b> Introduction to mobile phones, Smartphone Security, Android Security, IOS Security, Cyber Security Exercise, Cyber Security Incident Handling, Cyber Security Assurance, Guidelines for social media security, Tips and best practices for safer Social Networking ,Basic Security for Windows, User Account Password <b>Assignment:</b> Social Media Security				



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<b>Module 4</b>	Ethical Issues in Assignment Cyber Security	Programming/Data analysis task	<b>9 Sessions</b>								
Legal and ethical issues in Cyber Security – protecting program and data, copyright, patents and trade secrets, IT Act, EDP audit, Overview of CISA, Privacy in computing, Cyber Forensic Tools – types and categories, Cyber forensic suite. Forensic tools: types, categories, open source proprietary											
<b>Assignment:</b> Cyber Forensic Tools											
<b>Textbooks</b>											
T1. Charles P. Pfleeger and Shari Lawrence Pfleeger, "Security in Computing", Pearson Education, 5 <sup>th</sup> Edition, 2012 T2. Brooks, Charles J., Christopher Grow, Philip Craig, and Donald Short. Cybersecurity essentials. John Wiley & Sons, 2018 . T3. Dejey and Murugan, "Cyber Forensics", Oxford University Press, 2018.											
<b>References</b>											
R1. Charles P. Pfleeger, Shari Lawrence Pfleeger, Jonathan Margulies, Security in Computing, 5th Ed, Pearson Education, 2015. R2. Behrouz A Forouzan and Debdeep Mukhopadhyay, Cryptography and Network Security, 3 <sup>rd</sup> Edition, Mc Graw Hill Publication, ISBN 13: 978-93-392-2094-5.2008.											
<b>Web links:</b> W1. <a href="https://www.youtube.com/watch?v=RYB4cG8G2xo">https://www.youtube.com/watch?v=RYB4cG8G2xo</a> W2. <a href="https://www.coursera.org/lecture/detecting-cyber-attacks/Cyber-Security-UeDqJ">https://www.coursera.org/lecture/detecting-cyber-attacks/Cyber-Security-UeDqJ</a> , <a href="https://presiuniv.knimbus.com/user#/home">https://presiuniv.knimbus.com/user#/home</a>											
Topics relevant to "EMPLOYABILITY SKILLS": Mobile Security for developing Employability Skills through Participative Learning techniques. This is attained through assessment component mentioned in course handout.											

<b>Course Code:</b> <b>FIN1002</b>	<b>Course Title: Essentials of Finance</b> <b>Type of Course: HSMC</b>	<b>L-T-P-C</b>	3	0	0	3
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	This course is designed to be accessible to all students, regardless of their prior financial knowledge.					
<b>Anti-requisites</b>						
<b>Course Description</b>	This course is designed to equip students with a <b>foundational understanding of key financial concepts and principles</b> . It will enable them to comprehend					



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	the <b>core functions of finance</b> , delve into the intricacies of <b>financial management within organizations</b> , and gain insights into the <b>fundamental aspects of taxation</b> . The course aims to develop students' abilities to <b>interpret financial statements, evaluate investment opportunities, understand capital structure decisions</b> , and navigate the <b>basics of tax implications</b> .			
<b>Course Objective</b>	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"><li><b>Understand the basic forms of business organization and their financial implications.</b></li><li><b>Understand the fundamental principles and concepts</b> that influence financial decision-making in various contexts.</li><li><b>Analyse and interpret financial statements</b> to assess the financial health and performance of an organization.</li><li><b>Identify income under various heads of income as per Income Tax Act, 1961</b> and determine the tax liability.</li></ul>			
<b>Course Outcomes</b>	<b>List the course outcomes</b> <b>On successful completion of this course the students shall be able to:</b> 7. <b>Understand the basic concepts of finance and financial markets and organizations.</b> 8. <b>Apply and interpret financial information for business decision making.</b> 9. <b>Identify various heads of income and deduction under Income Tax Act, 1961.</b>			
<b>Course Content:</b>				
<b>Module 1</b>	<b>Introduction to Finance</b>	Assignment/ Quiz	Numerical solving Task	<b>10 Sessions</b>
<b>Definition and Scope of Finance, Areas of Finance: Corporate Finance, Investments, Financial Institutions, International Finance; Types of Financial Markets: Money Markets vs. Capital Markets, Primary vs. Secondary Markets; Forms of Business Organization and Financial Goals: Shareholder Wealth Maximization vs. Profit Maximization; Understanding Financial Statements: Balance Sheet and Income Statement- Simple Numerical.</b>				
<b>Module 2</b>	<b>Financial Management</b>	Assignment/ Quiz	Numerical solving Task	<b>18 Sessions</b>
<b>Capital Budgeting Decisions: Payback Period, Net Present Value (NPV), Profitability Index (PI), Internal Rate of Return (IRR); Leverage- Basic Numerical; Capital Structure Decisions: Optimal Capital Structure, Trade-off Theory of Capital Structure; Cost of Capital: Equity, Debt, WACC; Dividend Policy: Factors influencing Dividend Policy.</b>				
<b>Module 3</b>	<b>Taxation</b>	Assignment/ Quiz	Numerical solving Task	<b>17 Sessions</b>
<b>Principles of a Good Tax System: Equity, Certainty, Convenience, Economy; Direct vs. Indirect Taxes; Residential Status of an Individual- Basic Problems; Heads of Income; Salary, House Property- Basic Numerical; Deductions under Chapter VI-A; Computation of Taxable Income and Tax Liability; E-Filing procedure.</b>				
<b>Targeted Application &amp; Tools that can be used:</b> <b>Textbooks, PPT, Spreadsheet Software (e.g., Microsoft Excel), Official Website of Income Tax Department.</b>				
<b>Project Work/ Assignment:</b>				
<b>1. Presentation:</b> There will be a group presentation, where the students will be given a topic. They will				



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have to explain/demonstrate the working and discuss the applications for the same.

**2. Case Study:** - At the end of the course students will be given a 'real-world' cases like business models of successful companies or tax evasion by reputed companies on which they have to come up with detailed analysis and assessment.

**Text Book(s):**

6. **Dr. Vinod K. Singhania & Dr. Monica Singhania.** (Latest Assessment Year Edition). *Students' Guide to Income Tax including GST.* Taxmann Publications.
7. **Pandey, I. M.** (2025). *Financial Management.* Vikas Publishing House.

**Reference Book (s):**

7. **Bhole, L.M., & Mahakud, J.** (Current Edition). *Financial Institutions and Markets: Structure, Growth and Innovations.* McGraw Hill Education India.
8. **Mehrotra, H.C., & Goyal, S.P.** (Latest Assessment Year Edition). *Income Tax Law & Practice.* Sahitya Bhawan Publications.
9. **Gordon, E., & Natarajan, K.** (Current Edition). *Financial Markets and Services.* Himalaya Publishing House.

**Online Resources (e-books, notes, ppts, video lectures etc.):**

12. <https://presidencyuniversity.linways.com>
13. [https://onlinecourses.nptel.ac.in/noc24\\_ec01/preview](https://onlinecourses.nptel.ac.in/noc24_ec01/preview)
14. <https://www.incometax.gov.in/iec/foportal/>

**Topics relevant to "SKILL DEVELOPMENT":** This course is designed to provide practical financial skills through participative learning techniques. Students will engage in performing suitable calculations to determine financial parameters (e.g., time value of money, investment returns, tax liabilities) and analysing financial statements to assess organizational performance and make informed decisions.

<b>Course Code:</b> APT4006	<b>Course Title:</b> Logical and Critical Thinking  <b>Type of Course:</b> Audited	<b>L-T-P- C</b>	0	0	2	0
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	Students should have the basic concepts of Logical reasoning and Critical thinking, along with its applications in real life problems.					
<b>Anti-requisites</b>	Nil					
<b>Course Description</b>	This is a skill-based training program for the engineering students (Undergraduate). This course is designed to enable the students to enhance their skills in Logical reasoning and Critical thinking.					
<b>Course Objective</b>	The objective of the course is to familiarize the learners with concepts in Logical reasoning and Critical thinking through problem solving techniques suitable for their career development.					
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to:					
	CO1] Understand all the concepts.					
	CO2] Apply the concepts in problem solving (Bloom's taxonomy Level 3)					



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CO3] Analyze and structure the reasoning techniques and spatial visualization skills

## Course Content:

<b>Module 1</b>	Logical Thinking	Assignment		<b>16 Hours</b>
	<b>Topics:</b>			
	Syllogisms, Cubes and Dices, Mirror and Water images, Paper cutting and Folding, Embedded figures & Completion of figures, Data Interpretation, Data sufficiency			
<b>Module 2</b>	Critical Thinking	Assignment		<b>14 Hours</b>
	<b>Topics:</b>			
	Analogy, Symbol and Notations, Statement and assumption, Cause of action, Statement and conclusion, Puzzles			
	<b>Targeted Application &amp; Tools that can be used:</b>			
	Application area: Placement activities and Competitive examinations.			
	Tools: LMS			
<b>Evaluation</b>	<b>Continuous Evaluation</b>			
	· Topic wise evaluation			
	· Internal Assessments			
	<b>Text Book</b>			
	1. A new approach to reasoning verbal, non-verbal & analytical by BS Sijwali			
	2. R S Aggarwal			
	3. Kiran publications			
	<b>References</b>			
	1. <a href="http://www.indiabix.com">www.indiabix.com</a>			
	2. <a href="http://www.testbook.com">www.testbook.com</a>			
	3. <a href="http://www.youtube.com/c/TheAptitudeGuy/videos">www.youtube.com/c/TheAptitudeGuy/videos</a>			
	<b>Topics relevant to Skill Development</b> Logical reasoning and Critical thinking for Skill Development through Problem solving Techniques. This is attained through assessment component mentioned in course handout.			

<b>Course Code:</b> CSE7000	<b>Course Title:</b> Internship	<b>L- T-P- C</b>	-	-	-	2
<b>Version No.</b>	1.0					



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<b>Course Pre-requisites</b>	<b>Knowledge and Skills related to all the courses studied in previous semesters.</b>
<b>Anti-requisites</b>	<b>NIL</b>
<b>Course Description</b>	Students observe science and technology in action, develop an awareness of the method of scientific experimentation, and often get an opportunity to see, study and operate sophisticated and costly equipment. They also learn about the implementation of the principles of management they have learnt in class, when they observe multidisciplinary teams of experts from engineering, science, economics, operations research, and management deal with techno-economic problems at the micro and macro levels. Finally, it enables them to develop and refine their language, communication and inter-personal skills, both by its very nature, and by the various evaluation components, such as seminar, group discussion, project report preparation, etc. The broad-based core education, strong in mathematics and science and rich in analytical tools, provides the foundation necessary for the student to understand properly the nature of real-life problems.
<b>Course Objectives</b>	The objective of the course is to familiarize the learners with the concepts of Professional Practice and attain Employability Skills through Experiential Learning techniques.
<b>Course Outcomes</b>	On successful completion of this course the students shall be able to: 1. Identify the engineering problems related to local, regional, national or global needs. (Understand) 2. Apply appropriate techniques or modern tools for solving the intended problem. (Apply) 3. Design the experiments as per the standards and specifications. (Analyze) 4. Interpret the events and results for meaningful conclusions. (Evaluate)

6<sup>th</sup> SEM

<b>Course Code:</b> CSE2274	<b>Course Title:</b> Competitive Programming and Problem Solving	<b>L-T-P-C</b>	0	0	4	2
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	NIL					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	The <b>Competitive Programming and Problem Solving</b> course equips students with efficient problem-solving skills for coding competitions and real-world challenges. Starting with					



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	<p>brute-force solutions, students learn to optimize time and space complexity using advanced techniques like dynamic programming, greedy algorithms, and backtracking. Hands-on practice on platforms like CodeChef and Codeforces helps tackle problems involving number theory, data structures, and algorithmic paradigms. By understanding CP constraints and fostering a strategic mindset, students gain the confidence to excel in competitions, technical interviews, and practical applications.</p>
<b>Course Out Comes</b>	<p>On successful completion of the course the students shall be able to:</p> <p>CO1 : Understanding the issues of online platforms and Competitive Programming (CP) and developing brute force coding for commonly asked CP problems.</p> <p>CO2 : Analyzing the space and time complexity of brute force solutions and designing efficient solutions.</p> <p>CO3 : Evaluating the applicability of suitable algorithmic approaches to solve relevant CP problems.</p> <p>CO4: Creating efficient solutions of CP problems using the learnt algorithmic approaches.</p>
<b>Course Objective</b>	<p>The objective of the course is to familiarize the learners with the concepts of <b>Competitive Programming and Problem Solving</b> and attain <b>Skill Development</b> through <b>Experiential Learning</b> techniques.</p>

## **Module 1: Introduction to Competitive Programming**

Overview of Efficient Coding for Problem Solving and CP: Introduction to competitive programming (CP); revisit of complexity analysis; introduction to online platforms such as codechef, codeforces etc and online submission; constraints during CP, online testing process and common errors such as TLE; use of STL

## **Module 2: Number Theory for Problem-Solving**

Use of Number Theory for problem-solving: reducing time/space complexity of brute force coding solution of Sieve Method, Inverse Module, Euclidian Method of factorization; efficient coding for Permutation Combination; XORing based and pattern-based solutions.

## **Module 3: Optimizing Time & Space Using Sequential Storage**

Coding for Optimizing time and Space using Sequential Storage: two pointer approach; problem-solving using arrays and strings such as rotation on sorted arrays, duplicate removal, string matching algorithms; Kadane's algo, stacks, priority-queues and hashing based efficient coding; median based problems and alternate solutions.

## **Module 4: Non-Linear Data Structures**

Applying Non-Linear Data Structures for real-life problems: design of efficient solutions for problems such as finding loops in a linked list, memory efficient DLL, block reversal in LL; problem solving using trees and binary trees, Catalan numbers, applications of graphs, spanning tree and path algos for CP problems with reduced time/space complexity.

## **Module 5: Problem Solving using Advanced Topics**



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CP Problem Solving using Advanced Topics: concept of disjoint sets and their efficient representation, algorithmic approaches such as Greedy, Backtracking, Dynamic Programming and applying them for CP problems using bottom-up dynamic programming.

## List of Laboratory Tasks:

1. You are given the finishing times of 'N' runners in a marathon. Write a program to find the runner who finished in the third position. **Focus:** Basic data structures (arrays), sorting algorithms (e.g., insertion sort, selection sort), and basic input/output.
2. In the same marathon, you are given the finishing times of 'N' runners and their bib numbers. Write a program to efficiently find the top 10 runners and their corresponding bib numbers. **Focus:** Efficient sorting algorithms (e.g., merge sort, quick sort), data structures like priority queues, and optimizing for large datasets.
3. A library maintains a list of books with their unique IDs. Write a program to check if a given book ID is present in the library. **Focus:** Searching algorithms (linear search), basic data structures (arrays or lists).
4. The library wants to implement a system to quickly find books by their titles. Suggest an efficient data structure (e.g., a hash table or a trie) and explain how to implement it to achieve fast book lookups. **Focus:** Understanding the trade-offs between different data structures, choosing the most appropriate data structure for a specific problem, and implementing efficient search operations.
5. An online store sells products with different prices. Write a program to calculate the total cost of a given list of products. **Focus:** Basic arithmetic operations, working with arrays or lists to store product prices.
6. The online store offers discounts based on the total purchase amount. Design an algorithm to efficiently calculate the final cost of an order, considering different discount rules (e.g., percentage discounts, fixed amount discounts, tiered discounts). **Focus:** Algorithmic design, conditional statements, handling complex scenarios with multiple rules, and potentially using dynamic programming techniques for optimization.
7. You are given two integers, 'a' and 'm'. Calculate 'a' raised to the power 'm' modulo a large prime number 'p'. **Focus:** Basic modular arithmetic operations (modular exponentiation), understanding the modulo operator.
8. In a secure communication system, you need to efficiently compute the modular exponentiation for very large values of 'm'. Implement and analyze the efficiency of the binary exponentiation algorithm for this task. **Focus:** Efficient algorithms for modular exponentiation (binary exponentiation), time complexity analysis, and understanding the importance of efficient algorithms in cryptography.
9. You have a deck of 'N' cards. Calculate the total number of possible hands of size 'K' that can be drawn from the deck. **Focus:** Basic combinatorics (combinations), factorial calculations.
10. In a card game, you need to calculate the probability of drawing certain combinations of cards (e.g., a pair, a three-of-a-kind) from a shuffled deck. Design an efficient algorithm to calculate these probabilities. **Focus:** Advanced combinatorics (permutations and combinations with repetitions), probability calculations, and optimizing calculations to avoid overflows.
11. You are given a network of devices represented as a graph. Determine if there is a path between two given devices in the network. **Focus:** Graph traversal algorithms (depth-first search or breadth-first search).
12. In a secure network, you need to detect and isolate compromised devices. Design an algorithm that efficiently identifies devices that exhibit anomalous behavior (e.g., unusual traffic patterns) using XOR-based



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techniques for data comparison and pattern matching. **Focus:** Applying XOR operations for data comparison and pattern recognition, understanding the properties of XOR (e.g., commutative, associative), and designing algorithms for network anomaly detection.

13. You are given an array representing the speeds of cars on a highway. Find the minimum time required for all cars to pass a certain point. **Focus:** Basic array traversal, finding the minimum element in an array.
14. In a more realistic scenario, cars have different lengths. Implement a two-pointer approach to simulate the movement of cars and determine the minimum time for all cars to pass a given point. **Focus:** Two-pointer technique, simulating real-world scenarios with arrays, optimizing time complexity.
15. Given a string, find the number of occurrences of a specific substring within the string. **Focus:** Basic string manipulation, string matching (brute-force approach).
16. Implement the KMP (Knuth-Morris-Pratt) string matching algorithm to efficiently find all occurrences of a given pattern within a large text document. **Focus:** Advanced string matching algorithms, understanding the concept of the "next" array in KMP, optimizing for large input sizes.
17. An online auction platform receives bids for different items. Implement a data structure (e.g., a priority queue) to efficiently track the highest bid for each item. **Focus:** Priority queues, insertion and extraction operations on priority queues, basic implementation of a priority queue using an array or a suitable library.
18. The auction platform needs to handle a large number of bids concurrently. Design and implement a system that efficiently processes bids, updates the highest bid for each item, and handles potential race conditions. **Focus:** Concurrent data structures and algorithms, thread safety, handling race conditions, optimizing for high-throughput scenarios.
19. A social network can be represented as a graph where users are nodes, and connections between users are edges. Write an algorithm to find if two given users are connected in the network. **Focus:** Graph traversal algorithms (depth-first search or breadth-first search), basic graph representation (adjacency list or adjacency matrix).
20. In a large social network, efficiently finding the shortest path between two users is crucial. Implement Dijkstra's algorithm to find the shortest paths between users in the network, considering edge weights (e.g., representing the strength of connections). **Focus:** Shortest path algorithms (Dijkstra's algorithm), graph algorithms with weighted edges, optimizing for large graphs.
21. A file system can be modeled as a tree structure. Implement a function to traverse the file system and print the names of all files and directories. **Focus:** Tree traversal algorithms (depth-first search or breadth-first search), basic tree representation (using nodes and pointers).
22. Design and implement a file system that supports efficient operations like creating directories, deleting files, and finding files based on their names or paths. Consider using a combination of tree structures and hash tables for efficient indexing and searching. **Focus:** Designing and implementing file system structures, using multiple data structures together, optimizing for common file system operations.
23. An online shopping cart can be represented as a tree, where each node represents an item or a category of items. Write an algorithm to calculate the total price of all items in the shopping cart. **Focus:** Tree traversal, calculating sums within a tree structure.
24. Implement a system that allows customers to apply discounts and coupons to their shopping carts. Consider using a combination of trees and other data structures (e.g., hash tables) to efficiently apply discounts and calculate the final price. **Focus:** Applying discounts and promotions to tree-like structures, efficient



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implementation of discount rules, optimizing for complex pricing scenarios.

25. In a social network, users can form groups. Given a list of friendships, determine if all users in a specific group are connected (directly or indirectly) through friendships. **Focus:** Disjoint set union (DSU) data structure, basic connectivity checks.
26. Design an efficient algorithm to find the minimum number of new friendships needed to connect all users in the social network into a single, connected component. **Focus:** Applying DSU for finding connected components, greedy algorithms, optimization for minimizing connections.
27. A treasure hunt involves a series of clues leading to the final treasure. Given a list of possible paths and their associated costs, find the cheapest path to reach the treasure. **Focus:** Greedy algorithms (e.g., Dijkstra's algorithm for shortest paths), basic graph representation.
28. In a more complex treasure hunt, there are time constraints associated with each path. Design an algorithm to find the fastest path to the treasure while considering both path costs and time constraints.

**Focus:** Combining greedy approaches with other techniques (e.g., priority queues), handling multiple constraints, optimizing for time-critical scenarios.

29. In a simplified chess game with only rooks, determine the minimum number of moves required for a rook to reach a specific target square on an empty board. **Focus:** Breadth-first search (BFS) on a graph (the chessboard), basic graph traversal.
30. In a more realistic chess game with multiple pieces and obstacles, implement a minimax algorithm with alpha-beta pruning to determine the best move for a player. **Focus:** Game tree search, minimax algorithm, optimization techniques like alpha-beta pruning, handling complex game states.

## Targeted Application & Tools that can be used:

1. C or C++ Compiler (g++): The standard compiler for CP. Familiarize students with compilation flags (e.g., -O2 for optimization).
2. IDE (Integrated Development Environment): Code::Blocks, Visual Studio, CLion, or similar IDEs. These provide debugging capabilities, code completion, and other helpful features.
3. Online Judges (CodeChef, Codeforces, LeetCode, HackerRank): Essential for practicing and submitting solutions.
4. Debugger (gdb): Crucial for understanding code execution and finding bugs. Origin, excel and Mat lab softwares for programming and data analysis.
5. Number Theory Libraries: Some libraries provide pre-built functions for number theory operations (though often it's better to implement them yourself for learning).
6. Wolfram Alpha: A useful tool for verifying number theory calculations and exploring concepts.
7. **String Libraries:** Familiarize students with the string manipulation functions available in C++.
8. **Graph Visualization Tools:** Tools like Graphviz can be helpful for visualizing graphs and understanding graph algorithms.
9. **DP Debugging Techniques:** Practice debugging DP solutions, as they can be complex. Visualizing the DP table can be helpful.

## Text Books:



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1 Guide to Competitive Programming: Learning and Improving Algorithms Through Contests" (3rd Edition), *Antti Laaksonen*, *springer*, 2024

2 "Data Structures and Algorithms in Java: A Project-Based Approach" - *Dan S. Myers*, *Cambridge University Press*

## Reference Books:

1. Data Structures and Algorithmic Thinking with Python/C++/Java", *Narasimha Karumanchi*, 5<sup>th</sup> Edition, *Career Monk*, 2017.
2. Introduction to Algorithms, Thomas H. Cormen (Author), Charles E. Leiserson (Author), Ronald L. Rivest, fourth edition April 2022

## Web Resources

1. <https://nptel.ac.in/courses/106106231>

## Project work/Assignment: Mention the Type of Project /Assignment proposed for this course

### Assessment Type

- Midterm exam
- Assignment (review of digital/ e-resource from PU link given in references section - mandatory to submit screen shot accessing digital resource.)
- Quiz
- End Term Exam
- Self-Learning

<b>Course Code:</b> CSE2272	<b>Course Title:</b> Cloud Computing <b>Type of Course:</b> Theory	<b>L-T-P-C</b>	2	0	0	2
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	NIL					
<b>Anti-requisites</b>	Nil					
<b>Course Description</b>	Cloud Computing provides a hands-on comprehensive study of Cloud concepts and capabilities across the various Cloud service models including Infrastructure as a Service (IaaS), Platform as a Service (PaaS), and Software as a Service (SaaS). It dives into all of the details that a student needs to know in order to plan for developing applications on the cloud and what to look for when using applications or services hosted on a cloud.					



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<b>Course Objectives</b>	The objective of the course is to familiarize the learners with the concepts of <b>CLOUD COMPUTING</b> and is designed to improve the learners' <b>SKILL DEVELOPMENT</b> through <b>PARTICIPATIVE LEARNING TECHNIQUES</b> .				
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to: <ol style="list-style-type: none"><li>1. Describe the fundamental components and layers of Cloud Computing Architecture. [Remember]</li><li>2. Identify appropriate Virtualization techniques to virtualize infrastructures [Understand]</li><li>3. Summarize various Cloud mechanisms to optimize the QoS parameters [Understand]</li><li>4. Apply cloud platforms to develop various applications [Apply]</li></ol>				
<b>Course Content:</b>					
<b>Module 1</b>	<b>Introduction to Cloud services</b>	Assignment	Theory		<b>L: 10</b>
Evolution of cloud computing, Computing Platforms and Technologies, Cloud Computing Architecture, IaaS, PaaS, SaaS, Types of Clouds, Cloud Computing Environments. [Understanding]					
<b>Module 2</b>	<b>Virtualization Techniques</b>	Assignment	Theory		<b>L: 10</b>
Basics of Virtualization - Types of Virtualizations, Taxonomy of Virtualization Techniques, Implementation Levels of Virtualization. [Understanding]					
<b>Module 3</b>	<b>Cloud QoS and Management</b>	Assignment	Theory		<b>L: 10</b>
Cloud Infrastructure Mechanisms- Logical Network Perimeter, Virtual Server, Cloud Storage Device, Cloud Usage Monitor, Ready-Made Environment, SLAs, Specialized Cloud Mechanisms- Automated Scaling Listener, Load Balancer, SLA Monitor, Pay-Per-Use Monitor, Audit Monitor, Cloud Security Mechanisms. [Understanding]					
<b>Module 4</b>	<b>Cloud Application development in Cloud</b>	Assignment	Theory		<b>L: 10</b>
Programming Models for Cloud Computing – MapReduce, CGL Mapreduce, Cloud Haskell, Development environments for service development (Demonstration using AWS Cloud/Saturn Cloud); Dockers and Containers. [Apply]					
<b>Targeted Application &amp; Tools that can be used :</b>					
<b>Applications:</b> Cloud Platform, Use of cloud technology in different applications like healthcare, agriculture etc.					
<b>Tools:</b> <ol style="list-style-type: none"><li>1. Google App Engine</li><li>2. AWS, Saturn Cloud etc.</li></ol>					
<b>Project work/Assignment:</b> Mention the Type of Project /Assignment proposed for this course					
<ul style="list-style-type: none"><li>• Students can design and implement dynamic resource allocation for virtual machine using cloud computing environment.</li><li>• Design and Implementation of a Scalable Cloud-Based Data Storage System</li><li>• Development of a Multi-Cloud Management Platform</li></ul>					



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## Text Book

1. Rajkumar Buyya, Christian Vecchiola, and Thamarai Selvi, "Mastering Cloud Computing", McGraw Hill Education, 2013 edition.
2. John Rittinghouse and James Ransome, "Cloud Computing, Implementation, Management and Security", CRC Press, 2010 edition.

## References

1. Thomas Erl, Zaigham Mahmood, and Ricardo Puttini, "Cloud Computing Concepts, Technology & Architecture", PHI publisher 2013 edition.
2. K. Chandrasekaran, "Essentials of CLOUD COMPUTING", CRC Press, 2015 edition.
3. David E.Y. Sarna, "Implementing and Developing Cloud Applications", CRC Press, 2018 edition.
4. Manvi, Sunilkumar, and Gopal K. Shyam. "Cloud Computing: Concepts and Technologies". CRC Press, 2021.

## Web Based Resources and E-books:

W1. IEEE Transactions on Cloud Computing- <https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=6245519>  
W2. International Journal of Cloud Computing- <https://www.inderscience.com/jhome.php?jcode=ijcc>

## W3. CloudSim Resources

<https://javadoc.io/doc/org.cloudsimplus/cloudsim-plus/latest/org/cloudbus/cloudsim/resources/class-use/Resource.html>

## W4. Journal of Network and Computer Networking- <https://www.journals.elsevier.com/journal-of-network-and-computer-applications>

**Topics relevant to "Skill Development":** AWS, Azure, APIs, Aneka Cloud Platform, Virtualization, Cloud Platforms in Industry, EC2, Installation of VM Workstation, Cloud Infrastructure and Challenges for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.

Course Code: CSE2273	Course Title: Cloud Computing Lab	L- T-P- C	0	0	2	1
Version No.	1.0					
Course Pre-requisites	Nil					
Anti-requisites	Nil					
Course Description	Cloud Computing provides a hands-on comprehensive study of Cloud concepts and capabilities across the various Cloud service models including Infrastructure as a Service (IaaS), Platform as a Service (PaaS), and Software as a Service (SaaS). It dives into all of the details that a student needs to know in order to plan for developing applications on the cloud and what to look for when using applications or services hosted on a cloud.					



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<b>Course Objectives</b>	The objective of the course is to familiarize the learners with the concepts of <b>CLOUD COMPUTING</b> and is designed to improve the learners' <b>SKILL DEVELOPMENT</b> through <b>PARTICIPATIVE LEARNING TECHNIQUES</b> .
<b>Course Content:</b>	
<b>Targeted Application &amp; Tools that can be used :</b>	
<b>Applications:</b> Cloud Platform, Use of cloud technology in different applications like healthcare, agriculture etc.	
<b>Tools:</b> 1. Google App Engine 2. AWS, Saturn Cloud etc.	
<b>Project work/Assignment:</b> Mention the Type of Project /Assignment proposed for this course	
<ul style="list-style-type: none"><li>• Students can design and implement dynamic resource allocation for virtual machine using cloud computing environment.</li><li>• Design and Implementation of a Scalable Cloud-Based Data Storage System</li><li>• Development of a Multi-Cloud Management Platform</li></ul>	
<b>List of Laboratory Tasks:</b>	
<b>Experiments:</b> <ol style="list-style-type: none"><li>1. Create a simple cloud software application and provide it as a service using any Cloud Service Provider to demonstrate Software as a Service (SaaS).</li><li>2. Create a Virtual Machine with 1 vCPU, 2GB RAM and 15GB storage disk using a Type 2 Virtualization Software</li><li>3. Create a Virtual Hard Disk and allocate the storage using VM ware Workstation</li><li>4. Create a Snapshot and Cloning of a VM and Test it by loading the Previous Version/Cloned VM</li><li>5. Demonstrate Infrastructure as a Service (IaaS) by Creating a Virtual Machine using a Public Cloud Service Provider (Azure/GCP/AWS), configure with minimum CPU, RAM, and Storage and Launch the VM image.</li><li>6. Create a Simple Web Application using Java or Python and host it in any Public Cloud Service Provider (Azure/GCP/AWS) to demonstrate Platform as a Service (PaaS)</li><li>7. Create a Storage service using any Public Cloud Service Provider (Azure/GCP/AWS) and check the public accessibility of the stored file to demonstrate Storage as a Service</li><li>8. Create a SQL storage service and perform a basic query using any Public Cloud Service Provider (Azure/GCP/AWS) to demonstrate Database as a Service (DaaS)</li><li>9. Perform the basic configuration setup for Installing Hadoop 2.x like Creating the HDUSER and SSH localhost</li><li>10. Install Hadoop 2.x and configure the Name Node and Data Node.</li><li>11. Launch the Hadoop 2.x and perform MapReduce Program for a Word Count problem</li></ol>	
<b>Text Book</b>	
3. Rajkumar Buyya, Christian Vecchiola, and Thamarai Selvi, "Mastering Cloud Computing", McGraw Hill Education, 2013 edition.	
4. John Rittinghouse and James Ransome, "Cloud Computing, Implementation, Management and Security", CRC Press, 2010 edition.	



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## References

- Thomas Erl, Zaigham Mahmood, and Ricardo Puttini, "Cloud Computing Concepts, Technology & Architecture", PHI publisher 2013 edition.
- K. Chandrasekaran, "Essentials of CLOUD COMPUTING", CRC Press, 2015 edition.
- David E.Y. Sarna, "Implementing and Developing Cloud Applications", CRC Press, 2018 edition.
- Manvi, Sunilkumar, and Gopal K. Shyam. "Cloud Computing: Concepts and Technologies". CRC Press, 2021.

## Web Based Resources and E-books:

- W1. IEEE Transactions on Cloud Computing- <https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=6245519>
- W2. International Journal of Cloud Computing- <https://www.inderscience.com/jhome.php?jcode=ijcc>

## W3. CloudSim Resources

<https://javadoc.io/doc/org.cloudsimplus/cloudsim-plus/latest/org/cloudbus/cloudsim/resources/class-use/Resource.html>

W4. Journal of Network and Computer Networking- <https://www.journals.elsevier.com/journal-of-network-and-computer-applications>

Topics relevant to "Skill Development": AWS, Azure, APIs, Aneka Cloud Platform, Virtualization, Cloud Platforms in Industry, EC2, Installation of VM Workstation, Cloud Infrastructure and Challenges for Skill Development through Participative Learning techniques. This is attained through assessment component mentioned in course handout.

<b>Course Code:</b> CCS2507	<b>Course Title: Web Security</b> <b>Type of Course: Theory course</b>	<b>L- T-P- C</b>	2	0	0	2
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	CSE2251					
<b>Anti-requisites</b>	<b>NIL</b>					
<b>Course Description</b>	The purpose of this course is to introduce you to the field of web security by understanding web functionality and various security validations. The web is our gateway to many critical services and is quickly evolving as a platform to connect all our devices. Web vulnerabilities are growing on a year-to-year basis and designing secure web applications is challenging. The course covers fundamental concepts of web security principles, web vulnerability and exploitation, various attacks on web applications, and a few basic topics on web encryption.					



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<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of Web Security and attain Skill Development through Experiential Learning techniques.				
<b>Course Outcomes</b>	<b>On successful completion of this course the students shall be able to:</b> <ol style="list-style-type: none"><li><b>Define</b> the fundamentals of Web applications and validation. (Remember)</li><li><b>Recognize</b> the significance of password and authentication in web applications. (Understand)</li><li><b>Explain</b> the importance of session management in web. (Understand)</li><li><b>Apply</b> web attack techniques to find vulnerabilities in web applications. (Apply)</li></ol>				
<b>Course Content:</b>					
<b>Module 1</b>	<b>Introduction to Web Security</b>	Quiz	Knowledge		<b>08 Sessions</b>
<b>Topics:</b>	Web Functionality, Encoding Schemes, Mapping the Application - Enumerating the Content and Functionality, Analyzing the Application Bypassing, Client-Side Controls: Transmitting Data Via the Client, Capturing User Data, Handling Client-Side Data Securely - Input Validation, Blacklist Validation, Whitelist Validation. The Defense in-Depth Approach - Attack Surface Reduction, Rules of Thumb, Classifying and Prioritizing Threats.				
<b>Module 2</b>	<b>Web Application Authentication</b>	Assignments	Comprehension		<b>08 Sessions</b>
<b>Topics:</b>	Authentication Fundamentals- Two Factor and Three Factor Authentication - Password Based, Built-in, HTTP, Single Sign-on Custom Authentication- Secured Password Based Authentication: Attacks against Password, Importance of Password Complexity, Design Flaws in Authentication Mechanisms - Implementation, Flaws in Authentication Mechanisms - Securing Authentication.				
<b>Module 3</b>	<b>Session Management &amp; Web Security Principles</b>	Quiz	Comprehension		<b>08 Sessions</b>



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## Topics:

Need for Session Management, Weaknesses in Session Token Generation, Weaknesses in Session Token Handling, Securing Session Management; Access Control: Access Control Overview, Common Vulnerabilities, Attacking Access Controls, Securing Access Control. Origin Policy, Exceptions, Browser security Principles- Cross Site Scripting and Cross Site Request Forgery, File Security Principles: Source Code Security, Forceful Browsing, Directory Traversals.

Module 4	Web Application Vulnerability	Assignment	Application	06 Sessions
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## Topics:

Attacking data-stores and backend components- Injecting into Interpreted Contexts, injecting into SQL, NoSQL, XPath, LDAP, Injecting OS Commands, Manipulating File Paths, Injecting into XML Interpreters, Injecting into Back-end HTTP Requests, Injecting into Mail Services, Attacking application logic-real world logic flaws, Attacking users-Cross site scripting-varieties of XSS,XSS attacks in action, finding and exploiting XSS vulnerabilities, preventing XSS attacks, Other techniques-cookie based Attacks, HTTP Header Injection

## Textbook(s):

T1. Dafydd Stuttard, Marcus Pinto, "The Web Application Hacker's Handbook", Wiley Publishing Inc. ,2008

## References:

R1. B. Sullivan, V. Liu, and M. Howard, "Web Application Security", A B Guide. New York: McGraw-Hill

Education, 2011.

R2. Web Application Security: Exploitation and Countermeasure for Modern Web Applications,  
by Andrew Hoffman.

## E-book Links

T1: <https://www.oreilly.com/library/view/web-application-security/9780071776165/>

T2: <https://www.oreilly.com/library/view/web-application-security/9781492053101/>

## Web links-

1. NPTEL course : Introduction to Information Security I, IIT Madras  
<https://nptel.ac.in/courses/106106129>
2. Coursera Link : <https://www.coursera.org/learn/security-and-authentication>



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**Topics related to development of “Skills”:**

Web technology fundamentals, web security measures and web vulnerability/attacks.

**Topics related to development of “Experimental Learning”:**

Writing different web exploits to demonstrate vulnerabilities in web applications.

**Topics:** Preparing Portfolio, Presenting their work, Sharing formats of resumes, keywords to be discussed, tips on making smart video resumes. Creating impressions through resumes, Customization, list of common mistakes, Cover letter.

**Activity:** Resume building exercise

Module 2	Group Discussion	Group Activity	10 Hours
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**Topics:** Group discussion as a placement process, GD techniques like Keyword, SPELT & POV of affected parties. Do & Don't of GD, Case-lets and topics for GD, practice session and evaluation

**Activity:** Student group activity to build confidence

Module 3	Personal Interview	Mock Interview	10 Hours
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**Topics:** Role Play in interviews and constructive feedback, Stress Interviews, guesstimation. Do's and Don'ts'. Grooming as an integral part. Telephonic Interview and Virtual Interview, Mind Calming Interview Techniques.

**Activity:** Mock interview and virtual interview

**Targeted Application & Tools that can be used:**

1. TED Talks
2. You Tube Links
3. Activities

**Assignment proposed for this course**

Assignment 1: Physical resume submission

Assignment 2: Team formation for GD

Continuous Individual Assessment

Module 1: Submit physical resume

Module 2: Mock GD assessment

Module 3: Individual PI Assessment

**The topics related to skill development:**

Art Of Presentation and Group Discussion for Skill Development through Participative Learning Techniques. This is attained through assessment Component mentioned in course handout.

<b>Course Code:</b> CCS2508	<b>Course Title: Web Security Lab</b>	<b>L- T- P- C</b>	0	0	2	1
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	<b>CSE2502</b>					
<b>Anti-requisites</b>	<b>NIL</b>					
<b>Course Description</b>	The purpose of this course is to introduce you to the field of web security by understanding web functionality and various security validations. The web is our gateway to many critical services and is					



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		quickly evolving as a platform to connect all our devices. Web vulnerabilities are growing on a year-to-year basis and designing secure web applications is challenging. The course covers fundamental concepts of web security principles, web vulnerability and exploitation, various attacks on web applications, and a few basic topics on web encryption.
<b>Course Objective</b>		The objective of the course is to familiarize the learners with the concepts of Web Security and attain Skill Development through Experiential Learning techniques.
<b>Course Outcomes</b>		<b>On successful completion of this course the students shall be able to:</b> <b>5. Define</b> the fundamentals of Web applications and validation. (Remember) <b>6. Recognize</b> the significance of password and authentication in web applications. (Understand) <b>7. Explain</b> the importance of session management in web. (Understand) <b>8. Apply</b> web attack techniques to find vulnerabilities in web applications. (Apply)
<b>Course Content:</b>		
<b>List of Laboratory Tasks:</b>		<p><b>1. Practical knowledge of known vulnerabilities in CGI, LAMP stacks, REST APIs cross-site scripting</b></p> <p><b>Practical knowledge of known vulnerabilities in CGI, LAMP stacks, REST APIs cross-site scripting:</b> Use the <b>Nessus tool</b> to scan the network for vulnerabilities.</p> <ul style="list-style-type: none"><li>i. Basic Network scanning</li><li>ii. Advanced scanning in general search</li><li>iii. Ntstat port scanning:</li><li>iv. Vulnerability Mapping</li><li>v. Policies:</li><li>vi. Plugins:</li><li>vii. General Scanning</li><li>viii. Port Scanning</li></ul> <p><b>Level 1: Identification of vulnerabilities</b> <b>Level 2: Apply the concept</b></p> <p><b>2. HTTP and setting up stacks, the various types of databases Access</b></p>



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## Controls, Vulnerabilities

### HTTP and setting up stacks

- i. Create a simple web application that can store information sent to it. For example, you could create a web application that will store to a text file anything provided in a URL parameter
- ii. Write or modify an existing application that legitimately needs access to a sensitive resource ,but uses it at a time when it does not actually need it

### Various types of databases Access Controls

- i. Role-Based Access Control (RBAC)
- iii. Mandatory Access Control (MAC)

### Vulnerability: Study and work with KF Sensor

STEP1: Download **KF** Sensor tool Evaluation Setup File from KF Sensor Website.

STEP-2: Install with License Agreement and appropriate directory path.

STEP-3: Reboot the Computer now. The KF Sensor automatically starts during Windows boot.

STEP-4: Click Next to setup wizard.

STEP-5: Select all port classes to include and Click Next.

STEP-6: "Send the email and Send from email", enter the ID and Click Next.

STEP-7: Select the options such as Denial of Service[DOS], Port Activity, Proxy Emulsion, Network Port Analyzer, Click Next.

STEP-8: Select Install as System service and Click Next.

### Level 1: Identification of vulnerabilities

### Level 2: Apply the concept

### 3. Study of web authoring tools (any 2-3 tools)

- i. Study and work with Net Stumbler tool
- ii. Study and work with Snort
- iii. Study and work with Nmap

#### Level 1: Install the tools required

#### Level 2: Apply the concept

### 4. Testing web applications

### Study and work with Word press tool

- i. Create an Online Community website and test the website
- ii. Showcase Your Work Online and test its worth
- iii. Create a Local Business Website and test the website.

#### Level 1: Define the test cases

#### Level 2: Apply the concept to test the web application

### 5. SQL injection and prevention

From the given data set ,

- i. Put limits on all result sets
- ii. Cleanse and Validate Freeform User Input
- iii. Remove Freeform User Input When Possible
- iv. Validate Data Prior to Processing



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	<ul style="list-style-type: none"><li>v. Ensure Errors are Not User-Facing</li><li>vi. Use Stored Procedures to Abstract Business Logic and Control parameters</li><li>vii. Use LIKE Operators Carefully</li><li>viii. Limit Use of xp_cmdshell and Other Extended Stored Procedures</li><li>ix. Perform Penetration Tests</li><li>x. Code Review</li><li>xi. Minimizing the Impact of SQL Injection</li><li>xii. Principle of Least Privilege &amp; Login Security</li><li>xiii. Secure Linked Servers and Data Sources</li></ul>
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**Level 1: Recognize and acquire the data**

**Level 2: Apply the concept**

**6. Cross site request forgery attack lab**

With the usage of Virtual Machines

- i. Configure the Virtual Machines:
- ii. Observing HTTP Request in Victim VM
- iii. CSRF Attack using GET Request
- iv. CSRF Attack using POST Request
- v. Implementing a countermeasure

**Level 1: Identify and acquire the data**

**Level 2: Apply the concept**

**7. Web tracking**

Tracking the Web based scenario by

- Environment Configuration
- clear history and cookies
- open a new private window in Firefox

Task 1: Understand the basic working of the web tracking

Task 2: Importance of cookie in Web tracking

Task 3: Tracked user interests and data

Task 4: How ads are displayed in a website

Task 5: Tracking in a Private browser window

Task 6: Real world tracking

Task 7: Countermeasures

**Level 1: Identify and acquire the data logs**

**Level 2: Apply the concept**

**Targeted Application & Tools that can be used:**

- (1) **Word press tool can be used for building websites with possible vulnerabilities.**
- (2) **Tools such as Nmap and Nessus can be used for web attack demonstration.**
- (3) **KF Sensor advanced 'honeypot' intrusion and insider threat detection system for Windows networks**



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	<p>(4) Snort can be used for network intrusion detection system and intrusion prevention system</p> <p>(5) Net Stumbler tool for Windows that facilitates detection of Wireless LANs using the 802.11b, 802.11a and 802.11g WLAN standards.</p>
	<p><b>Textbook(s):</b></p> <p>T1. Dafydd Stuttard, Marcus Pinto, "The Web Application Hacker's Handbook", Wiley Publishing Inc. ,2008</p>

<b>Course Code:</b> CCS2506	<b>Course Title:</b> Intrusion Detection and Prevention System  <b>Type of Course:</b> 1] Program Core 2] Theory Only	<b>L-T-P-C</b>	3	0	0	3
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	CSE2502					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	Objective of the course is to Understand when, where, how, and why to apply Intrusion Detection tools and techniques in order to improve the security posture of an enterprise. Apply knowledge of the fundamentals and history of Intrusion Detection in order to avoid common pitfalls in the creation and evaluation of new Intrusion Detection Systems and Analyze intrusion detection alerts and logs to distinguish attack types from false alarms.					
<b>Course Objectives</b>	The objective of the course is to familiarize the learners with the concepts of <b>Intrusion Detection and Prevention System</b> and attain <b>Skill Development</b> through <b>Participative Learning</b> techniques.					
<b>Course Out Comes</b>	On successful completion of the course the students shall be able to: <ul style="list-style-type: none"><li>Understand about the intruders.</li><li>Define intrusion detection and prevention policies</li><li>Explain the fundamental concepts of Network Protocol Analysis and demonstrate the skill to capture and analyze network packets.</li><li>Use various protocol analyzers and Network Intrusion Detection Systems as security tools to detect network attacks and troubleshoot network problems.</li></ul>					
<b>Course Content:</b>						
<b>Module 1</b>	<b>Introduction to Intrusion Detection and Prevention System</b>	Assignment		Programming Task		<b>10 Sessions</b>
<b>Topics</b>						



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Understanding Intrusion Detection – Intrusion detection and prevention basics – IDS and IPS analysis schemes, Attacks, Detection approaches – Misuse detection – anomaly detection – specification based detection – hybrid detection. Internal and external threats to data, Need and types of IDS, Information sources, Host based information sources, Network based information sources.

**Assignment:** Demonstrating the skills to capture and analyze network packets using network packet analyzer.

**Topics:**

Intrusion Prevention Systems, Network IDs protocol based IDs, Hybrid IDs, Analysis schemes, thinking about intrusion. A model for intrusion analysis, techniques, Responses, requirement of responses, Types of responses, mapping responses to policy Vulnerability analysis, credential analysis, non-credential analysis. Architecture models of IDs and IPs.

**Assignment:** Applying Intrusion detection in security applications.

**Topics:**

Tool Selection and Acquisition Process – Bro Intrusion Detection – Prelude Intrusion Detection – Cisco Security IDS – Snorts Intrusion Detection – NFR security. Introduction to Snort, Snort Installation Scenarios, Installing Snort, Running Snort on Multiple Network Interfaces, Snort Command Line Options. Step-By-Step Procedure to Compile and Install Snort Location of Snort Files, Snort Modes Snort Alert Modes

**Assignment:** Demonstrate the working with Snort Rules, Rule Headers, Rule Options and The Snort Configuration File.

<b>Module 4</b>	Legal issues and organizations standards	Assignment	Programming/Data analysis task	<b>9 Sessions</b>
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Law Enforcement / Criminal Prosecutions – Standard of Due Care – Evidentiary Issues, Organizations and Standardizations.

**Assignment:** Addressing common legal concerns and myths about Intrusion Detection system

**Textbooks**

- T1. Carl Endorf, Eugene Schultz and Jim Mellander “Intrusion Detection & Prevention”, 1st Edition, Tata McGraw-Hill, 2004.
- T2. Earl Carter, Jonathan Hogue, “Intrusion Prevention Fundamentals”, Pearson Education, 2006.

**References**



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R1. Rafeeq Rehman : " Intrusion Detection with SNORT, Apache, MySQL, PHP and ACID," 1st Edition, Prentice Hall , 2003.

R2. Christopher Kruegel, Fredrik Valeur, Giovanni Vigna: "Intrusion Detection and Correlation Challenges and Solutions", 1st Edition, Springer, 2005.

R3. Paul E. Proctor, "The Practical Intrusion Detection Handbook ",Prentice Hall , 2001.

## Weblinks:

<https://www.youtube.com/watch?v=RYB4cG8G2xo>

<https://www.coursera.org/lecture/detecting-cyber-attacks/intrusion-detection-systems-UeDqJ>

**Topics relevant to "SKILL DEVELOPMENT":** Agent development for intrusion detection for Skill Development through **Participative Learning techniques**. This is attained through assessment component mentioned in course handout.

<b>Course Code:</b> APT4026	<b>Course Title:</b> Aptitude For Employability <b>Type of Course:</b> Practical Only	<b>L- T-P- C</b>	0	0	2	0
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	Students should have the basic concepts of Quantitative aptitude, Verbal ability along with its applications in real life problems.					
<b>Anti-requisites</b>	Nil					
<b>Course Description</b>	This course is designed to enable the students to enhance their skills in quantitative aptitude and verbal ability skills.					
<b>Course Objective</b>	The objective of the course is to familiarize the learners with concepts in Quantitative Aptitude and Verbal ability through problem solving techniques suitable for their career development.					
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to: CO1] <b>Recall</b> all the basic mathematical concepts CO2] <b>Identify</b> the principle concept needed in a question CO3] <b>Solve</b> the quantitative and logical ability questions with the appropriate concept.					
<b>Course Content:</b>						
<b>Module 1</b>	Quantitative Ability	Lab-10hrs		Platform Assessment-10hrs		<b>20 Hours</b>



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	Topics: Number System, Percentage, Ratio and Proportion, Average, Mixture and Allegation, Time and Work, Profit and Loss, Time Speed and Distance, Simple Interest and Compound Interest, Probability, Permutation and Combination.				
<b>Module 2</b>	Verbal Ability	Lab-5hrs		Platform Assessment-5hrs	<b>10 Hours</b>
	Topics: - Parts of Speech, Subject Verb Agreement, Spotting Error, Cloze Test, Verbal Analogies, Reading Comprehension, Idioms & Phrases, Para Jumbles				
	<b>Targeted Application &amp; Tools that can be used:</b> Application area: Placement activities and Competitive examinations. Tools: LMS				
<b>Evaluation</b>	<b>Continuous Evaluation</b> <ul style="list-style-type: none"><li>Topic wise evaluation</li></ul>				



	<b>Text Book</b> 1. Fast track objective by Rajesh Verma 2. R S Aggarwal 3. S.P Bakshi
	<b>References</b> 1. <a href="http://www.indiabix.com">www.indiabix.com</a> 2. <a href="http://www.testbook.com">www.testbook.com</a> 3. <a href="http://www.youtube.com/c/TheAptitudeGuy/videos">www.youtube.com/c/TheAptitudeGuy/videos</a>
	<b>Topics relevant to Skill development:</b> Quantitative and reasoning aptitude for <b>Skill Development</b> through <b>Problem solving Techniques</b> . This is attained through assessment component mentioned in course handout.



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Course Code: PPS 4027	Course Title: Preparedness for Interview  Type of Course: Practical Only Course	L- T- P- C	0	0	2	0
Version No.	1.0					
Course Pre-requisites	Students are expected to understand Basic English.  Students should have desire and enthusiasm to involve, participate and learn.					
Anti-requisites	NIL					
Course Description	This course is designed to enable students to understand soft skills concepts to be corporate ready. The modules are set to improve self-confidence, communicate effectively and Prepare for the Interview to assist in employability. It helps the students to get a glimpse of the acceptable corporate readiness and equip them with the fundamental necessities of being able to confidently deal with the highly competitive corporate environment and helps in crafting different types of resumes. The pedagogy used will be group discussions, flipped classrooms, continuous feedback, role-play and mentoring.					
Course Objective	The objective of the course is to familiarize the learners with the concepts of <b>“Preparing for Interview”</b> and attain SKILL DEVELOPMENT through PARTICIPATIVE LEARNING techniques.					
Course Out Comes	On successful completion of this course the students shall be able to:  CO1: <b>Develop</b> professional Resumes  CO2: <b>Illustrate</b> Resumes effectively  CO3: <b>Apply</b> skills and knowledge learnt for active and effective Group Discussions and Interview					
Course Content:						
Module 1	Resume Building	Classroom activity			10 Hours	
	<b>Topics:</b> Resume structure, use of templates, Do's and Don'ts, ATS methods, Cover Letter and Video Resume  <b>Activity:</b> Real world scenarios					



Module 2	Group Discussion	Mock G D		9 Hours
	<p><b>Topics:</b> -Group discussion as a placement process, GD techniques like Keyword. SPELT &amp; POV of affected parties. Do &amp; Don't of GD, Case-lets and topics for GD, practice session and evaluation</p> <p><b>Activity:-</b> Real world scenarios</p>			
Module 3	Personal Interview	Grooming checks + Evaluation + Mock Interview+ Role Play		9 Hours
	<p><b>Topics:</b> Placement process, Different interview rounds, HR interviews, Interview questions and desired answers, Different types of interviews, Do's and Don'ts.</p> <p><b>Activity:</b> - Role Play &amp; Real-world scenario</p>			
Module 4	Recap/Revision /Feedback Session	Practice sessions		2 Hours
	<p>Targeted Application &amp; Tools that can be used:</p> <ol style="list-style-type: none"><li>1. TED Talks</li><li>2. You Tube Links</li><li>3. Role Play activities</li></ol>			
	<p><b>Project work/Assignment:</b> Mention the Type of Project /Assignment proposed for this course</p>			
	Continuous Individual Assessment			
	<p><b>The Topics related to Skill Development:</b></p> <p>Art Of Presentation and Group Discussion for <b>Skill Development</b> through <b>Participative Learning</b> Tech- niques. This is attained through assessment Component mentioned in course handout.</p>			

Course Code: CSE7100	Course Title: Mini Project	L- T-P- C	0	0	0	4
Version No.	1.0					
Course Pre- requisites	Knowledge and Skills related to all the courses studied in previous semesters.					
Anti-requisites	NIL					
Course Description	Students observe science and technology in action, develop an awareness of the method of scientific experimentation, and often get an opportunity to					



	<p>see, study and operate sophisticated and costly equipment. They also learn about the implementation of the principles of management they have learnt in class, when they observe multidisciplinary teams of experts from engineering, science, economics, operations research, and management deal with techno-economic problems at the micro and macro levels. Finally, it enables them to develop and refine their language, communication and inter-personal skills, both by its very nature, and by the various evaluation components, such as seminar, group discussion, project report preparation, etc. The broad-based core education, strong in mathematics and science and rich in analytical tools, provides the foundation necessary for the student to understand properly the nature of real-life problems. The students have options to pursue this course as either Project Work and Dissertation at the university, or Project Work in an Industry/ Company/ Research Laboratory, or Internship Program in an Industry/Company.</p>
<b>Course Objectives</b>	The objective of the course is to familiarize the learners with the concepts of Professional Practice and attain Employability Skills through Experiential Learning techniques.
<b>Course Outcomes</b>	<p>On successful completion of this course the students shall be able to:</p> <ol style="list-style-type: none"><li>1. Identify the engineering problems related to local, regional, national or global needs. (Understand)</li><li>2. Apply appropriate techniques or modern tools for solving the intended problem. (Apply)</li><li>3. Design the experiments as per the standards and specifications. (Analyze)</li><li>4. Interpret the events and results for meaningful conclusions. (Evaluate)</li><li>5. Appraise project findings and communicate effectively through scholarly publications. (Create)</li></ol>

<b>Course Code:</b> CSE7300	<b>Course Title:</b> Capstone Project	<b>L- T-P- C</b>	0	0	0	10
<b>Version No.</b>	<b>1.0</b>					
<b>Course Pre-requisites</b>	<b>Knowledge and Skills related to all the courses studied in previous semesters.</b>					
<b>Anti-requisites</b>	<b>NIL</b>					
<b>Course Description</b>	Students observe science and technology in action, develop an awareness of the method of scientific experimentation, and often get an opportunity to see, study and operate sophisticated and costly equipment. They also learn about the implementation of the principles of management they have learnt in class, when they observe multidisciplinary teams of experts from					



	<p>engineering, science, economics, operations research, and management deal with techno-economic problems at the micro and macro levels. Finally, it enables them to develop and refine their language, communication and inter-personal skills, both by its very nature, and by the various evaluation components, such as seminar, group discussion, project report preparation, etc. The broad-based core education, strong in mathematics and science and rich in analytical tools, provides the foundation necessary for the student to understand properly the nature of real-life problems. The students have options to pursue this course as either Project Work and Dissertation at the university, or Project Work in an Industry/ Company/ Research Laboratory, or Internship Program in an Industry/Company.</p>
<b>Course Objectives</b>	The objective of the course is to familiarize the learners with the concepts of Professional Practice and attain Employability Skills through Experiential Learning techniques.
<b>Course Outcomes</b>	<p>On successful completion of this course the students shall be able to:</p> <ol style="list-style-type: none"><li>1. Identify problems based on societal /research needs. (Understand)</li><li>2. Apply Knowledge and skill to solve societal problems in a group. (Apply)</li><li>3. Develop interpersonal skills to work as member of a group or leader. (Apply)</li><li>4. Analyze the inferences from available results through theoretical / Experimental / Simulations. (Analyze)</li><li>5. Analyze the impact of solutions in societal and environmental context for sustainable development. (Analyze)</li><li>6. Improve in written and oral communication. (Create)</li><li>7. Demonstrate capabilities of self-learning in a group, which leads to lifelong learning. (Understand)</li></ol>



# PRESIDENCY UNIVERSITY

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<b>Course Code:</b> CCS3400	<b>Course Title:</b> Digital and Mobile Forensics <b>Type of Course:</b> Theory	<b>L-T- P-C</b>	2-0-2-3
<b>Version No.</b>	2.0		
<b>Course Pre-requisites</b>	CSE2251		
<b>Anti-requisites</b>	Nil		
<b>Course Description</b>	<p>This course demonstrates the use of Mobile phones and digital devices across the globe has increased dramatically. These devices are more susceptible to information security attacks and thus they also possess huge evidences which shall be used during crime scene investigation. This makes the Course on mobile and digital forensics an inevitable one for the security professionals. This Course on mobile and digital forensics will provide a better understanding on different forms of evidences in many digital devices, collection and interpretation of the same.</p> <p>Topics include: Wireless technologies and security-wireless protocols, wireless threats, cell phones and GPS, SMS and data interception in GSM. Mobile phone forensics - files present in SIM card, device data, external memory dump, Android forensics. Digital forensics: - evaluating digital evidence, Digital forensics examination principles</p>		
<b>Course Objective</b>	<p>The objective of the course is to familiarize the learners with the concepts of Database Management Systems and attain EMPLOYABILITY SKILLS through PARTICIPATIVE Learning techniques</p>		
<b>Course Outcomes</b>	<p>On successful completion of this course the students shall be able to:</p> <p>CO 1: Outline the basic concepts of Cybercrime and digital Forensics. (L1)</p> <p>CO 2: Employ various digital Forensic tools to perform Forensic investigation(L3)</p> <p>CO 3: Interpret security challenges and Forensic examination process of wireless devices. (L2)</p> <p>CO 4: Produce digital evidence through the usage of mobile device Forensic tools (L3)</p>		
<b>Course Content:</b>			
<b>Module 1</b>	Cybercrime and Digital Forensic Principles	Assignment	Seminar 10 Sessions
Cybercrime: Definition, Nature and Scope of Cyber crime, Types of cyber crime, Categories of cyber crime, Investigating Cybercrime, Digital Evidence, Prevention of cyber crime, Overview of Digital Forensics, Phases of Digital Forensics, Digital devices in society, Evidential Potential of Digital Devices: closed and open systems, Digital investigation process models: Staircase Model, Evidence			



Flow Model, Increasing awareness of digital evidence, Case studies on Cyber Crimes.				
<b>Module 2</b>	Digital Forensics examination process	Case Studies	Case Study	11 Sessions
Language of Computer crime investigation, preparing a Digital Forensics Investigation, Challenging aspects of digital evidence, Presenting digital evidence, Device usage, Profiling and cyberprofiling, Contamination, Digital forensics examination principles: Previewing, Imaging, Continuity and hashing, Evidence locations, A seven-element security model, A developmental model of digital systems.  .				
Overview of Modern Wireless Technology, Wireless Crime Prevention Techniques, War-Driving, War-Chalking, War Flying, Voice SMS, GSM and Identification Data Interception in GSM, Cell Phone Hacking and Phreaking, Who's Tracking You and Your Cell Phone? How Does Cellular Fraud Occur? Cell Phone Forensics, Forensic Rules for Cellular Phones, Cell Phone Flowchart Processes Using Paraben's Cell Seizure.				
<b>Module 3</b>	Wireless technologies and Wireless threats	Quiz	GSM, Parben's Cell Seizure	12 Sessions
<b>Module 4</b>	Mobile phone Forensics	Quiz	orensic Tools	10 Sessions
Importance and Motivation behind Mobile Forensics, Mobile Phone Forensics: Crime and Mobile Phones, the Evidence, Forensic Procedures of mobile phones, The SIM Card, Files Present in SIM Card, Device Data, SMS Spam, What Data Is Available from Mobile Phones?, Handling Instructions for Mobile Phones, Mobile Phone Forensics Tools and Methods, Social Media Forensics on Mobile Devices.				
<b>Targeted Application &amp; Tools that can be used:</b>  Wireless Security  Digital Forensics  Android Forensics				
<b>Textbooks:</b>  T1 Gregory Kipper, "Wireless Crime and Forensic Investigation", Auerbach Publications, 1st Edition, September 19, 2019.				
<b>References:</b>  R1 Losif I. Androulidakis, "Mobile phone security and forensics: A practical approach", Springer publications, 2nd Edition, 2016.  R2 Andrew Hoog, "Android Forensics: Investigation, Analysis and Mobile Security for Google				



Android", Elsevier publications, 1st Edition, 15th June 2011.

R3 Angus M. Marshall, "Digital forensics: Digital evidence in criminal investigation", John - Wiley and Sons, November 2008, p 180.

**Web references:**

<https://presiuniv.knimbus.com/user#/home>

**Topics relevant to "Employability":**

Prevention of cybercrime

preparing a Digital Forensics Investigation

Mobile Phone Forensics: Crime and Mobile Phones.

Mobile Phone Forensics Tools

for developing **Employability Skills** through **Participative Learning techniques**. This is attained through assessment component mentioned in course handout.

<b>Course Code:</b> CCS3401	<b>Course Title:</b> Post-Quantum Cryptography	<b>L - T - P - C</b>	3	0	0	3
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	CSE2502					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	This course explores the principles, algorithms, and challenges of Post-Quantum Cryptography (PQC)—a field dedicated to developing cryptographic systems that can resist attacks from quantum computers. As quantum computing advances, traditional encryption methods such as RSA and ECC become vulnerable, necessitating the adoption of quantum-resistant cryptographic techniques.					
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of post-quantum cryptographic algorithms to attain <b>Skill Development</b> through <b>Participative Learning</b> techniques.					
<b>Course</b>	<b>On successful completion of this course the students shall be able to:</b> CO1: <b>Identify</b> the vulnerabilities of traditional cryptographic algorithms against					



<b>Outcomes</b>	quantum attacks. <b>[Remember]</b>  CO2: <b>Explain</b> the principles and security assumptions behind post-quantum cryptographic algorithms. <b>[Understand]</b>  CO3: <b>Implement</b> post-quantum cryptographic schemes using tools like Open Quantum Safe (OQS). <b>[Apply]</b>	
<b>Course Content:</b>		
<b>Module 1</b>	Introduction to post-quantum cryptography	<b>13 hours</b>
<b>Topics:</b>  Is cryptography dead? - A taste of post-quantum cryptography - Challenges in post-quantum cryptography -Comparison to quantum cryptography - Quantum computing - Classical cryptography and quantum computing - The computational model - The quantum Fourier transform - The hidden subgroup problem - Search algorithms		
<b>Module 2</b>	Hash-based Digital Signature Schemes	<b>15 hours</b>
<b>Topics:</b>  Hash-based Digital Signature Schemes - Merkle's tree authentication scheme - One-time key-pair generation using an PRNG - Authentication path computation - Tree chaining -Distributed signature generation - Security of the Merkle Signature Scheme - Code-based cryptography -		
<b>Module 3</b>	Lattice-based Cryptography	<b>15 hours</b>
<b>Topics:</b>  Lattice-based Cryptography - Multivariate Public Key Cryptography – Introduction - The Basics of Multivariate PKCs- Examples of Multivariate PKCs - Basic Constructions and Variations - Standard Attacks – The Future.  AlienVault OSSIM Implementation - AlienVault OSSIM Operation - Cisco Security: MARS Implementation - Cisco MARS Advanced Techniques		
<b>Assignment:</b>  1. Book/Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer the library resources and write a report on their understanding about the assigned article in appropriate format. <a href="#">Presidency University Library Link</a> .  2. Presentation: Group presentation, where the students will be given a topic. They will have to		



explain/demonstrate the working and discuss the applications for the same.

**Text Book(s):**

1. Daniel J. Bernstein, Johannes Buchmann, "Post-Quantum Cryptography" Springer.

**Reference(s):**

**Reference Book(s):**

1. **Daniel J. Bernstein, Johannes Buchmann, Erik Dahmen**, *Post-Quantum Cryptography*, Springer, 2009.
2. **Nicolas Sendrier**, *An Introduction to Post-Quantum Cryptography*, NIST Reports, 2019.
3. **Carlos Aguilar Melchor, Jean-Christophe Deneuville**, *Mathematical Foundations of Post-Quantum Cryptography*, Springer, 2021.

**Online Resources (e-books, notes, ppts, video lectures etc.):**

**Weblinks:**

[https://puniversity.informaticsglobal.com:2229/login.aspx?  
direct=true&db=nlebk&AN=1223875&site=ehost-live&ebv=EB&ppid=pp\\_xiii](https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&db=nlebk&AN=1223875&site=ehost-live&ebv=EB&ppid=pp_xiii)

[https://puniversity.informaticsglobal.com:2229/login.aspx?  
direct=true&db=nlebk&AN=2706929&site=ehost-live](https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&db=nlebk&AN=2706929&site=ehost-live)

Topics related to development of "FOUNDATION": Introduction to Post-Quantum Cryptography (PQC), Quantum Threats to Classical Cryptography

Topics related to development of "EMPLOYABILITY": Cryptanalysis and Security Evaluation, Industry Standards and Compliance

<b>Course Code:</b> CCS3403	<b>Course Title:</b> AI and ML for Cyber Security <b>Type of Course:</b> Theory	<b>L-T-P-C</b>	3	0	0	3	
<b>Version No.</b>	1.0						
<b>Course Pre-requisites</b>	CSE2264						
<b>Anti-requisites</b>	NIL						
<b>Course Description</b>	This course provides an in-depth exploration of how Artificial Intelligence						



	<p>(AI) and Machine Learning (ML) techniques are applied to modern cybersecurity challenges. Students will learn about various cyber threats, attack classifications, and vulnerabilities while developing hands-on experience with ML-based threat detection and anomaly detection. The course covers supervised and unsupervised learning techniques for malware classification, time-series analysis for behavior monitoring, deep learning models for intrusion detection, and adversarial AI threats. Through case studies, research paper discussions, and practical implementations, learners will develop a solid foundation in AI-powered cybersecurity solutions.</p>			
Course Objective	<p>Machine Learning (ML) is increasingly used in sensitive and time-critical systems such as autonomous driving, cyber physical systems etc. to deliver higher performance and protect the confidentiality of the systems. Though ML based systems can be used to classify various malware attacks and develop intrusion detection systems, these systems are also susceptible to several adversarial attacks. This course covers a systematic approach on developing ML based cybersecurity methodologies. It will also cover adversarial attacks which intentionally forces ML systems to behave unexpectedly.</p>			
Course Out Comes	<p><b>On successful completion of the course the students shall be able to:</b> CO1:Students will be able to develop ML models to classify malwares. CO2:Able to implement simple intrusion detection systems using deep neural networks. CO3:They will be able to demonstrate the vulnerabilities in ML systems and state methods to address adversarial attacks.</p>			
Course Content:				
Module 1		Assignment	Theory	<b>12 Sessions</b>
Topics:	<p>Overview on Machine Learning with use cases from cybersecurity, classification of threats, attacks, vulnerabilities, malware, trojans etc.</p>			
Module 2		Assignment	Programming activity	<b>16 Sessions</b>
Topics:	<p>Classification of malware using supervised/unsupervised learning based on signatures and profiling. Decision Tree and context based malicious event detection</p>			
Module 3		Assignment	Programming	<b>16 Sessions</b>



			activity	
<b>Topics:</b> Time Series Analysis and Ensemble modelling to detect deviation from normal behaviour, case studies in Reconnaissance detection .				
<b>Module 4</b>		Assignment	Programming activity	<b>16 Sessions</b>
<b>Topics:</b> Efficient Network Anomaly detection; familiarize with various stages of network attack and address using deep neural networks, develop intrusion detection systems				
<b>Module 5</b>				
<b>Topics:</b> Adversarial attacks on ML systems, model poisoning, black box attacks, white box attacks, state-of-art research paper reading on deep learning systems				
<b>Targeted Application &amp; Tools that can be used</b> Use of PowerPoint software for lecture slides and <b>Jupyter Notebook</b> – Interactive environment for coding and analysis. <b>Scikit-Learn</b> – Machine learning library for classification and anomaly detection. <b>Wireshark</b> – Network traffic analysis and packet inspection.				
<b>Project work/Assignment:</b> AI-Based Intrusion Detection System (IDS). Phishing URL & Email Detection Using NLP. AI-Powered Fake News & Social Engineering Detection.				
<b>Text Book</b> T1. A. Hands-on Machine Learning for Cyber Security by Soma Halder, ISBN139781788992282				
<b>References :</b> <ol style="list-style-type: none"><li>1. Machine Learning and Security by David Freeman, Clarence Chio Publisher: O'Reilly Media, Inc. Release Date: February 2018 ISBN: 9781491979891</li><li>2. Malware Data Science by Joshua Saxe with Hillary Sanders, ISBN-10: 1-59327-859-4 ISBN-13: 978-1-59327-859-5 Publisher: William Pollock</li></ol>				



Course Code: CCS3405	Course Title: Vulnerability Assessment and Penetration Testing	L- T-P-C	3 -0	0	3
Version No.	1.0				
Course Pre-requisites	CSE2251				
Anti-requisites	NIL				
Course Description	This course explores the tools that can be used to perform information gathering. This course also covers how vulnerability can be carried out by means of tools or manual investigation, and analysis of common attacks in data, mobile applications and wireless networks				
Course Objective	The objective of the course is to familiarize the learners with the concepts of Vulnerability Assessment and Penetration Testing and attain Employability through Problem Solving Methodologies.				
Course Out Comes	On successful completion of the course the students shall be able to:  Understand the basic principles for information gathering and detecting vulnerabilities in the system.  Determine the security threats and vulnerabilities in SDN networks and web applications.  Able to use the exploits in mobile applications and wireless networks  Understand the metasploit and mettrepreter are used to automate the attacks and penetration testing techniques.				
Course Content:					
Module 1	Information Gathering, Host Discovery and Evading Techniques	Assignment	Theory	9 Sessions	
Topics:	Introduction - Terminologies - Categories of Penetration Testing - Phases of Penetration Test - Penetration Testing Reports - Information Gathering Techniques - Active, Passive and Sources of Information Gathering - Approaches, Host discovery - Scanning for open ports and services- Types of Port, Vulnerability Scanner Function, pros and cons - Vulnerability Assessment with NMAP - Testing, SCADA environment with NMAP				
Module 2	Vulnerability Scanner in Quiz		Theory	10 Sessions	



	SDN Networks and Web application			
<p>Topics:</p> <p>Nessus Vulnerability Scanner - Safe check - Silent dependencies - Port Range Vulnerability Data Resources, SDN Data plane, Control Plane, Application Plane. SDN security attack vectors and SDN Hardening, Authentication Bypass with Insecure Cookie Handling - XSS Vulnerability - File inclusion vulnerability - Remote file Inclusion - Patching file Inclusions - Testing a website for SSI Injection.</p>				
<p>Module 3</p> <p>Mobile Application Security and wireless network Vulnerability analysis</p> <p>Quiz</p> <p>Theory</p> <p>11 Sessions</p>				
<p>Topics:</p> <p>Types of Mobile Application Key challenges in Mobile Application and Mobile application penetration testing methodology, Android and ios Vulnerabilities - OWASP mobile security risk - Exploiting WM - BlackBerry Vulnerabilities - Vulnerability Landscape for Symbian - Exploit Prevention -Handheld Exploitation, WLAN and its inherent insecurities Bypassing WLAN Authentication uncovering hidden SSIDs MAC Filters Bypassing open and shard authentication - Advanced WLAN Attacks Wireless eavesdropping using MITM session hijacking over wireless - WLAN Penetration Test Methodology.</p>				
Module 4	Exploits	Quiz	Theory	8 Sessions
<p>Topics:</p> <p>Architecture and Environment- Leveraging Metasploit on Penetration Tests, Understanding - Metasploit Channels, Metasploit Framework and Advanced Environment configurations – Understanding the Soft Architecture, Configuration and Locking, Advanced payloads and add on modules Global datastore, module datastore, saved environment Meterpreter.</p>				
<p>Targeted Application &amp; Tools that can be used:</p> <p>This course helps the students to understand the threats and vulnerabilities using NMAP.</p>				
<p>Project work/Assignment:</p>				
<p>Project Assignment:</p>				
<p>Text Book</p> <p>Rafay Baloch, Ethical Hacking and Penetration Testing Guide, CRC Press, 2015. ISBN : 78-1-4822-3161-8.</p>				
<p>Dr. Patrick Engebretson, The Basics of Hacking and Penetration Testing Ethical Hacking and</p>				



Penetration Testing made easy, Syngress publications, Elsevier, 2013. ISBN :978-0-12-411644-3.

Mayor, K.K.Mookey, Jacopo Cervini, Fairuzan Roslan, Kevin Beaver, Metasploit Toolkit for Penetration Testing, Exploit Development and Vulnerability Research, Syngress publications, Elsevier, 2007. ISBN : 978-1-59749-074-0

#### References

- Mastering Modern Web Penetration Testing By Prakhar Prasad, October 2016 Packt Publishing.
- SQL Injection Attacks and Defense 1st Edition, by Justin Clarke-Salt, Syngress Publication

Web resources: [https://onlinecourses.nptel.ac.in/noc19\\_cs68/preview](https://onlinecourses.nptel.ac.in/noc19_cs68/preview) - IIT Kharagpur, Prof. Indranil Sen Gupta

Topics relevant to development of “EMPLOYABILITY SKILLS”: Exploitation, Penetration testing techniques, for development of Employability skills through the Participative Learning Techniques. This is attained through the assessment components mentioned in course handout.

Course Code: CCS3406	Course Title: Cyber Digital Twin Type of Course: Theory Only Course	L- T- P- C	3-0	0	3
Version No.	1.0				
Course Pre-requisites	CSE2502				
Anti-requisites	NIL				
Course Description	This course is designed to improve the learners 'Skill Development' by using modeling, optimizing, and risk management approach. The course objective is to get familiar with the Cyber digital twin-working principal, Development considerations, Data-Modelling Environment, Digital Twin Optimization, Risk Management and Applications.				
Course Objective	The objective of the course is to familiarize the learners with the concepts of Cyber Digital Twin and attain Employability through Participative Learning techniques.				
Course Outcomes	On successful completion of the course the students shall be able to:  Understand the basic concepts of Cyber Digital twin, and its working principle. [KNOWLEDGE] <ul style="list-style-type: none"><li>Explain Data modeling and development consideration in digital twin model for cloud and IoT technology.[COMPREHENSION]</li><li>Observe digital twin-human behavior modeling in digital twin-</li></ul>				



	optimization [ COMPREHENSION ] <ul style="list-style-type: none"><li>• Show Risk Assessment-Digital twin reference model-Implementation. [APPLICATION]</li><li>• Apply Digital twin in various area like Manufacturing, Automotive and Healthcare.[APPLICATION]</li></ul>			
Course Content:				
Module 1	Introduction	Assignment	Theory	No. of Classes:09
Introduction- Cyber Digital twin-definition-uses and benefits-need for digital twin-working principal Technology Digital thread-digital shadow-building blocks of digital twin-digital twin technology drivers and enablers.				
Module 2	Data Modelling Environment	Assignment	Theory	No. of Classes:10
Types of digital twin-Based on Product and Process-Based on Functionality-Based on Maturity. Development considerations-Overview of Data-Modelling Environment. Modelling-model and data management-Managing data-implementing the model- Cloud and IOT technologies.				
Module 3	Digital Twin Optimization	Assignment	Theory	No. of Classes:10
Cyber range vs digital twin-human behavior modeling in digital twin-optimization using digital twin-digital twin and cyber security-Techniques. Technologies-Industrial IOT and Digital Twin-simulation and digital twin-Machine learning and digital twin-virtual reality and digital twin-cloud technology and digital twin.				
Module 4	Risk Management and Applications	Assignment	Case Study	No. of Classes:10
Digital twin and Risk Assessment-Digital twin reference model-Implementation-Development of risk assessment plan-Development of communication and control system-Development of digital twin tools-Integration-platform validation-Difficulties-Practical implications. Applications: Digital Twin in Manufacturing-Digital Twin in Automotive-Digital Twin in Healthcare-Digital Twin in Utilities-Digital Twin in Construction				
Targeted Application & Tools that can be used:  Ansys Twin Builder is a powerful solution for building, validation and deploying simulation-based systems and digital twins: Build, validate, and deploy digital twins. Digital twin models integrate real-world data. Increase efficiency with digital twins.				
Project work/Assignment:				
Project Assignment:				
Text Book				



Clint Bodungen, Bryan Singer, Aaron Shbeeb, Kyle Wilhoit, and Stephen Hilt, "Hacking Exposed Industrial Control Systems: ICS and SCADA Security Secrets & Solutions", 1st Edition, ISBN: 978-1259589713.

Eric D. Knapp and Raj Samani, "Applied Cyber Security and the Smart Grid: Implementing Security Controls into the Modern Power Infrastructure", 1st Edition. Kevin Mitnick, "The Art of Invisibility", 2017.

#### References

Michael E. AuerKalyan Ram B. Digital, "Cyber-physical System and Digital Twins - Part of the Lecture Notes in Networks and Systems book series".

Nassim Khaed, Bibin Pattel and Affan Siddiqui, "Development and Deployment on the Cloud", Elsevier, 2020.

#### Weblinks:

[https://puniversity.informaticsglobal.com/login?curl=https://search.ebscohost.com%2flogin.aspx%3fdirect%3dtrue%26db%3dnlebk%26AN%3d1223875%26site%3dehost-live%26eby%3dEB%26ppid%3dpp\\_xiii](https://puniversity.informaticsglobal.com/login?curl=https://search.ebscohost.com%2flogin.aspx%3fdirect%3dtrue%26db%3dnlebk%26AN%3d1223875%26site%3dehost-live%26eby%3dEB%26ppid%3dpp_xiii)

<https://www.udemy.com/course/digital-twin-a-comprehensive-overview/>

Topics relevant to "EMPLOYABILITY SKILLS":Digital thread-digital shadow-building blocks of digital twin, Digital Twin in Manufacturing-Digital Twin in Automotive, Cyber range vs digital twin-human behavior modeling in digital twin-optimization for developing Employability Skills through Participative Learning techniques. This is attained through assessment component mentioned in course handout.

Course Code: CCS3408	Course Title: Privacy and Security in Online Social Media	L-T-P- C	3	0	0	3
Version No.	1.0					
Course Pre- requisites	CSE2502					



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Anti-requisites	NIL			
Course Description	<p>Objective of this course is to make students learn the basics of privacy and security in online social media and develop ability to understand the importance of privacy in anyone's life and their consequences if it is in peril. This course is both conceptual and analytical in nature that would help the student to predict the effects of any activity on Social Media. The students should have prior knowledge of some Social media platforms. After successful completion of the Course, the students would acquire knowledge to protect themselves from the online data theft on social media from attacker.</p>			
Course Objective	<p>The objective of the course is to familiarize the learners with the concepts of Privacy and Security in Online Social Media and attain Employability through Participative Learning techniques.</p>			
Course Out Comes	<p>On successful completion of the course the students shall be able to:</p> <ol style="list-style-type: none"><li>1] Recognize the significance of the Privacy and how to protect it [Knowledge]</li><li>2] Summarize the privacy and security Encryption for Peer to Peer Social Networks. [Comprehension]</li><li>3] Understand the function of stealing Reality and K-Anonymity. [Knowledge]</li><li>4] Use the Link Reconstruction attack in privacy Social Networks. [Application]</li></ol>			
<b>Course Content:</b>				
Module 1	ANALYSIS OF PRIVACY IN SOCIAL NETWORKS	Assignment	Knowledge	8 Sessions
<b>Topics:</b>  Three-Layered Framework-Characteristics Used to Analyze Social Web Privacy-Privacy Issues Related to Social Web Users-Privacy Issues Related to Service Providers-Security and Privacy for Digital Facets-Identifiable Facets-Private Facets.				
<b>Assignment:</b> Find real world problems and suggest solutions.				
Module 2	ENCRYPTION FOR PEER-TO-PEER SOCIAL NETWORKS	Assignment	Comprehension	8 Sessions
<b>Topics:</b>  Essential Criteria for the P2P Encryption Systems-Existing P2P OSN Architectures-Evaluations of Existing Encryption Schemes Based on Our Criteria-Broadcast Encryption-Predicate Encryption.				



Assignment: - Survey of Unethical Behavior and Influencing factors.

Module 3	STEALING REALITY AND K-ANONYMITY	Quiz	Comprehension	11 Sessions
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Topics:

Stealing Reality- Social Attack Model- Social Learnability- k-Anonymity- k-Degree Anonymity- k-Neighborhood

Anonymity- k- Automorphism- k-Isomorphism-L-diversity- Attack Model and Privacy Guarantee- Insights from an  $\ell$ -Diversified Graph.

Module 4	PRIVACY IN SOCIAL NETWORKS- LINKS RECONSTRUCTION ATTACK	Assignment/Case study	Application	11 Sessions
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Privacy in Social Networks- Link Prediction- Feature Extraction- Communities Datasets- Electronic Currencies- Anonymity- The Bit coin System- The Transaction Network- The User Network- Anonymity Analysis- Integrating Off-Network Information. Use Case and the Threat Model- Use Case for Private Record Linkage- Use Case for Privacy-Preserving Record Linkage-

Assignment: - The Bit coin Faucet- Voluntary Disclosures- TCP/IP Layer Information- Context Discovery- Flow and Temporal Analyses.

Text Book / References

T1. Yaniv Altshuler, Yuval Elovici, Armin B. Cremers Nadav Aharony, Alex Pentland, " Security and Privacy in Social Networks", Springer Publisher,2012,1st Edition

Online Resources: -

W1: <https://presiuniv.knimbus.com/user#/searchresult?searchId=Privacy%20and%20Security%20in%20Online%20Social%20Media%20&curPage=0&layout=list&sortFieldId=none&topresult=false>

W2: [https://onlinecourses.nptel.ac.in/noc21\\_cs28/preview](https://onlinecourses.nptel.ac.in/noc21_cs28/preview)

Topics relevant to "EMPLOYABILITY SKILLS": Link Prediction, features extraction, for developing Employability Skills through Participative Learning Techniques. This is attained through the assessment component mentioned in the course handout.

Course Code:	Course Title: Digital Watermarking and	L-T-P-C	3 -0	0	3
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CCS3410	Steganography Type of Course: Theory Only					
Version No.	1.1					
Course Pre-requisites	CSE2502					
Anti-requisites	NIL					
Course Description	The purpose of this course is to enable the students to Comprehend the need for Digital Watermarking and Steganography and to develop the basic abilities of design and use Digital Watermarking and Steganography- information hiding technique. The course is both conceptual in nature and needs fair knowledge of Mathematical and computing. The course develops critical thinking and analytical skills. The course also enhances the abilities through assignments.					
Course Objectives	The objective of the course is to familiarize the learners with the concepts of Digital Watermarking and Steganography and attain Employability through Participative Learning techniques.					
Course Outcomes	On successful completion of the course the students shall be able to:  Discuss the Introduction of Digital Watermarking  Classify the various Digital Watermarking techniques.  Explain the Fundamentals of Steganography.  Summarize the Steganographic Techniques.					
Course Content:						
Module 1	Introduction to digital watermarking	Assignment	Programming Task	7 Sessions		
Topics	Introduction to Digital Watermarking, Digital Steganography differences, brief History, Watermarking Applications, Classification in Digital Water Marking- Classification based on Characteristics, Classification based on Applications.					
Module 2	Types and tools of digital watermarking	Assignment	Programming Task	14 Sessions		
Topics:						



Digital Watermarking Fundamentals, Least Significant bit substitution, Discrete Fourier Transform, Discrete Cosine Transform, Discrete Wavelet Transform, Random Sequence Generation, Chaotic Map, Error Detection Code. Spatial domain watermarking, frequency Domain watermarking, Fragile Watermark, Robust Water Mark, Watermarking attacks and Tools, Image processing techniques, Water Mark (software Analysis).

Module 3	Introduction to Steganography	Assignment	Programming/Data analysis task	8 Sessions
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Topics:

Steganography, Watermarking vs Steganography, Need for Steganography, Application of Steganography, Methods of Hiding, properties of Steganography, Performance measure of Steganography Approaches, Mathematical Notation and Terminology, Steganography Software (S-tools, StegoDos, EzStego, JSteg, Jpeg, ).

Module 4	Techniques of Steganography	Assignment	Programming/Data analysis task	7 Sessions
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Substitution Systems and Bit-plane Tools- Least Significant Bit Substitution, Pseudorandom Permutations, Image Downgrading and Covert Channels, Practical Approach towards Steganography, Embedding of a secret Message.

Textbooks

T1. Frank Y Shih. Digital Water marking and Steganography Fundamentals and Techniques, 2017, CRC Press, second edition.

T2. Jsjit. S. Suri Shivendra Shivani, Suneeth Agarwal, Handbook on Image based Security Techniques, CRC Press, 2018.

References

R1. Abid Yahya, Steganography Techniques for Digital Images, Springer, 2019.

Weblinks:

W1. Digital Watermarking | ScienceDirect (informaticsglobal.com)

W2. Digital Watermarking and Steganography | ScienceDirect (informaticsglobal.com)

Topics relevant to “EMPLOYABILITY SKILLS”: Building a data warehouse, data mining tools, for developing Employability Skills through Participative Learning Techniques. This is attained through assessment components mentioned in course handout.



<b>Course Code:</b> <b>CCS3404</b>	Course Title: Incident Response with Threat Intelligence	<b>L- T - P- C</b>	3	0	0	3					
<b>Version No.</b>	1.0										
<b>Course Pre-requisites</b>	<b>CSE2502</b>										
<b>Anti-requisites</b>	<b>NIL</b>										
<b>Course Description</b>	This course covers the fundamentals of incident response and threat intelligence, focusing on identifying, analyzing, and mitigating cybersecurity threats. Students will learn the incident response lifecycle, threat actor profiling, and the use of tools like TheHive, Security Onion, and Velociraptor. The course also explores frameworks such as MITRE ATT&CK and emphasizes hands-on skills in evidence collection, threat hunting, and intelligence-driven response. By the end, learners will be equipped to manage incidents and enhance organizational security using actionable threat intelligence.										
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of security in IR&TI to attain <b>Skill Development</b> through <b>Participative Learning</b> techniques.										
<b>Course Outcomes</b>	<b>On successful completion of this course the students shall be able to:</b> CO1: <b>Describe</b> key concepts of incident response, threat intelligence, and common cyber-attack techniques. [Understand] CO2: <b>Explain</b> the incident response lifecycle and threat intelligence concepts, including attacker tactics, techniques, and procedures (TTPs) [Understand] CO3: <b>Perform</b> appropriate tools and techniques to investigate, respond to, and document cybersecurity incidents. [Apply]										
<b>Course Content:</b>											
<b>Module 1</b>	Foundations of Incident Response and Threat Landscape	<b>15 hours</b>									
Topics: Threat Landscape and Cybersecurity Incidents - Concepts of Digital Forensics and Incident Response - Basics of the Incident Response and Triage Procedures - Applying First Response Procedures - Identifying and Profiling Threat Actors - Understanding the Cyber Kill Chain and the MITRE ATT&CK Framework											
<b>Module 2</b>	Strategic Planning and Program Development	<b>13 hours</b>									
Topics: - Creating Incident Response Plans and Playbooks - Developing an Incident Response Program - Implementing and Using TheHive and Cortex for Incident Management											
<b>Module 3</b>	Tools, Techniques, and Threat Hunting	<b>15 hours</b>									
Topic: Collecting Evidence with Velociraptor and KAPE - Integrating ELK Stack into Incident											



Response - Utilizing Security Onion for Network Monitoring and Detection - Threat Hunting with Sigma and YARA Rules - Automating Detection and Response with MITRE ATT&CK and TRAM

**Assignment:**

1. Book/Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer the library resources and write a report on their understanding about the assigned article in appropriate format. [Presidency University Library Link](#).
2. Presentation: Group presentation, where the students will be given a topic. They will have to explain/demonstrate the working and discuss the applications for the same.

**Text Book(s):**

1. Roberto Martínez, *Incident Response with Threat Intelligence: A practical guide to catching attackers and defending your organization*, Packt Publishing, 2022.

**Reference(s):**

**Reference Book(s):**

1. **Jason Lutgens, Matthew Pepe, and Kevin Mandia**, *Incident Response & Computer Forensics*, McGraw Hill, 2014.
2. **Chris Sanders and Jason Smith**, *Practical Packet Analysis: Using Wireshark to Solve Real-World Network Problems*, No Starch Press, 2017.

**Online Resources (e-books, notes, ppts, video lectures etc.):**

Weblinks:

[https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&db=nlebk&AN=1223875&site=ehost-live&ebv=EB&ppid=pp\\_xiii](https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&db=nlebk&AN=1223875&site=ehost-live&ebv=EB&ppid=pp_xiii)

<https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&db=nlebk&AN=2706929&site=ehost-live>

Topics related to development of “FOUNDATION”: Introduction to incident response and threat intelligence

Topics related to development of “EMPLOYABILITY”: Tools, Techniques and Thread Hunting

Course Code: CCS3409	Course Title: Machine Learning for Cyber Security.	L- P- T-C	3	0	0	3
Version No.	1.0					
Course Pre-requisites	CSE2264					
Anti-requisites	N/A					



<b>Course Description</b>	Advancements in Artificial Intelligence (AI) and Machine Learning (ML) have allowed for a surge in adoption of AI & ML solutions to address problems across numerous domains. With this rising reliance on AI & ML in many organizations, it is critical that such systems are protected from malicious activities. This course will discuss AI & ML cybersecurity issues, explore case studies of AI & ML cyber incidents, present AI & ML adversarial techniques, and demonstrate secure design approaches to protect AI & ML systems. With an emphasis on machine learning, the course will focus on secure machine learning systems development approaches and secure machine learning operations (MLOps). Students are expected to have knowledge of fundamental statistics and the ability to program in Python.			
<b>Course Outcomes</b>	On successful completion of this course the students shall be able to: <ul style="list-style-type: none"><li>• Articulate and explain which problems in Cyber Security may be solvable with Machine Learning( Remember)</li><li>• Understand and implement machine learning algorithms and models for Cyber Security problems such as malware analysis, intrusion detection, spam filtering, fraud detection, online behavior analysis etc(Apply)</li><li>• Get basic hands on experience with supervised, unsupervised learning methods.(Apply)</li><li>• Understand basic theory of classification and regression techniques(Remember)</li><li>• Understand feature extraction from data (Understand)</li><li>• Develop tools for cyber defense using machine learning (Apply)</li></ul>			
<b>Course Content:</b>				
Module 1	Introduction to cyber security and Machine Learning	Assignment		8 Classes
Cyber Security Problems and Machine Learning Based Solutions				
Module 2	<b>Foundations of Statistical Analysis: Probability, Estimation, Testing, and Regression</b>	Assignment		12 Classes
Binomial, Poisson, Normal, Exponential, other distributions , Sampling, Estimation, Hypothesis testing, Uni- and multi-variate regression, logistic regression				
Module 3	ML Fundamentals	Assignment		12 Classes



Supervised Learning: Linear Classifiers, Decision Trees, Ensemble Learning, Random Forest; Unsupervised Learning: Clustering, Manifold Discovery, Diffusion map, spectral embedding,

Module-4	Detecting spam/phishing, intrusion, fraud, DDoS attacks, malware analysis.	Assignment		10 Classes
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Spam/Phishing Detection : Training Models and Measuring Efficacy; Intrusion Detection: Network Intrusion Detection ; Fraud Detection: Machine Learning Models for Outlier detection; DDoS Detection: Models with Statistical regression combined with distance metric Anomaly detection, outliers; Malware Analysis; Static and Dynamic Analysis, Models that work well.

**Project work/Assignment:**

**Assignment 1**

Develop a machine learning model for the detection of malware in computer systems

**Assignment 2**

Task students with building a machine learning system to detect anomalies in network traffic, signaling potential security breaches.

**Assignment 3**

Instruct students to create a machine learning model to identify phishing websites.

**REFERENCE MATERIALS:**

**TEXTBOOKS**

1. Machine Learning and Security: Clarence Chio, David Freeman (2018)
2. "Machine Learning and Cybersecurity: Principles, Algorithms, and Applications" by Siddharth Bhatia and Himanshu Gupta(1st edition 2019)
- 3."An Introduction to Statistical Learning" by Gareth James, Daniela Witten, Trevor Hastie, and Robert Tibshirani is available in the (1st edition, 2022)

**REFERENCES**

- "Hands-On Unsupervised Learning using Python" by Ankur A. Patel.
- "Supervised Machine Learning: A Review of Classification Techniques" by S. S. Salankar and M. S. Gaikwad.
- "Pattern Recognition and Machine Learning" by Christopher M. Bishop

**JOURNALS/MAGAZINES**

1. <https://www.journals.elsevier.com/journal-of-information-security-and-applications/> /forthcoming-special-issues/machine-learning-techniques-for-cyber-security-challenges-and-future-trends.
2. International Journal of Machine Learning and Cybernetics: <https://link.springer.com/journal/13042>.



3. Machine Learning and Deep Learning Approaches for CyberSecurity: A Review:  
<https://ieeexplore.ieee.org/document/9712274>

Course Code: CCS3407	Course Title: Quantum Cryptography Type of Course: Theory		L- P- T-C	3	0	0	3
Version No.	1.0						
Course Pre-requisites	CSE2264						
Anti-requisites	NIL						
Course Description	This course offers a well-rounded exploration of theoretical concepts, practical applications, and security considerations in the field of quantum information theory and quantum communication. It covers topics from the basics of quantum information to the implementation of secure quantum-cryptographic networks in real-life scenarios.						
Course Outcomes	On successful completion of this course the students shall be able to: 1. Basic understanding about Quantum Information and Computation. (Remember) 2. Understand attack Strategies on QKD Protocols. (Understand) 3. Analyze and understand statistical analysis of QKD Networks in Real-Life Environment.(Analyse) 4. Apply Quantum-cryptographic networks.(Apply)						
Course Content:							
Module 1	Advancements in Quantum Secure Communication	Assignment			12 Classes		
Quantum Information Theory, Unconditional Secure Authentication, Entropy, Quantum Key Distribution, Quantum Channel, Public Channel, QKD Gain, Finite Resources							
Module 2	Adaptive Cascade Protocols	Assignment			12 Classes		
Adaptive Cascade Introduction, Error Correction and the Cascade Protocol, Adaptive Initial Block-Size Selection, Fixed Initial Block-Size, Dynamic Initial Block-Size, Examples							
Module 3	Security Challenges in Quantum Key Distribution (QKD) Protocols	Assignment			12 Classes		
Attack Strategies on QKD Protocols: Introduction, Attack Strategies in an Ideal Environment, Individual Attacks in an Realistic Environment QKD Systems: Introduction, QKD Systems. Statistical Analysis of QKD Networks in Real-Life Environment: Statistical Methods, Statistical Analysis QKD Networks Based on Q3P: QKD Networks, PPP, Q3P, Routing, Transport							



Module-4	Advancing Quantum Cryptographic Networks	Assignment		9 Classes
Quantum-Cryptographic Networks from a Prototype to the Citizen: The SECOQC Project, How to Bring QKD into the “Real” Life The Ring of Trust Model: Introduction, Model of the Point of Trust, Communication in the Point of Trust Model, Exemplified Communications, A Medical Information System Based on the Ring of Trust.				
Project work/Assignment:				
Assignment 1 Develop a clear understanding of the role of adaptive cascade protocols, the importance of block-size dynamics, and the challenges associated with error correction strategies.				
Assignment 2 Develop a clear understanding of the role of adaptive cascade protocols, the importance of block-size dynamics, and the challenges associated with error correction strategies.				
REFERENCE MATERIALS:				
TEXT BOOK: Kollmitzer C., Pivk M. (Eds.), Applied Quantum Cryptography, Lect. Notes Phys. 797 (Springer, Berlin Heidelberg 2010).				
REFERENCE BOOKS: 1. Gerald B. Gilbert, Michael Hamrick, and Yaakov S. Weinstein, Quantum Cryptography, World Scientific Publishing. 2. Gilles Van Assche, Quantum Cryptography and Secret-Key Distillation, Cambridge University Press.				
JOURNALS/MAGAZINES				
SWAYAM/NPTEL/MOOCs: Courses: “Terahertz Quantum Cryptography”: <a href="https://ieeexplore.ieee.org/document/8976167">https://ieeexplore.ieee.org/document/8976167</a> Introduction Post-Quantum’ Cryptography Scheme Is Cracked on a Laptop: <a href="https://onlinecourses.nptel.ac.in/noc23_cs127/preview">https://onlinecourses.nptel.ac.in/noc23_cs127/preview</a> , Offers an overview of security concepts relevant to AI and CI applications.				
MOOCs: Quantum Computing: <a href="https://www.mooc-list.com/tags/quantum-computing">https://www.mooc-list.com/tags/quantum-computing</a> . Quantum Cryptography: <a href="https://www.mooc-list.com/tags/quantum-cryptography">https://www.mooc-list.com/tags/quantum-cryptography</a>				

Course Code: <b>CCS3411</b>	Course Title: Security Information and Event Management (SIEM)	L- T - P- C	3	0	0	3
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<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	CSE2502					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	This course provides a comprehensive understanding of Security Information and Event Management (SIEM), focusing on its role in real-time threat detection, incident response, and compliance monitoring. It covers key concepts such as log collection, event correlation, and security analytics, enabling students to detect and mitigate cyber threats effectively. Through hands-on experience with industry-leading SIEM tools like Splunk, IBM QRadar, and Elastic SIEM, students will learn to investigate security incidents and automate threat detection. The course also explores threat intelligence integration, regulatory compliance (GDPR, PCI-DSS, HIPAA), and SOC operations, equipping learners with the skills needed for enterprise security monitoring and cybersecurity defense.					
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of Security Information and Event Management (SIEM) solutions for real-time threat detection, incident response, compliance monitoring and attain <b>Skill Development</b> through <b>Participative Learning</b> techniques.					
<b>Course Outcomes</b>	<b>On successful completion of this course the students shall be able to:</b>  CO1: <b>Identify</b> the fundamental components and functions of Security Information and Event Management (SIEM) systems [ <b>Remember</b> ]  CO2: <b>Classify</b> the process of log collection, normalization, and event correlation in a SIEM environment. [ <b>Understand</b> ]  CO3: <b>Configure</b> a SIEM system to ingest logs from various security devices and generate alerts for suspicious activities [ <b>Apply</b> ]					
<b>Course Content:</b>						
<b>Module 1</b>	Introduction to SIEM: Threat Intelligence for IT Systems			<b>13 hours</b>		
<b>Topics:</b>						
Introduction to SIEM: Threat Intelligence for IT Systems - Business Models - Threat Models - Regulatory Compliance						
<b>Module 2</b>	IT Threat Intelligence Using SIEM Systems			<b>15 hours</b>		
<b>Topics:</b>						



SIEM Concepts: Components for Small and Medium-size Businesses - The Anatomy of a SIEM - Incident Response - Using SIEM for Business Intelligence

<b>Module 3</b>	SIEM Tools	Case study	Kerberos configuration for ecosystem tools	<b>15 hours</b>
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**Topics:**

AlienVault OSSIM Implementation - AlienVault OSSIM Operation - Cisco Security: MARS Implementation - Cisco MARS Advanced Techniques

**Assignment:**

1. Book/Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer the library resources and write a report on their understanding about the assigned article in appropriate format. [Presidency University Library Link](#).
2. Presentation: Group presentation, where the students will be given a topic. They will have to explain/demonstrate the working and discuss the applications for the same.

**Text Book(s):**

1. Security Information and Event Management (SIEM) Implementation by David R. Miller, Shon Harris, Allen Harper, Stephen VanDyke, and Chris Blask, McGrawHill.
2. Ben Spivey, Joey Echeverria, "Hadoop Security Protecting Your Big Data Problem", O'Reilly Media, 2015.

**Reference(s):**

**Reference Book(s):**

1. Joseph Muniz, Security Information and Event Management (SIEM) Fundamentals, Cisco Press.
2. Matthew Hubbard, The Security Analyst's Guide to SIEM, Apress.

**Online Resources (e-books, notes, ppts, video lectures etc.):**

**Weblinks:**

[https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&db=nlebk&AN=1223875&site=ehost-live&ebv=EB&ppid=pp\\_xiii](https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&db=nlebk&AN=1223875&site=ehost-live&ebv=EB&ppid=pp_xiii)

<https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&db=nlebk&AN=2706929&site=ehost-live>

Topics related to development of "FOUNDATION": Introduction to SIEM, Log Collection &



Management

Topics related to development of “EMPLOYABILITY”: Configuring SIEM for Security Monitoring, Incident Response & Compliance

<b>Course Code:</b> CCS3412	<b>Course Title:</b> Blockchain Security	<b>L - T - P - C</b>	3	0	0	3
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	CSE2502					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	This course explores the security challenges, risks, and solutions in blockchain technology, covering cryptographic principles, consensus mechanisms, and smart contract security. It addresses threats such as 51% attacks, Sybil attacks, and private key vulnerabilities, along with techniques for securing blockchain networks, transactions, and decentralized applications (DApps). Students will gain hands-on experience in auditing smart contracts, implementing security best practices, and understanding regulatory compliance. By the end, learners will be equipped to identify vulnerabilities, secure blockchain ecosystems, and design robust decentralized systems.					
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of security in blockchain to attain <b>Skill Development</b> through <b>Participative Learning</b> techniques.					
<b>Course Outcomes</b>	<p><b>On successful completion of this course the students shall be able to:</b></p> <p>CO1: <b>Define</b> key blockchain security concepts, including cryptographic techniques and consensus mechanisms. <b>[Remember]</b></p> <p>CO2: <b>Explain</b> common blockchain threats such as 51% attacks, Sybil attacks, and private key vulnerabilities. <b>[Understand]</b></p> <p>CO3: <b>Perform</b> security best practices for securing blockchain transactions, smart contracts, and decentralized applications. <b>[Apply]</b></p>					
<b>Course Content:</b>						
<b>Module 1</b>	Introduction to Blockchain	<b>15 hours</b>				
Topics: The history of blockchain and Bitcoin - Types of blockchain - Decentralization - Decentralization using blockchain - Methods of decentralization - Blockchain and full ecosystem						



decentralization		
<b>Module 2</b>	Symmetric Cryptography	<b>13 hours</b>
<b>Topics:</b> Introduction to Symmetric Cryptography - Cryptography - Confidentiality - Cryptographic primitives - Symmetric cryptography - Data Encryption Standard - Public Key Cryptography - Discrete logarithm problem in ECC - Hash functions - Financial markets and trading		
<b>Module 3</b>	Introducing Bitcoin	<b>15 hours</b>
<b>Topics:</b> Introducing Bitcoin - Digital keys and addresses – Blockchain - Bitcoin Network and Payments - Bitcoin Clients and APIs - Alternative Coins		
<b>Assignment:</b>		
1. Book/Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer the library resources and write a report on their understanding about the assigned article in appropriate format. <a href="#">Presidency University Library Link</a> .		
2. Presentation: Group presentation, where the students will be given a topic. They will have to explain/demonstrate the working and discuss the applications for the same.		
<b>Text Book(s):</b>		
1. <b>Imran Bashir, Mastering Blockchain: Unlocking the Power of Cryptocurrencies, Smart Contracts, and Decentralized Applications</b> , Packt Publishing, 4th Edition, 2023.		
<b>Reference(s):</b>		
<b>Reference Book(s):</b>		
1. Andreas M. Antonopoulos and Gavin Wood, <i>Mastering Ethereum: Building Smart Contracts and DApps</i> , O'Reilly Media, 2018.		
2. Joseph Bonneau, Andrew Miller, Jeremy Clark, Arvind Narayanan, Joshua Kroll, and Edward Felten, <i>Bitcoin and Cryptocurrency Technologies: A Comprehensive Introduction</i> , Princeton University Press, 2016.		
3. Narayan Prusty, <i>Blockchain for Enterprise: Build Scalable Blockchain Applications with Privacy, Interoperability, and Permissioned Features</i> , Packt Publishing, 2021.		
<b>Online Resources (e-books, notes, ppts, video lectures etc.):</b>		
Weblinks:		
<a href="https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&amp;db=nlebk&amp;AN=1223875&amp;site=ehost-live&amp;ebv=EB&amp;ppid=pp_xiii">https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&amp;db=nlebk&amp;AN=1223875&amp;site=ehost-live&amp;ebv=EB&amp;ppid=pp_xiii</a>		
<a href="https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&amp;db=nlebk&amp;AN=2706929&amp;site=ehost-live">https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&amp;db=nlebk&amp;AN=2706929&amp;site=ehost-live</a>		



Topics related to development of “FOUNDATION”: Introduction to blockchain security and bitcoin  
Topics related to development of “EMPLOYABILITY”: Bitcoin Network and Payments - Bitcoin Clients and APIs - Alternative Coins

<b>Course Code:</b> CCS3413	<b>Course Title:</b> Security Auditing and Governance	<b>L - T - P - C</b>	3	0	0	3
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	CSE2502					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	This course covers security auditing principles, governance frameworks, and compliance regulations essential for organizational cybersecurity. It includes risk assessment, vulnerability management, and security controls while aligning with standards like ISO 27001, NIST, PCI-DSS, and GDPR. Students will explore governance, risk, and compliance (GRC) models, audit methodologies, and hands-on log analysis, security assessments, and incident response. By the end, they will be equipped to conduct audits, ensure compliance, and strengthen enterprise security.					
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of security auditing and governance post-quantum cryptographic algorithms to attain <b>Skill Development</b> through <b>Participative Learning</b> techniques.					
<b>Course Outcomes</b>	<b>On successful completion of this course the students shall be able to:</b>  CO1: <b>Define</b> key concepts of security auditing, governance, and compliance frameworks. <b>[Remember]</b>  CO2: <b>Explain</b> risk assessment methodologies and the role of governance in cybersecurity. <b>[Understand]</b>  CO3: <b>Perform</b> security audits, log analysis, and compliance checks using industry standards. <b>[Apply]</b>  CO4: <b>Assess</b> vulnerabilities, security controls, and risk management strategies in IT environments. <b>[Analysis]</b>					
<b>Course Content:</b>						
<b>Module 1</b>	The Principles of Auditing	<b>12 hours</b>				
<b>Topics:</b> The Principles of Auditing - Security Fundamentals: The Five Pillars - Building a Security Program - Security Controls - Managing Risk - The Auditing Process						



# PRESIDENCY UNIVERSITY

Private University Estd. in Karnataka State by Act No. 41 of 2013

<b>Module 2</b>	Information Security and the Law	<b>12 hours</b>
<b>Topics:</b> IT Security Laws - Hacking, Cracking, and Fraud Laws - Intellectual Property Laws - CAN-SPAM Act of 2003 - State and Local Laws - Reporting a Crime - Regulatory Compliance Laws		
<b>Module 3</b>	Information Security Governance, Frameworks, and Standards	<b>11 hours</b>
<b>Topics:</b> Understanding Information Security Governance - Process: Security Governance Frameworks - Technology: Standards Procedures and Guidelines - Auditing Tools and Techniques - Evaluating Security Controls - Auditing Security Practices - Testing Security Technology - Security Testing Frameworks		
<b>Module 4</b>	<b>Auditing</b>	<b>10 hours</b>
<b>Topics:</b> Auditing Cisco Security Solutions - Policy, Compliance, and Management - Infrastructure Security		
<b>Assignment:</b>  1. Book/Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer the library resources and write a report on their understanding about the assigned article in appropriate format. <a href="#">Presidency University Library Link</a> .  2. Presentation: Group presentation, where the students will be given a topic. They will have to explain/demonstrate the working and discuss the applications for the same.		
<b>Text Book(s):</b>  1. <b>Chris Jackson, Network Security Auditing</b> , Cisco Press, 2010		
<b>Reference(s):</b>  <b>Reference Book(s):</b>  1. Russell Dean Vines, <i>Wireless Security Audit Methods and Tools</i> , McGraw-Hill, 2002. 2. Eric Cole, Ronald Krutz, and James Conley, <i>Network Security Bible</i> , Wiley, 2009. 3. Richard Bejtlich, <i>The Practice of Network Security Monitoring: Understanding Incident Detection and Response</i> , No Starch Press, 2013. 4. William Stallings, <i>Network Security Essentials: Applications and Standards</i> , Pearson, 2020.		
<b>Online Resources (e-books, notes, ppts, video lectures etc.):</b>  <b>Weblinks:</b> <a href="https://puniversity.informaticsglobal.com:2229/login.aspx?">https://puniversity.informaticsglobal.com:2229/login.aspx?</a>		



# PRESIDENCY UNIVERSITY

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<https://puniversity.informaticsglobal.com:2229/login.aspx?>

direct=true&db=nlebk&AN=2706929&site=ehost-live

Topics related to development of “FOUNDATION”: Information Security and the Law

Topics related to development of “EMPLOYABILITY”: Security Governance, Frameworks, and Standards

<b>Course Code:</b> <b>CCS3402</b>	<b>Course Title:</b> Identity and Access Management	<b>L- T - P- C</b>	3	0	0	3
<b>Version No.</b> <b>1.0</b>						
<b>Course Pre-requisites</b>	CSE2251					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	This course introduces the principles and practices of Identity and Access Management (IAM), including authentication, authorization, access control models, and identity lifecycle management. Students will learn to implement IAM solutions using technologies like SSO, MFA, and directory services, gaining hands-on experience in securing user access and managing identities in compliance with organizational policies.					
<b>Course Objective</b>	The objective of the course is to familiarize the learners with the concepts of security in IAM to attain <b>Skill Development</b> through <b>Participative Learning</b> techniques.					
<b>Course Outcomes</b>	<b>On successful completion of this course the students shall be able to:</b> CO1: Recall key concepts of identity, authentication, authorization, and access control models. <b>[Remember]</b> CO2: Explain the components and workflow of IAM systems, including identity lifecycle management and federation protocols. <b>[Understand]</b>					



	CO3: <b>Apply</b> IAM technologies such as Single Sign-On (SSO), Multi-Factor Authentication (MFA), and directory services to secure user access. <b>[Apply]</b>	
<b>Course Content:</b>		
<b>Module 1</b>	Introduction to IAM and Access Control Models	<b>15 hours</b>
Topics: <b>?</b> Fundamentals of Identity and Access Management - Key IAM Concepts: Authentication, Authorization, Accounting (AAA) - Identity lifecycle and governance - Access control models: DAC, MAC, RBAC, ABAC - Principles of least privilege and zero trust architecture		
<b>Module 2</b>	<b>IAM Technologies and Infrastructure</b>	<b>13 hours</b>
Topics: - Directory Services: LDAP, Active Directory - Authentication protocols: Kerberos, RADIUS, TACACS+ - Identity Federation: SAML, OAuth, OpenID Connect - Single Sign-On (SSO) and Multi-Factor Authentication (MFA) - Cloud IAM services (e.g., AWS IAM, Azure AD)		
<b>Module 3</b>	Implementation, Governance and Compliance	<b>15 hours</b>
Topic: IAM solution design and deployment strategies - Identity provisioning and de-provisioning - Role and policy management - IAM governance and risk compliance (GRC) - Auditing, access reviews, and reporting - Case studies and industry best practices		
<b>Assignment:</b> 1. Book/Article review: At the end of each module a book reference or an article topic will be given to an individual or a group of students. They need to refer the library resources and write a report on their understanding about the assigned article in appropriate format. Presidency University Library Link .  2. Presentation: Group presentation, where the students will be given a topic. They will have to explain/demonstrate the working and discuss the applications for the same.		
<b>Text Book(s):</b> 1. <i>Ertem Osmanoglu, Identity and Access Management: Business Performance Through Connected Intelligence, Syngress, 2013.</i>		



**Reference(s):**

**Reference Book(s):**

1. **David B. Stirling**, *Effective Cybersecurity: A Guide to Using Best Practices and Standards*, Apress, 2020.

**Online Resources (e-books, notes, ppts, video lectures etc.):**

Weblinks:

[https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&db=nlebk&AN=1223875&site=ehost-live&ebv=EB&ppid=pp\\_xiii](https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&db=nlebk&AN=1223875&site=ehost-live&ebv=EB&ppid=pp_xiii)  
<https://puniversity.informaticsglobal.com:2229/login.aspx?direct=true&db=nlebk&AN=2706929&site=ehost-live>

Topics related to development of “FOUNDATION”: Introduction to IAM

Topics related to development of “EMPLOYABILITY”: SSO & MFA

<b>Course Code:</b> <b>CCS3414</b>	<b>Course Title:</b> Security In IOT <b>Type of Course:</b> Theory	<b>L-T-P-C</b>	3	0	0	3
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	CSE2502					
<b>Anti-requisites</b>	<b>NIL</b>					
<b>Course Description</b>	This course provides a comprehensive understanding of security challenges and solutions in the Internet of Things (IoT) and cloud computing environments. Students will explore IoT system design, hardware and software security, cryptographic approaches, cloud computing fundamentals, and security concepts related to virtualization. The course covers security threats specific to IoT devices and cloud infrastructure, along with countermeasures against cyberattacks, including system-specific vulnerabilities such as guest hopping, VM-based attacks, and hyper jacking. By the end of this course, students will gain practical knowledge of securing IoT ecosystems and cloud services while understanding emerging threats in these domains.					
<b>Course Objective</b>	To learn about the security issues in IoT and cloud computing. To learn about the cryptography solutions and issues in IoT. To learn about the security measures taken in IoT and Cloud systems to improve security.					



<b>Course Out Comes</b>	On completion of the course, student will be able to  CO1 - Understand the fundamental security issues in Internet of things.  CO2 - Demonstrate different Frameworks and Hardware Architecture of IoT Device.  CO3 - Analyze different IoT Protocols and Layer Functioning. CO4 - Protect and secure the network connecting IoT devices to back-end systems on the internet.  CO5 - Demonstrate different authentication mechanism such as digital certificates, biometrics, etc.				
	<b>Course Content:</b>				
	<b>Module 1</b>	<b>FUNDAMENTALS OF IoT ECOSYSTEM</b>	Assignment	Theory	<b>9 Sessions</b>
	<b>Topics:</b> IoT security issues, how to design an IoT system, Hardware, software and network security related to IoT systems - Basics of cryptographic solutions to IoT systems.				
	<b>Module 2</b>	<b>OVERVIEW OF CLOUD COMPUTING AND ITS SERVICES</b>	Assignment	Programming activity	<b>9 Sessions</b>
<b>Topics:</b> Cloud Computing Fundamental: Cloud computing definition, private, public and hybrid cloud. Cloud types; IaaS, PaaS, SaaS					
<b>Module 3</b>	<b>CHALLENGES IN CLOUD COMPUTING</b>	Assignment	Programming activity	<b>9 Sessions</b>	
<b>Topics:</b> Benefits and challenges of cloud computing - Public vs. Private clouds, Role of virtualization in enabling the cloud.					
<b>Module 4</b>	<b>SECURITY CONCEPTS IN CONTEXT TO IoT DEVICES</b>	Assignment	Programming activity	<b>9 Sessions</b>	
<b>Topics:</b> Security Concepts: Confidentiality, privacy, integrity, authentication, non-repudiation, Virtualization.					
<b>Module 5</b>	<b>IoT SECURITY THREATS AND COUNTERMEASURES</b>	Assignment	Programming activity	<b>9 Sessions</b>	
<b>Topics:</b>  System-Specific Attacks: Guest hopping, attacks on the VM (delete the VM, attack on the control of the VM, code or file injection into the virtualized file structure), VM migration attack, hyper jacking					



<b>Targeted Application &amp; Tools that can be used</b>
<b>Project work/Assignment:</b>
<b>Assignment:</b>
<b>Text Book</b>
T1. David Etter, " IoT Security: Practical guide book " Create Space, 1st Edition, 2016.
<b>References :</b>
1.Drew Van Duren, Brian Russell, "Practical Internet of Things Security", Packt, 1st Edition, 2016. 2. Sean Smith, "The Internet of Risky Things", O'Reilly Media, 1st Edition, 2017. 3. Brian Russell, Drew Van Duren, "Practical Internet of Things Security: Design a security framework for an Internet connected ecosystem", 2nd Edition, 2018.

<b>Course Code:</b> CCS3415	<b>Course Title:</b> Cloud Security	<b>L-T- P- C</b>	3-0-0-3
<b>Version No.</b>	1.0		
<b>Course Pre-requisites</b>	CSE2506		
<b>Anti-requisites</b>	NIL		
<b>Course Description</b>	This course provides ground-up coverage on the high-level concepts of cloud landscape, architectural principles, and techniques. It describes the Cloud security architecture and explores the guiding security for Infrastructure and Softwares.		
<b>Course Objective</b>	<b>This course is designed to improve the learners' <u>EMPLOYABILITY SKILLS</u> by using <u>EXPERIENTIAL LEARNING</u> techniques.</b>		
<b>Course Outcomes</b>	On successful completion of this course the students shall be able to: 1. <b>Describe</b> fundamentals of cloud computing [ <b>Knowledge</b> ]. 2. <b>Explain</b> cloud computing security architecture and associated challenges [ <b>Comprehension</b> ]. 3. <b>Discuss</b> cloud computing software security essentials [ <b>Comprehension</b> ]. 4. <b>Apply</b> infrastructure security and data security in cloud computing environment. [ <b>Application</b> ].		
<b>Course Content:</b>			
<b>Module 1:</b>	<b>Fundamentals of Cloud Computing</b>	<b>Quiz</b>	Knowledge based Quiz
			<b>10 Sessions</b>
<b>Topics:</b>	Cloud Computing at a Glance, Building Cloud Computing Environments, Computing Platforms and Technologies, Cloud Computing Architecture: Cloud Delivery Models, The SPI Framework, Cloud Software as a Service (SaaS), Cloud Platform as a Service (PaaS), Cloud Infrastructure as a Service (IaaS), Cloud Deployment Models, Expected Benefits.		
<b>Module 2:</b>	<b>Cloud Security Challenges and Cloud Security Architecture</b>	<b>Quiz</b>	Comprehension based Quiz
			<b>10 Sessions</b>



**Topics:** Security Policy Implementation, Computer Security Incident Response Team, Virtualization Security Management. Architectural Considerations, Identity Management and Access Control, Autonomic Security.

<b>Module 3</b>	<b>Cloud Computing Software Security Essentials</b>	<b>Assignment</b>	Batch-wise Assignments	<b>9 Sessions</b>
<b>Topics:</b> Cloud Information Security Objectives, Cloud Security Services, Secure Cloud Software Requirements, Cloud Security Policy Implementation, Secure Cloud Software Testing, Cloud Computing and Business Continuity Planning/Disaster Recovery.				
<b>Module 4:</b>	<b>Infrastructure Security and Data Security</b>	Assignment and Presentation	Batch-wise Assignment and Presentations	<b>9 Sessions</b>

**Topics: Infrastructure Security:** The Network Level, The Host Level, The Application Level.

**Data Security :** Aspects of Data Security, Data Security Mitigation, Provider Data and its Security.

**Targeted Application & Tools that can be used:** Use of CloudSim simulator.

**Project work/Assignment:**

**Survey on Cloud Service Providers**

**Text Book**

1. Rajkumar Buyya, Christian Vecchiola, and Thamarai Selvi, “*Mastering Cloud Computing*”, McGraw Hill Education, July 2021.
2. Roland L Krutz and Russell Dean Vines, “*Cloud Security - A Comprehensive Guide to Secure Cloud Computing*”, Wiley Publishing, Inc. 2019.

**References**

1. Sushil Jajodia, Krishna Kant, Pierangela Samarati, Anoop Singhal, Vipin Swarup, Cliff Wang, “*Secure Cloud Computing*”, Springer, ISBN 978-1-4614-9278-8 (eBook).
2. John Rittinghouse and James Ransome, “*Cloud Computing, Implementation, Management and Security*”, CRC Press, 2010.
3. Tim Mather, Subra Kumaraswamy and Shahed Latif”, “*Cloud Security and Privacy – An Enterprise Perspective on Risks and Compliance*”, Orelly Publication, 2009.

Topics related to development of “FOUNDATION”: Cloud computing architecture, Security policy implementation.

Topics related to development of “EMPLOYABILITY”: Infrastructure security and Data security.

<b>Course Code:</b> CCS3416	<b>Course Title: Cryptocurrency Technology</b> <b>Type of Course:</b> Theory Only Course	<b>L-T- P-C</b>	3 -0	0	3
<b>Version No.</b>	1				
<b>Course Pre-requisites</b>	CSE2502				
<b>Anti-requisites</b>					



<b>Course Description</b>	<p>The course is designed to provide an introductory understanding of decentralized digital currencies (cryptocurrencies) such as bitcoin, a basic understanding of its underlying technology 'Blockchain' and why this new and innovative technology is so important, since it has the potential to disrupt a number of industries in the immediate near future.</p> <p>In particular, the course will survey the theory and principles by which cryptocurrencies operate, practical examples of basic cryptocurrency transactions, the likely interaction of cryptocurrencies with the banking, financial, legal and regulatory systems, and how cryptocurrencies could be viewed within a framework of innovation and development.</p>			
Course Objective	<p>The objective of the course is to familiarize the learners with the concepts of Cryptocurrency Technology and attain <b>Employability</b> through <b>Participative Learning</b> techniques.</p>			
<b>Course Out Comes</b>	<p><b>On successful completion of the course the students shall be able to:</b></p> <ol style="list-style-type: none"><li>1. Understand the technology components of blockchain-based digital currencies. [Comprehensive]</li><li>2. Explain the transactions from a digital currency wallet. [Comprehensive]</li><li>3. Understand alternatives to bitcoin, such as alt-coins, Ethereum and Bitcoin Cash. [Comprehensive]</li><li>4. Use cryptocurrencies in the context of disruptive innovations [Application]</li></ol>			
<b>Course Content:</b>				
<b>Module 1</b>	<b>Introduction to Cryptography</b>	Assignment	Data Interpretation	<b>8 Sessions</b>
<p><b>Topics:</b> Cryptography, Digital Signatures, Cryptographic Hash Functions.</p> <p><b>Cryptographic Data Structures:</b> Hash Pointers, Append-Only Ledgers (BlockChains), Merkle Trees.</p>				
<b>Module 2</b>	<b>Bitcoin's Protocol</b>	Assignment	Data Interpretation	<b>10 Sessions</b>
<p><b>Topics:</b> Bitcoin's Protocol Keys as Identities, Simple Cryptocurrencies, Decentralization through Distributed Consensus, Incentives, Proof of Work (Mining), Application-Specific Integrated Circuit (ASIC) Mining and ASIC-resistant Mining, Virtual Mining (Peer coin).</p>				
<b>Module 3</b>	<b>Bitcoin Engineering</b>	Quiz	Questions Set	<b>10 Sessions</b>
<p><b>Topics:</b> Engineering Details, Bitcoin Blocks, Hot and Cold Storage, Splitting and Sharing Keys, Proof of Reserve Proof of Liabilities.</p>				
<p><b>Anonymity, Pseudonymity, Unlinkability:</b> Statistical Attacks (Transaction Graph Analysis), Network-layer De-anonymization, Chaum's Blind Signatures, Single Mix and Mix Chains, Decentralized Mixing, Zero-Knowledge Proof Cryptocurrencies.</p>				
<b>Module 4</b>	<b>Cryptocurrency Technologies</b>	Quiz	Questions Set	<b>10 Sessions</b>
<p><b>Topics:</b> Cryptocurrency Technologies, Smart Property, Efficient micro-payments, Coupling Transactions and Payment (Interdependent Transactions,) Public Randomness Source, Prediction Markets, Escrow transactions, Green addresses, Auctions and Markets, Multi-party Lotteries.</p>				
<p><b>Targeted Application &amp; Tools that can be used:</b></p> <p>A cryptocurrency is a digital or virtual currency, it is secured by cryptography which makes it impossible to simulate or double-spend. Many cryptocurrencies are decentralized networks based on blockchain technology. Cryptocurrency caters to the promise of making the easier transaction of funds directly between two groups or parties</p>				



without the need for any third party like bank or credit card company. Applications are Money transfer, Smart contracts, Internet of Things (IoT), Personal identity security, Healthcare, Logistics.

Tools: Messari, Glass node, Lunar Crush, Coin Metrics, Coin Market Cal.

**Project work/Assignment:**

**Assignment:**

1. Beyond a method for payment, what are other functions of cryptocurrencies?
2. How are cryptocurrency transactions recorded?
3. What are the top cryptocurrencies?
4. What is the market capitalization of all cryptocurrencies and which ones make up largest % of that capitalization?
5. Explain briefly efficient micro-payments

**Text Books:**

**T1.** Narayanan, Arvind, Joseph Bonneau, Edward Felten, Andrew Miller, and Steven Goldfeder. Bitcoin and cryptocurrency technologies: a comprehensive introduction. Princeton University Press, 2016.

**T2.** Schar, Fabian, and Aleksander Berentsen. Bitcoin, Blockchain, and Cryptoassets: A Comprehensive Introduction. MIT press, 2020.

**T3.** Karame, Ghassan O., and Elli Androulaki. Bitcoin and blockchain security. Artech House, 2016.

**References:**

**R1.** Antonopoulos, Andreas M., and Gavin Wood. Mastering ethereum: building smart contracts and dapps. O'reilly Media, 2018.

**R2.** Antonopoulos, Andreas M. Mastering Bitcoin: unlocking digital cryptocurrencies. "O'Reilly Media, Inc.", 2014.

**R3.** Day, Mark Stuart. Bits to bitcoin: how our digital stuff works. MIT Press, 2018.

**E book link R1:** [http://fincen.gov/statutes\\_regs/guidance/html/FIN-2013-G001.html](http://fincen.gov/statutes_regs/guidance/html/FIN-2013-G001.html)

**E book link R2:** <http://www.scribd.com/doc/212058352/Bit-Coin>

**Web resources:**

W1. <http://www.usv.com/posts/Bitcoin-as-Protocol>

W2. <http://startupboy.com/2013/11/07/Bitcoin-The-Internet-of-Money/>

W3. <http://startupboy.com/2014/03/09/The-Bitcoin-Model-for-Crowdfunding/>

W3. <http://www.hmrc.gov.uk/briefs/vat/brief0914.html>

Topics relevant to “EMPLOYABILITY SKILLS”: Cryptography, Digital Signatures, Hash Pointers, BlockChains, ASIC-resistant Mining, Hot and Cold Storage, Transaction Graph Analysis, Zero-Knowledge Proof Cryptocurrencies, Escrow transactions, Multi-party Lotteries.

for developing Employability Skills through Participative Learning techniques. This is attained through assessment component mentioned in course handout.

<b>Course Code:</b> CCS2511	<b>Course Title:</b> Security Assessment and Testing Lab	<b>L-T-P-C</b>	0	0	2	1
<b>Version No.</b>	1					
<b>Course Pre-requisites</b>	CSE2251					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	The purpose of this course is to introduce you to the field of penetration testing and its associated tools. It aims to provide exposure to the Metasploit exploitation tool,					



	Linux exploits, and Windows exploits. Additionally, it focuses on building knowledge of web application security vulnerabilities, vulnerability analysis, and malware analysis.
Course Objective	The objective of the course is to familiarize the learners with the concepts of <b>Security Assessment and Testing</b> and attain <b>Skill Development</b> through <b>Experiential Learning</b> techniques.
Course Outcomes	<p><b>On successful completion of the course the students shall be able to:</b></p> <ul style="list-style-type: none"><li>Define the ethical considerations and legal implications in conducting ethical hacking activities using appropriate tools. (<b>Remember</b>)</li><li>Identify social engineering, physical penetration and insider attacks using automating penetration testing processes. (<b>Remember</b>)</li><li>Explain report penetration tests effectively to develop and execute Linux and Windows exploits, bypassing memory protections. (<b>Understand</b>)</li><li>Illustrate web application security vulnerabilities to conduct vulnerability analysis. (<b>Apply</b>)</li></ul>

**List of Laboratory Tasks:**

**1. Monitoring Network Traffic**

**Objective:** To analyze and capture network traffic to identify patterns, detect anomalies and assess overall network performance and security.

**2. Host & Services Discovery using Nmap**

**Objective:** To identify active hosts and the services they are running within a network using Nmap, enabling a comprehensive understanding of the network environment.

**3. Vulnerability Scanning using OpenVAS**

**Objective:** To perform a systematic assessment of networked systems using OpenVAS to identify potential vulnerabilities that could be exploited by attackers.

**4. Internal Penetration Testing**

- Mapping
- Scanning
- Gaining Access through CVEs
- Sniffing POP3/FTP/Telnet Passwords
- ARP Poisoning
- DNS Poisoning

**Objective:** To perform a thorough internal penetration test that systematically assesses the security of the organization's network infrastructure by mapping network resources, scanning for vulnerabilities, exploiting known weaknesses and demonstrating attack techniques, including credential sniffing and poisoning attacks, in order to identify and mitigate potential security risks effectively.

**5. External Penetration Testing**

- Evaluating External Infrastructure
- Creating Topological Map & Identifying IP Address of Target
- Lookup Domain Registry for IP Information
- Examining Use of IPv6 at Remote Location

**Objective:** To conduct a comprehensive external penetration test aimed at evaluating the security of the organization's external infrastructure by assessing vulnerabilities, mapping the network topology, gathering IP and domain registry information, and examining the implementation of IPv6, ultimately identifying potential entry points and recommending



measures to strengthen defenses against external threats.

#### 6. Different Types of Vulnerability Scanning

**Objective:** To explore and compare various vulnerability scanning techniques and tools, assessing their effectiveness in identifying and prioritizing security risks.

#### 7. Vulnerability Scanning with Nessus

**Objective:** To utilize Nessus for comprehensive vulnerability scanning, identifying security weaknesses in systems and providing recommendations for remediation.

#### 8. Web Application Assessment with Nikto & Burp Suite

**Objective:** To evaluate web applications for security vulnerabilities using Nikto and Burp Suite, identifying issues such as misconfigurations and common vulnerabilities in web applications.

#### Targeted Application & Tools that can be used

2. Wireshark - Capturing and analyzing network traffic
2. Nmap - Discovering hosts, services, and vulnerabilities.
3. OpenVAS - Scanning for vulnerabilities on network and systems.
4. Metasploit - Exploiting vulnerabilities to gain access.
5. Whois Tool - For getting domain related info
6. Nessus - For Vulnerability Scanning
7. Nikto - Assessing web application security
8. Burp Suite - Assessing web application security

#### Text Book

T1 Gray Hat Hacking - The Ethical Hackers Handbook, Allen Harper, Shon Harris, Jonathan Ness, Chris Eagle, Gideon Lenkey, and Terron Williams, 5th Edition, Tata McGraw-Hill, 2018.

#### References

R1. The Web Application Hacker's Hand Book - Discovering and Exploiting Security flaws, Dafydd Suttard, Marcuspinto,2nd Edition, Wiley Publishing, 2011.

R2. Penetration Testing: Hands-on Introduction to Hacking, Georgia Weidman, 1st Edition, Notarch Press, 2014.

R3. The Pen Tester Blueprint - Starting a Career as an Ethical Hacker, L. Wylie, Kim Crawly,1st Edition, Wiley Publications, 2021.

#### Web resources:

NPTEL / Swayam Link : Introduction to Information Security I, IIT Madras  
<https://nptel.ac.in/courses/106106129>  
PU Library Link : <https://puniversity.informaticsglobal.com/login>

**Topics relevant to “EMPLOYABILITY SKILLS”:** The lab experiments and assessments enable the student to acquire Skill Development through Experiential Learning techniques

5<sup>th</sup> semester

<b>Course Code:</b> CSE2266	<b>Course Title:</b> Theory of Computation <b>Type of Course:</b> Theory Only	<b>L-T-P-C</b>	3	0	0	3
<b>Version No.</b>	2.0					



<b>Course Pre-requisites</b>				
<b>Anti-requisites</b>	Nil			
<b>Course Description</b>	<p>The course deals with introduction of formal languages and the correspondence between language classes and the automata that recognize them. Topics include: Formal definitions of grammars and acceptors, Deterministic and Nondeterministic systems, Grammar ambiguity, finite state and push-down automata; normal forms; Turing machines and its relations with algorithms.</p>			
<b>Course Objective</b>	<p>The objective of the course is to familiarize the learners with the concepts of <b>Theory of Computation as mentioned above</b> and attain <b>Skill Development</b> through <b>Problem Solving</b> Methodologies.</p>			
<b>Course Out Comes</b>	<p>On successful completion of the course the students shall be able to:</p> <ol style="list-style-type: none"><li>1. Describe various components of Automata. (Knowledge)</li><li>2. Illustrate Finite Automata for the given Language. (Application)</li><li>3. Distinguish between Regular grammar and Context free grammar. (Comprehension)</li><li>4. Construct Push down Automata. (Application)</li><li>5. Construct Turing machine for a Language. (Application)</li></ol>			
<b>Course Content:</b>				
<b>Module 1</b>	<b>Introduction to automata theory</b>	Assignment	Problems on Strings and Language operations	<b>06 Sessions</b>
<p><b>Topics:</b> Introduction to Automata Theory, Applications of Automata Theory, Alphabets, Strings, Languages &amp; operations on languages, Representation of automata, Language recognizers, Finite State Machines (FSM): Deterministic FSM, Regular languages, Designing FSM, Nondeterministic FSMs</p>				
<b>Module 2</b>	<b>Finite Automata</b>	Assignment	Problems on DFA, NFA's	<b>13 Sessions</b>
<p><b>Topics:</b> Basic concepts of Finite automata, DFA- definitions of DFA, Deterministic Accepters Transition Graphs and Languages and DFA's, Regular Languages, NFA- Definition of a Nondeterministic Acceptor, Languages and NFA's Why Non-determinism? Equivalence of Deterministic and Nondeterministic Finite Accepters, Reduction of the Number of States in Finite Automata.</p>				
<b>Module 3</b>	<b>Regular Expressions &amp; Context Free Grammar</b>	Assignment	Problems on RE, CFG, PT, PL and Ambiguity	<b>12 Sessions</b>
<p><b>Topics:</b> Formal Definition of a Regular Expression, Languages Associated with Regular Expressions, Languages, Regular Languages (RL) and Non-regular Languages: Closure properties of RLs, to show some languages are not RLs, Closure Properties of Regular Context Free Grammars-Examples of Context-Free Languages, Leftmost and Rightmost Derivations, Derivation Trees, Relation Between Sentential Forms and Derivation Trees, Ambiguity in Grammars and Languages: Ambiguous Grammars, Removing Ambiguity, Chomsky Normal Form, Griebel Normal Form.</p>				
<b>Module 4</b>	<b>Push down Automata</b>	Assignment	Problems on pushdown Automaton	<b>08 Sessions</b>
<p><b>Topics:</b> Definition of a Pushdown Automaton, Language Accepted by a Pushdown Automaton, Acceptance by Final State, Acceptance by Empty Stack, From Empty Stack to Final State, From Final State to Empty Stack Equivalence of PDA's and CFG's: From Grammars to Pushdown Automata.</p>				



<b>Module 5</b>	<b>Turing Machine</b>	Assignment	Problems on Turning Machine	<b>07 Sessions</b>
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**Topics:**

Definition of a Turing Machine, Turing Machines as Language Accepters, Example Languages to construct Turing machine, Turing Machines as Transducers, Halting Programming Techniques for Turing Machines

**Targeted Application & Tools that can be used:**

Targeted Application:

1. Text Processing
2. Compilers
3. Text Editors
4. Robotics Applications
5. Artificial Intelligence

Tools:

1. JFLAP (Java Formal Language and Automata Package) Software simulation tool. It's interactive educational software written in Java to experiment topics in automata theory.
2. Turing machine Online simulators.

**Text Book**

2. Peter Linz, "An introduction to Formal Languages and Automata", Jones and Bartlett Publications 6<sup>th</sup> Ed, 2018.

**References**

2. Aho, Ullman and Hopcroft, "Theory of Computation", Pearson India 3rd Edition 2008.  
3. Michael Sipser, "Theory of Computation", Cengage India 3rd Ed, 2014.

**E-Resources**

NPTEL course - [https://onlinecourses.nptel.ac.in/noc21\\_cs83/preview](https://onlinecourses.nptel.ac.in/noc21_cs83/preview)

**Topics relevant to "SKILL DEVELOPMENT":** Deterministic and Non-Deterministic Automaton, Regular Expressions, CFGs, Turning Machine and Pushdown automaton for Skill Development through Problem Solving methodologies. This is attained through assessment component mentioned in course handout.

<b>Course Code:</b> <b>CAI3427</b>	<b>Course Title: Language Models for Text Mining</b>	<b>L-T-P-C</b>	2	0	0	2
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	CSE2264					



<b>Anti-requisites</b>	Nil			
<b>Course Description</b>	<p>This course introduces the basics of Text Mining and Natural Language Processing. The course will teach students different concepts such as text mining, NLP, Sequence Labeling, etc.</p> <p>Topics: Text Mining, NLP, Tokenization, Lemmatization, Stemming, One-hot encoding, Language modelling, Bag-of-words, Term-document Matrix, Cosine similarity, Viterbi Algorithm, etc.</p>			
<b>Course Objectives</b>	<p>The objective of the course is EMPLOYABILITY of student by using EXPERIENTIAL LEARNING techniques.</p>			
<b>Course Outcomes</b>	<p>On successful completion of this course the students shall be able to:</p> <ol style="list-style-type: none"><li>1. <b>Process</b> text data to derive information from text. [Apply]</li><li>2. <b>Apply</b> insights from textual information to real-world business. [Apply]</li><li>3. <b>Develop</b> solutions for a particular NLP problem using different machine learning and deep learning techniques. [Apply]</li><li>4. <b>Utilize</b> different NLP tools and packages. [Apply]</li></ol>			
<b>Course Content:</b>				
<b>Module 1</b>	<b>Text Mining</b>	<b>Adversarial Quiz Tests</b>	<b>Module Tests</b>	<b>No. of Sessions: 09</b>
Introduction to Text Mining. Text Mining vs. NLP. Text Mining Algorithms. Steps in Text Mining - Extraction, Preprocessing, Analysis and Evaluation. Lexical Resource Creation (NEW). Data collection. String Manipulation to Clean Data. Natural Language Processing. Research Paradigms in NLP. Sequential Data. Sequence Labeling (NEW). Viterbi Algorithm (NEW). Corpus. Building a HMM using a Corpus (NEW). Unknown word handling (NEW).				
<b>Module 2</b>	<b>Text Preprocessing</b>	<b>Adversarial Quiz Tests</b>	<b>Module Tests</b>	<b>No. of sessions: 06</b>
Introduction to Preprocessing. Tokenization. Stop Words Removal. Lemmatization and Stemming. PoS Tagging. Integer Encoding. Padding. One-Hot Encoding.				
<b>Module 3</b>	<b>Text Representations</b>	<b>Adversarial Quiz Tests</b>	<b>Module Tests</b>	<b>No. of sessions: 08</b>
Language Modeling. N-Gram Language Model. Bag-of-Words Model. Term-Document Matrix. Term Frequency. Inverse Document Frequency. TF-IDF. Cosine Similarity. Naive Bayes Classifier using Bag-of-Words. Topic Modeling. Latent Semantic Analysis. Singular Value Decomposition. Truncated SVD and				



Topic Vector. LDA Algorithm.

<b>Module 4</b>	<b>Natural Language Processing with Keras</b>	<b>Adversarial Quiz Tests</b>	<b>Module Tests</b>	<b>No. of Sessions: 06</b>
Word Embeddings vs. One-Hot Encoding. Contextual Bag of Words (CBOW). Skipgram. Deep Learning for Document Classification.				

**List of Lab Tasks:**

**Experiment No. 1: File Handling**

Level 1: Read text files using Python and extract meaningful content.

Level 2: Parse text files using Python to preprocess the data for NLP tasks.

**Experiment No. 2: Introduction to NLP Tools**

Level 1: Install and use NLTK for basic text processing.

Level 2: Install and use SpaCy for tokenization, PoS tagging, and Named Entity Recognition.

**Experiment No. 3: Corpus Cleaning Techniques**

Level 1: Use NLTK for corpus cleaning techniques such as tokenization, stopword removal, and stemming.

Level 2: Prepare cleaned text data for downstream NLP tasks like classification or translation.

**Experiment No. 4: Word Vector Usage**

Level 1: Download and use pre-trained word vectors (e.g., Word2Vec, GloVe, or FastText).

Level 2: Compute similarity between two words, find the most similar word, and complete word analogies (e.g., king - man + woman = queen).

**Experiment No. 5 & 6: Language Identification**

Level 1: Build a simple language identifier using Bag-of-Words (BoW) features.

Level 2: Predict the language of a given text using the trained model.

**Experiment No. 7 & 8: Lexical Simplification**

Level 1: Implement a lexical simplifier to replace complex words with simpler alternatives.

Level 2: Generate a simplified version of a given word or sentence while preserving meaning.

**Experiment No. 9 & 10: Sentiment Analysis**

Level 1: Implement a basic sentiment classifier using a lexicon-based or machine learning approach.

Level 2: Compare the performance of an existing sentiment classifier (e.g., VADER, TextBlob, or a pre-trained Transformer model).

**Experiment No. 11: Named Entity Recognition (NER)**

Level 1: Extract named entities from a text using NLTK.

Level 2: Extract named entities using SpaCy and compare results.

**Experiment No. 12 & 13: Implement a Hidden Markov Model (HMM)**

Level 1: Implement a generic HMM for sequence prediction.



Level 2: Calculate the forward probability of a given sequence using HMM.

**Experiment No. 14: Linguistic HMM**

Level 1: Develop a Hidden Markov Model (HMM) for NLP tasks such as PoS tagging.

Level 2: Evaluate the performance of the HMM on a specific NLP task (e.g., Named Entity Recognition or Chunking).

**Experiment No. 15: Machine Translation**

Level 1: Implement Machine Translation (MT) using a pre-trained model from Hugging Face Transformers.

Level 2: Evaluate the quality of MT output via Round-Trip Translation (translate text to another language and back to check accuracy).

**Targeted Application & Tools that can be used:**

1. Google Colab
2. Python IDEs like PyCharm

**Project work/Assignment: Mention the Type of Project /Assignment proposed for this course**

1. Group project on some NLP Task like text classification (Creating a Simple Text Classifier: Use Scikit-learn to classify positive vs. negative reviews from a dataset), sentiment analysis, etc.

**Textbook(s):**

1. Daniel Jurafsky, James H. Martin. "Speech and Language Processing: An Introduction to Natural Language Processing", Computational Linguistics and Speech, Pearson Publication, 2025 (3rd Edition Draft).
2. Aditya Joshi, Pushpak Bhattacharyya. "Natural Language Processing", Wiley Publication, 2023 (1st Edition).

**References:**

- R1. Chris Manning and Hinrich Schutze, "Foundations of Statistical Natural Language Processing", 1st Edition, MIT Press. 1999.
- R2. Pawan Goyal. "Natural Language Processing". 1st Edition, 2016.

**Weblinks**

W1. E-Book link or R2: <https://drive.google.com/file/d/10nbwAJd-dv6htOOZVBgAvLd1Wscl0RqC/view>

W2. Web Resource for T1: <https://web.stanford.edu/~jurafsky/slp3/> - VERY VERY IMPORTANT!!!

W3. NPTEL Courses: <https://nptel.ac.in/courses/106106211> (CMI), <https://nptel.ac.in/courses/106105158> (IIT Kgp), <https://nptel.ac.in/courses/106101007> (IITB), <https://nptel.ac.in/courses/106105572> (IIT Kgp - NEW)

Course Code: <b>CAI3428</b>	Course Title: <b>Practical Deep Learning with TensorFlow</b>	L- <b>C</b>	T-P-				
			<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>	



<b>Version No.</b>									
<b>Course Pre-requisites</b>	CSE2264								
<b>Anti-requisites</b>	NIL								
<b>Course Description</b>	<p>This course introduces students to the concepts of deep neural networks and state of the art approaches to develop deep learning models. In this course students will be given an exposure to the details of neural networks as well as deep learning architectures and to develop end-to-end models for such tasks. It will help to design and develop an application-specific deep learning models and also provide the practical knowledge handling and analyzing end user realistic applications.</p>								
<b>Course Objective</b>	<p>This course is designed to improve the learners <u>EMPLOYABILITY SKILLS</u> by using <u>EXPERIENTIAL LEARNING</u> techniques.</p>								
<b>Course Outcomes</b>	<p>On successful completion of this course the students shall be able to:</p> <ol style="list-style-type: none"><li>1. Implement backpropagation and gradient descent techniques to train neural networks effectively. (Apply)</li><li>2. Build and train deep learning models using Python libraries such as TensorFlow and Keras for real-world applications. (Apply)</li><li>3. Utilize deep learning techniques for image classification, object detection, sentiment analysis, and language modeling. (Apply)</li></ol>								
<b>Course Content:</b>									
<b>Module 1</b>	Basics of Neural Networks	Assignment					<b>18[8L+10P] Sessions</b>		
<b>Topics:</b> Understanding Perceptron with Excel, Understanding Multilayer Perceptron with Excel, From Multilayer Perceptron to Deep Learning, Error Backpropagation and Gradient Descent to reduce errors, Activation Functions, Deep Learning, Problems with Deep Learning with solutions.									
<b>Module 2</b>	TensorFlow Basics	Assignment					<b>14[7L+7P] Sessions</b>		
<b>Topics:</b> Introduction to TensorFlow, TensorFlow dataset, Machine Learning with TensorFlow									
<b>Module 3</b>	Deep Learning methods with Tensor Flow and Keras	Assignment					<b>14[6L+8P] Sessions</b>		



**Topics:**

Main Features of TensorFlow, Keras basics, AI with Keras.

**Project work/Assignment:**

- 1. Assignment 1 on (Module 1 and Module 2)**
- 2. Assignment 2 on (Module 3)**

**List of Lab Tasks:**

**Lab 1: Working with Deep Learning Frameworks**

Objective: Explore various Deep Learning Frameworks

Tasks: Identify deep learning frameworks (Keras, Tensorflow, Matplotlib, etc)

Activity: Practice with various methods available in DL Frameworks to develop a Model.

**Lab 2: Build a Basic Artificial Neural Network**

Objective: Create a ANN with DL frameworks.

Task: Identify suitable ANN Layers using Keras and Tensorflow.

Activity: Design a basic Artificial Neural Networks using Keras with TensorFlow ( pima-indians-diabetes)

**Lab 3: Build a MultiLayer Perceptron**

Objective: Create a MLP for classification task.

Task: Identify suitable model for house price prediction.

Activity: Design a MLP for implementing classification and fine-tuning using House price.csv

**Lab 4: Create a Tensor in TensorFlow using List or Numpy array.**

Objective: To understand how to create a tensor in TensorFlow using a Python list or NumPy array

Task: Create a simple tensor using both a Python list and a NumPy array in TensorFlow.

Activity: Create a tensor using a Python list and Numpy array

**Lab 5: Apply math operations on tensor using various mathematical functions.**

Objective: To learn how to apply mathematical operations on tensors using various TensorFlow mathematical functions.

Task: Perform basic mathematical operations (addition, subtraction, multiplication, division) and advanced functions (square, square root, exponential) on tensors.

Activity: Perform basic math operations: Add, Subtract, Multiply, Divide and Apply advanced math functions: Square, Square root, Exponential.

**Lab 6: Connecting two tensors in dataset.**

Objective: Combine two tensors using concatenation and stacking operations in TensorFlow.

Task: Combine two tensors using concatenation and stacking operations in TensorFlow

Activity: Concatenate them along a specific axis and Stack them along a new axis.



## Lab 7: Building dataset from a file stored in a local drive

Objective: To learn how to build a dataset in TensorFlow from a file stored in a local drive.

Task: Load a dataset from a CSV file stored on the local drive and process it using TensorFlow

Activity: Load the file using TensorFlow's tf.data API and Process the dataset (e.g., convert it into tensors)

## Lab 8: Loading Dataset from TensorFlow.dataset Library

Objective: To learn how to load a dataset from the tensorflow\_datasets library and use it in machine learning models.

Task: Load a dataset from TensorFlow Datasets (tfds), preprocess it, and display sample data

Activity: Load a dataset (e.g., MNIST, CIFAR-10, IMDB Reviews) and Split the dataset into training and testing sets.

## Lab 9: Build a Convolutional Neural Network

Objective: Create a CNN model.

Task: Build CNN architecture for Dog-Cat classification problem.

Activity: implement a Convolution Neural Network (CNN) for dog/cat classification problem using keras.

## Lab 10: Build a Time-Series Model

Objective: Create a RNN and LSTM Model

Task: Build RNN/LSTM Model for predicting time series data.

Activity Train a sentiment analysis model on IMDB dataset, use RNN layers with LSTM/GRU notes.

## REFERENCE MATERIALS:

### TEXTBOOKS

1. François Chollet, "Deep Learning with Python", 2nd Edition, Manning Publications, 2022
2. Ian Goodfellow, Yoshua Bengio, Aaron Courville, "Deep Learning", MIT Press, 2017.

## REFERENCES

1. Amlan Chakrabarti Amit Kumar Das, Saptarsi Goswami, Pabitra Mitra , "Deep Learning", Pearson Publication, 2021.
2. David Foster, "Generative Deep Learning" O'Reilly Publishers, 2020.
3. John D Kellehar, "Deep Learning", MIT Press, 2020.

## JOURNALS/MAGAZINES

1. IEEE Transactions on Neural Networks and Learning Systems  
<https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=5962385>
2. IEEE Transactions on Pattern Analysis and Machine Intelligence  
[https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=34http://ijaerd.com/papers/special\\_papers/IT032.pdf](https://ieeexplore.ieee.org/xpl/RecentIssue.jsp?punumber=34http://ijaerd.com/papers/special_papers/IT032.pdf)



3. International Journal of Intelligent Systems  
<https://onlinelibrary.wiley.com/journal/1098111x>

SWAYAM/NPTEL/MOOCs:

4. Swayam Nptel - Deep Learning - IIT Ropar  
[https://onlinecourses.nptel.ac.in/noc21\\_cs35/preview](https://onlinecourses.nptel.ac.in/noc21_cs35/preview)
5. Coursera - Neural Networks and Deep Learning  
Andrew Ng
6. Coursera - Neural Networks for Machine Learning by  
Geoffrey Hinton in Coursera

<b>Course Code:</b> <b>CAI3429</b>	<b>Course Title:</b> Deep Learning Techniques for Computer Vision	<b>L-T-P-C</b>	2	0	2	3
<b>Version No.</b>	1.0					
<b>Course Pre-requisites</b>	MAT2402					
<b>Anti-requisites</b>	NIL					
<b>Course Description</b>	This course covers the fundamentals and advanced concepts of deep learning for computer vision applications. Students will explore convolutional neural networks (CNNs), object detection, image segmentation, and generative models. Hands-on lab experiments will reinforce theoretical concepts using frameworks like TensorFlow and PyTorch.					
<b>Course Outcomes</b>	<p>On successful completion of the course the students shall be able to:</p> <p><b>1. Understand the Fundamentals of Deep Learning for Vision</b></p> <p>Explain the core concepts of neural networks and deep learning architectures for image processing.</p> <p>Implement and optimize convolutional neural networks (CNNs) for classification tasks.</p> <p><b>2. Apply Object Detection and Image Segmentation Techniques</b></p> <p>Implement and analyze state-of-the-art object</p>					



	<p>detection algorithms such as YOLO, Faster R-CNN, and SSD.</p> <p>Develop and evaluate image segmentation models like U-Net and Mask R-CNN.</p> <p><b>3. Explore Advanced Deep Learning Techniques for Vision</b></p> <p>Utilize Vision Transformers (ViTs) and attention mechanisms for image classification.</p> <p>Generate and manipulate images using Generative Adversarial Networks (GANs).</p> <p><b>4. Deploy and Optimize Deep Learning Models for Real-World Applications</b></p>			
<b>Course Content:</b>				
<b>Module 1</b>	<b>Fundamentals of Deep Learning for Vision</b>	Assignment	Practical	<b>No. of Classes :8</b>
Introduction to Deep Learning & Neural Networks, Convolutional Neural Networks (CNNs) Architecture Backpropagation & Optimization in CNNs, Transfer Learning & Pretrained Models.				
<b>Module 2</b>	<b>Object Detection &amp; Image Segmentation</b>	Assignment	Practical	<b>No. of Classes :14</b>
Introduction to Object Detection (R-CNN, SSD, YOLO), Region Proposal Networks (Faster R-CNN) Semantic & Instance Segmentation (U-Net, Mask R-CNN), Real-time Object Detection Applications				
<b>Module 3</b>	<b>Advanced Topics in Vision</b>	Assignment	Practical	<b>No. of Classes :8</b>
Attention Mechanisms & Vision Transformers (ViTs), Generative Adversarial Networks (GANs) for Image Generation, Self-supervised Learning for Vision, Multi-modal Learning (CLIP, DALL-E)				
<b>Module 4</b>	<b>Applications &amp; Deployment</b>	Assignment	Practical	<b>No. of Classes :8</b>
Edge AI & Mobile Deployment (TensorFlow Lite, ONNX), Adversarial Attacks & Robustness in Vision Models, Explainability & Interpretability of Vision Models,				



## Case Studies & Industry Applications

**Lab Experiments are to be conducted on the following topics:-**

### **Lab Sheet 1:**

#### **Keras Sequential API model**

1. Read in the data and explore
2. Define a Sequential API model
3. Define the hyperparameters and optimizer
4. Train the model and visualize the history
5. Testing

#### **Keras Functional API model:**

1. Define a Functional API model
2. Train the model and visualize the history

### **Lab Sheet 2:**

#### **Softmax regression with Keras**

1. Read in the data and prepare
2. Define a Sequential API model
3. Define the hyperparameters and optimizer
4. Train the model and visualize the history
5. Testing

### **Lab Sheet 3:**

#### **Convolutional Neural Network with Keras (grayscale images)**

1. Read in the data:
2. Visualize the data:
3. Prepare the data:
4. Define a CNN model:
5. Define the hyperparameters and optimizer:
6. Train the model and visualize the history:
7. Testing:

### **Lab Sheet 4:**

#### **Convolutional Neural Network with Keras (color images):**

1. Read in the data:
2. Visualize the data:
3. Prepare the data:
4. Define a CNN model:



5. Define the hyperparameters and optimizer:
6. Train the model and visualize the history:
7. Testing:

## **Lab Sheet 5:**

### **Time series and prediction:**

1. Read in the data and explore:
2. Apply the exponential smoothing method and predict

### **Recurrent neural network (RNN):**

1. Pre-processing:
2. Do the necessary definitions: (Hyper parameters, Model,
3. Train the model:
4. Predict the future:

## **Lab Sheet 6:**

### **Document classification with LSTM network:**

1. Read in the data:
2. Explore the data:
3. Data preprocessing:
4. Define the model:
5. Define the optimizer and compile:
6. Train the model and visualize the history:
7. Testing:

## **Lab Sheet 7:**

### **Document classification with LSTM network (Binary):**

1. Read in the data:
2. Explore the data:
3. Data preprocessing:
4. Define the model:
5. Define the optimizer and compile:
6. Train the model and visualize the history:
7. Testing:

## **Lab Sheet 8:**

### **Document classification with LSTM + CNN network (Binary):**

1. Read in the data:
2. Explore the data:
3. Data preprocessing:
4. Define the model:
5. Define the optimizer and compile:
6. Train the model and visualize the history:
7. Testing:

## **Lab Sheet 9:**

### **Softmax regression to recognize the handwritten digits:**

1. Download the MNIST data:
2. Take a look at the dataset:
3. Do the necessary definitions:



4. Training and Testing:

Multi-layer neural network to recognize the handwritten digits:

1. Download the MNIST data:
2. Take a look at the dataset:
3. Do the necessary definitions:

Training and Testing:

**Lab Sheet 10:**

Object Detection using YOLOv5

**Lab Sheet 11:**

Image Segmentation using U-Net

Custom Object Detection using Faster R-CNN

**Lab Sheet 12:**

Implementing Vision Transformers for Image Classification

Generating Images using GANs (DCGAN, StyleGAN)

**(Group Project)**

8. Object Detection and Recognition:

- a. Haar cascade object detection (e.g., face detection or object detection using pre-trained classifiers).
- b. Feature-based object detection using techniques like Speeded-Up Robust Features (SURF) or Scale-Invariant Feature Transform (SIFT).
- c. Deep learning-based object detection using Convolutional Neural Networks (CNNs) or You Only Look Once (YOLO) algorithm.

9. Optical Character Recognition (OCR):

- a. Preprocessing of text images (e.g., binarization, noise removal, or skew correction).
- b. Text localization using techniques like connected component analysis or Stroke Width Transform (SWT).
- c. Character recognition using machine learning algorithms like Support Vector Machines (SVM) or Convolutional Neural Networks (CNNs).

10. Gesture Recognition:

- a. Hand segmentation using techniques like background subtraction or skin color detection.
- b. Feature extraction from hand regions (e.g., finger counting, hand shape descriptors).
- c. Classification of gestures using machine learning algorithms (e.g., k-Nearest Neighbors or Support Vector Machines).

**Tools/Software Required :**

1. OpenCV 4
2. Python 3.7



### 3. MATLAB

#### Text Books

1. "Deep Learning for Computer Vision Image Classification, Object Detection and Face Recognition in Python" **Jason Brownlee (2019)**
2. "Deep Learning for Computer Vision with python" **Adrian Rosebrock (2017)**

#### References

3. **Goodfellow, I., Bengio, Y., & Courville, A. (2016).** *Deep Learning*. MIT Press.

A foundational book covering deep learning principles, including CNNs, optimization, and generative models.

4. **Raschka, S., & Mirjalili, V. (2022).** *Machine Learning with PyTorch and Scikit-Learn*. Packt Publishing.

Covers practical deep learning techniques using PyTorch, including CNNs and transfer learning.

5. **Geron, A. (2022).** *Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow (3rd Edition)*. O'Reilly Media.

Provides hands-on implementations of deep learning for computer vision using TensorFlow and Keras.

6. **Zhang, A., Lipton, Z. C., Li, M., & Smola, A. J. (2021).** *Dive into Deep Learning*. Available online (<https://d2l.ai>).

Open-access book covering CNNs, object detection, and advanced vision techniques with PyTorch and TensorFlow.

7. **Chollet, F. (2021).** *Deep Learning with Python (2nd Edition)*. Manning Publications.

Explains deep learning fundamentals and applications with Keras, including image classification and segmentation.

8. **Ballé, J., Laparra, V., & Simoncelli, E. P. (2017).** *Deep Learning for Computer Vision: A Brief Introduction*.

A concise introduction to CNNs, object detection, and generative models.

<b>Course Code:</b> CSE3426	<b>Course Title: Front-end Full Stack Development</b>	<b>L- T-P- C</b>	2	0	2	3
<b>Version No.</b>	1.0					



<b>Course Pre-requisites</b>	CSE2260			
<b>Anti-requisites</b>	NIL			
<b>Course Description</b>	This intermediate course enables students to perform front-end full stack development, with emphasis on employability skills. The course covers key technologies and architectures that enables the student to design and implement front-end. On successful completion of this course, the student shall be able to pursue a career in full-stack development. The students shall develop strong problem-solving skills as part of this course.			
<b>Course Objectives</b>	The objective of the course is to familiarize the learners with the concepts of <b>Front-end Full Stack Development</b> and attain <b>Employability Skills</b> through <b>Experiential Learning</b> techniques.			
<b>Course Outcomes</b>	On successful completion of the course the students shall be able to:  CO1. Design and develop static web pages using HTML5 elements and CSS3 [Apply]  CO2. Develop responsive web pages using CSS, JavaScript and bootstrap. [Apply]  CO3. Demonstrate the concepts of Angular.js to develop a web front-end. [Apply]  CO4. Illustrate the concepts of React.js to develop a web front-end. [Apply]			
<b>Course Content:</b>				
<b>Module 1</b>	<b>Introduction to web technology</b>	Project	Programming	<b>15 Sessions</b> <b>[7L +8P]</b>
<b>Topics:</b>	<p>HTML5 – Syntax, Attributes, Events, Web Forms 2.0, Web Storage, Canvas, Web Sockets;</p> <p>CSS3 – Colors, Gradients, Text, Transform.</p>			
<b>Module 2</b>	<b>Responsive web design</b>	Project	Programming	<b>15 Sessions</b> <b>[7L+8P]</b>



**Topics:**

BootStrap for Responsive Web Design; JavaScript – Core syntax, JavaScript – Core syntax, HTML DOM, objects, classes, HTML DOM, objects, classes, Async, Ajax, jQuery Introduction.

**Assignment:** Design and develop a website that can actively keep track of entry-exit information of a housing society.

<b>Module 3</b>	<b>JavaScript Frameworks</b>	Project	Programming	<b>20 Sessions</b> <b>[10L+10P]</b>
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**Topics:**

Setting up Development & Build Environment: Node.js and NPM; Introduction to TypeScript; Working with OOP concepts with TypeScript; Angular Fundamentals; Angular CLI; Introduction to TypeScript; Debugging Angular applications; Components & Databinding in Depth; Angular Directives; Using Services & Dependency Injection; Angular Routing; Observables; Handling Forms in Angular Apps; Output transformation using Pipes; Making Http Requests; Authentication & Route Protection; Dynamic Components; Angular Modules & Optimizing Angular Apps; Angular Animations; Adding Offline Capabilities with Service Workers; React.js ; Developing single page application

**Assignment:** Develop a software tool to do inventory management in a warehouse.

<b>Module 4</b>	<b>Fundamentals of DevOps and Project Management</b>	Project	Programming	<b>10 Sessions</b> <b>[6L+4P]</b>
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**Topics:**

Introduction to Agile Methodology; Scrum Fundamentals; Scrum Roles, Artifacts and Rituals; Scrum Fundamentals; Scrum Roles, Artifacts and Rituals; DevOps – Architecture, Lifecycle, Workflow & Principles; DevOps Tools Overview – Jenkins, Docker, Kubernetes. Review of GIT source control. Deploying an Angular/React App; Unit Testing in Angular Apps (Jasmine, Karma).

**Assignment:** Develop a web-based application to book movies/events (like bookmyshow).



### **List of Laboratory Tasks:(7 X 2= 14 Sessions)**

Experiment No. 1: [3 + 1 Practical Sessions]

- **Level 1:** Familiarization of HTML and CSS basics.
- **Level 2:** Create an HTML webpage showcasing biodata with CSS styling.

Experiment No. 2: [3 + 1 Practical Sessions]

- **Level 1:** Design an interactive web page for a new restaurant using CSS3 features.
- **Level 2:** Create a simple web form to gather user information.

Experiment No. 3: [4 + 1 Practical Sessions]

- **Level 1:** Practice basic JavaScript exercises, including creating a canvas drawing application.
- **Level 2:** Implement JavaScript exercises for form validation.

Experiment No. 4 [3 + 1 Practical Sessions]

- **Level 1:** Create a student registration form using JavaScript.
- **Level 2:** Design an RSVP form using Bootstrap form controls.

Experiment No. 5 [3 + 1 Practical Sessions]

- **Level 1:** Create a responsive image grid using Bootstrap 5.
- **Level 2:** Write a JavaScript program using AJAX to dynamically load content and implement jQuery effects like fading.

Experiment No. 6 [3 + 1 Practical Sessions]

- **Level 1:** Create an AngularJS application module and controller in app.js.
- **Level 2:** Design an "AngularJS Solar System Explorer" for planet data visualization.

### **Targeted Application & Tools that can be used:**

**Application Area is to Design and Analyzing the efficiency of Algorithms. This fundamental course is used by all application developers.**

**Professionally Used Software: Replit**



**Project work/Assignment:**

- 1. Problem Solving: Design of Algorithms and implementation of programs.**
- 2. Programming: Implementation of given scenario using Java.**

**Text Book:**

T1. Fender, Young, "Front-end Fundamentals", Leanpub, 2015

T2. Northwood, Chris, "The Full Stack Developer: Your Essential Guide to the Everyday Skills Expected of a Modern Full Stack Web Developer", APress, 2018

**References:**

- R1. Flanagan D S, "Javascript : The Definitive Guide" 7th Edition. 7th ed. O'Reilly Media; 2020.
- R2. Alex Libby, Gaurav Gupta, and AsojTalesra. "Responsive Web Design with HTML5 and CSS3 Essentials", Packt Publishing, 2016
- R3. Duckett J Ruppert G Moore J. "Javascript&Jquery : Interactive Front-End Web Development."; Wiley; 2014.
- R4. Greg Sidelnikov, "React.js Book\_ Learning React JavaScript Library", 1 edition, Scratch-River Tigris LLC 2016
- R5. Web Reference: [https://www.youtube.com/watch?v=JGNTYXkVCVY&list=PLd3UqWTnYXOkTSBCBNyyhxo\\_jxIY\\_uTWA&index=2](https://www.youtube.com/watch?v=JGNTYXkVCVY&list=PLd3UqWTnYXOkTSBCBNyyhxo_jxIY_uTWA&index=2)

<b>Course Code:</b> CSE3427	<b>Course Title:</b> Java Full Stack Development	<b>L- P- C</b>	2	2	3
<b>Version No.</b>	1.0				
<b>Course Pre-requisites</b>	Nil				
<b>Anti-requisites</b>	CSE2260				
<b>Course Description</b>	This advanced level course enables students to perform full stack development using Java, with emphasis on employability skills. The key technologies used for Full Stack development is based on either Java technology or .NET technology. In this course, the focus is on				



	using Java, and the related technologies/tools like Java EE, Java Persistence, Hibernate, Maven, Spring Core, etc. On successful completion of this course, the student shall be able to pursue a career in full-stack development. The students shall develop strong problem-solving skills as part of this course.			
<b>Course Objectives</b>	This course is designed to improve the learners' EMPLOYABILITY SKILLS by using PROBLEM SOLVING Methodologies.			
<b>Course Outcomes</b>	<b>On successful completion of the course the students shall be able to:</b> 1] Practice the use of Java for full stack development [Application] 2] Show web applications using Java EE. [Application] 3] Solve simple applications using Java Persistence and Hibernate [Application] 4] Apply concepts of Spring to develop a Full Stack application. [Application] 5] Employ automation tools like Maven, Selenium for Full Stack development. [Application]			
<b>Course Content:</b>				
<b>Module 1</b>	Introduction	Project	Programming	03 Sessions
<b>Topics:</b>	Review of Java; Advanced concepts of Java; Java generics; Java IO; New Features of Java. Unit Testing tools.			
<b>Module 2</b>	Java EE Web Applications	Project	Programming	05 Sessions
<b>Topics:</b>	Introduction to Eclipse & Tomcat; JSP Fundamentals; Reading HTML form Data with JSP; State Management with JSP; JSP Standard Tag Library - Core & Function Tags; Servlet API Fundamentals; ServletContext, Session, Cookies; Request Redirection Techniques; Building MVC App with Servlets & JSP; Complete App - Integrating JDBC with MVC App			
<b>Assignment:</b>	Develop an application for managing HR policies of a department.			
<b>Module 3</b>	Java Persistence using JPA and Hibernate	Project	Programming	06 Sessions
<b>Topics:</b>	Fundamentals of Java Persistence with Hibernate; JPA for Object/Relational Mapping, Querying, Caching, Performance and Concurrency; First & Second Level Caching, Batch Fetching, Optimistic Locking & Versioning; Entity Relationships, Inheritance Mapping & Polymorphic Queries; Querying database using JPQL and Criteria API (JPA)			
<b>Assignment:</b>	Design and develop a website that can actively keep track of entry-exit information of a housing society..			
<b>Module 4</b>	Spring Core	Project	Programming	10 Sessions
<b>Topics:</b>	Spring Core, Spring MVC, Spring Boot REST API; Understanding Spring Framework; Using Spring MVC; Building a Database Web App with Spring and Hibernate o Spring AOP (Aspect Oriented			



Programming); Implementing Spring Security; Developing Spring REST API; Using Spring Boot for Rapid Development

**Assignment:** Develop a software tool to do inventory management in a warehouse.

<b>Module 5</b>	Automation tools	Project	Programming	<b>06 Sessions</b>
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**Topics:**

Introduction to Automation Tools; Apache Maven: Maven Fundamentals, Software Setup - Commandline and Eclipse, pom.xml and Directory Structure, Multi-Module Project Creation, Scopes, Dependency Management, Profiles; Functional/BDD Testing using Selenium, Selenium Fundamentals and IDE, Selenium WebDriver, Installation and Configuration, Locating WebElements, Driver Commands, WebElement Commands

**Assignment:** Illustrate the use of automation tools in the development of a small software project.

**Targeted Application & Tools that can be used:**

**Application Area is to Design and Analyzing the efficiency of Algorithms. This fundamental course is used by all application developers.**

**Professionally Used Software:** Eclipse, NetBeans, Hibernate, Selenium, Maven, GIT.

**Project work/Assignment:**

- Problem Solving: Design of Algorithms and implementation of programs.**
- Programming: Implementation of given scenario using Java.**

**Text Book:**

T1. Fender, Young, "Front-end Fundamentals", Leanpub, 2015

**References**

R1. Soni, Ravi Kant. "Full Stack AngularJS for Java Developers: Build a Full-Featured Web Application from Scratch Using AngularJS with Spring RESTful." , Apress, 2017.

R2. Mardan, Azat. "Full Stack JavaScript: Learn Backbone.js, Node.js and MongoDB." , Apress, 2015

<b>Course Code:</b> CSE3428	<b>Course Title:</b> .NET Full Stack Development	<b>L- P- C</b>	2	2	3
<b>Version No.</b>	1.0				
<b>Course Pre-requisites</b>	Nil				
<b>Anti-requisites</b>	CSE2260				
<b>Course</b>	This advanced level course enables students to perform full stack				



<b>Description</b>	development using .NET, with emphasis on employability skills. The key technologies used for Full Stack development is based on either Java technology or .NET technology. In this course, the focus is on using .NET and the related technologies/tools like C#, ASP.NET, Entity Framework Core, etc. On successful completion of this course, the student shall be able to pursue a career in full-stack development. The students shall develop strong problem-solving skills as part of this course.			
<b>Course Objectives</b>	This course is designed to improve the learners' EMPLOYABILITY SKILLS by using PROBLEM SOLVING Methodologies.			
<b>Course Outcomes</b>	<b>On successful completion of the course the students shall be able to:</b> 1] Practice the use of C# for developing a small application [Application] 2] Show web applications using Entity Framework. [Application] 3] Solve simple web applications that use SQL and ASP.NET [Application] 4] Apply concepts of ASP.NET to develop a Full Stack application. [Application]			
<b>Course Content:</b>				
<b>Module 1</b>	C# Programming for Full Stack Development	Project	Programming	<b>10 Sessions</b>
<b>Topics:</b>	.NET Framework Fundamentals, Visual Studio IDE Fundamentals, C# Language Features, Working with arrays and collections, Working with variables, operators, and expressions, Decision and iteration statements, Managing program flow and events, Working with classes and methods, OOP concepts, Properties, Auto Implemented, Delegates, Anonymous Methods and Anonymous Types, Extension methods, Sealed Classes/Methods, Partial Classes/Methods, Asynchronous programming and threading, Data validation and working with data collections including LINQ, Handling errors and exceptions, Working with Files, Unit Testing – Nunit framework			
<b>Assignment:</b>	Develop a small application for managing library using C#.			
<b>Module 2</b>	Entity Framework Core 2.0	Project	Programming	<b>06 Sessions</b>
<b>Topics:</b>	Entity Framework Core 2.0 Code First Approach; Introduction To Entity Framework and EDM; Querying the EDM; Working With Stored Procedures; Advanced Entity Framework - DbContext [EF6]; Advanced Operations; Performance Optimization; Data Access with ADO.NET			
<b>Assignment:</b>	Develop an application for managing HR policies of a department.			
<b>Module 3</b>	ASP.NET	Project	Programming	<b>06 Sessions</b>
<b>Topics:</b>	ASP.NET Core, ASP.Net Core 3.1 MVC, ASP.NET Core Middleware and Request pipeline, Review of SQL using MS SQL, Working With Data In Asp.Net, Razor View Engine, State Management In Asp. Net MVC & Layouts;			
<b>Assignment:</b>	Develop a web application to mark entry/exit of guests in a building.			



Module 4	ASP.NET	Project	Programming	08 Sessions
<b>Topics:</b> Introduction To Models, Validations In Asp.Net MVC, Authentication and Authorization In Asp.Net MVC, Advanced Asp. Net MVC - Ajax Action Link In MVC, Advanced Asp.Net MVC - Ajax Forms In MVC, Microsoft Testing Framework – Unit Testing the .NET Application <b>Assignment:</b> Develop a software tool to do inventory management in a warehouse.				
<b>Targeted Application &amp; Tools that can be used:</b>				
<b>Application Area is to Design and Analyzing the efficiency of Algorithms. This fundamental course is used by all application developers.</b>				
<b>Professionally Used Software:</b> Visual Studio				
<b>Project work/Assignment:</b>				
<ol style="list-style-type: none"><li>1. <b>Problem Solving:</b> Design of Algorithms and implementation of programs.</li><li>2. <b>Programming:</b> Implementation of given scenario using .NET.</li></ol>				
<b>Text Book:</b>				
T1. Fender, Young, "Front-end Fundamentals", Leanpub, 2015 T2. Valerio De Sanctis, "ASP.NET Core 5 and Angular: Full-stack web development with .NET 5 and Angular 11", 4th Edition, Packt, 2021.				
<b>References</b>				
R1. Benjamin Perkins, Jon D. Reid, "Beginning C# and .NET", Wiley, 2021 R2. Piotr Gankiewicz, "Full Stack .NET Web Development", Packt Publishing, 2017. R3. Tamir Dresher, Amir Zuker, Shay Friedman, "Hands-On Full-Stack Web Development with ASP.NET Core", Packt Publishing, 2018. R4. Dustin Metzgar, "Exploring .NET core with microservices, ASP.NET core, and Entity Framework Core", Manning, 2017.				