



Maharashtra State Board of Technical Education, Mumbai

Teaching and Examination Scheme for Post S.S.C. Diploma Courses

Program Name : Computer Engineering Groups

Program Code : CO/CM/CW

With Effect From Academic Year: 2017 - 18

Duration of Program : 6 Semesters

Duration : 16 Weeks

Semester : Fifth

Scheme : I

| S. N. | Course Title | Course Abbreviation | Course Code | Teaching Scheme | | | Credit (L+T+P) | Examination Scheme | | | | | | | | | | | | Grand Total | |
|---------------------------|--------------------------------------|---------------------|-------------|-----------------|----------|-----------|----------------|-----------------------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-------------|------------|
| | | | | L | T | P | | Theory | | | | | | Practical | | | | | | | |
| | | | | | | | | Exam Duration in Hrs. | ESE | | PA | | Total | | ESE | | PA | | Total | | |
| | | | | | | | | | Max Marks | Min Marks | Max Marks | Min Marks | Max Marks | Min Marks | Max Marks | Min Marks | Max Marks | Min Marks | Max Marks | | Min Marks |
| 1 | Environmental Studies | EST | 22447 | 3 | - | - | 3 | 90 Min | 70*# | 28 | 30* | 00 | 100 | 40 | -- | -- | -- | -- | -- | -- | 100 |
| 2 | Operating Systems | OSY | 22516 | 3 | - | 2 | 5 | 3 | 70 | 28 | 30* | 00 | 100 | 40 | 25@ | 10 | 25 | 10 | 50 | 20 | 150 |
| 3 | Advanced Java Programming | AJP | 22517 | 3 | 1 | 2 | 6 | 90 Min | 70*# | 28 | 30* | 00 | 100 | 40 | 25# | 10 | 25 | 10 | 50 | 20 | 150 |
| 4 | Software Testing | STE | 22518 | 3 | - | 2 | 5 | 3 | 70 | 28 | 30* | 00 | 100 | 40 | 25@ | 10 | 25 | 10 | 50 | 20 | 150 |
| Elective (Any One) | | | | | | | | | | | | | | | | | | | | | |
| 4 | Client Side Scripting Language | CSS | 22519 | 3 | - | 2 | 5 | 3 | 70 | 28 | 30* | 00 | 100 | 40 | 25# | 10 | 25 | 10 | 50 | 20 | 150 |
| | Advanced Computer Network | ACN | 22520 | 3 | - | 2 | 5 | 3 | 70 | 28 | 30* | 00 | 100 | 40 | 25# | 10 | 25 | 10 | 50 | 20 | 150 |
| | Advanced Database Management Systems | ADM | 22521 | 3 | - | 2 | 5 | 3 | 70 | 28 | 30* | 00 | 100 | 40 | 25# | 10 | 25 | 10 | 50 | 20 | 150 |
| 5 | Industrial Training | ITR | 22057 | - | - | 6 | 6 | -- | -- | -- | -- | -- | -- | -- | 75# | 30 | 75 | 30 | 150 | 60 | 150 |
| 5 | Capstone Project Planning | CPP | 22058 | - | - | 2 | 2 | -- | -- | -- | -- | -- | -- | -- | 25@ | 10 | 25 | 10 | 50 | 20 | 50 |
| Total | | | | 15 | 1 | 16 | 32 | -- | 350 | -- | 150 | -- | 500 | -- | 200 | -- | 200 | -- | 400 | -- | 900 |

Student Contact Hours Per Week: **32 Hrs.**

Medium of Instruction: **English**

Theory and practical periods of 60 minutes each.

Total Marks : **900**

Abbreviations: ESE- End Semester Exam, PA- Progressive Assessment, L - Lectures, T - Tutorial, P - Practical

@ Internal Assessment, # External Assessment, *# On Line Examination, ^ Computer Based Assessment

* Under the theory PA, Out of 30 marks, 10 marks are for micro-project assessment to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessment of the cognitive domain LOs required for the attainment of the COs.

~ For the courses having ONLY Practical Examination, the PA marks Practical Part - with 60% weightage and Micro-Project Part with 40% weightage

- **If Candidate not securing minimum marks for passing in the "PA" part of practical of any course of any semester then the candidate shall be declared as "Detained" for that semester.**
- **Evaluation of Industrial Training and its reports is to done after completion of Industrial Training. Credits of Industrial Training will not affect the framing of time table.**



Program Name : All Branches of Diploma in Engineering and Technology.
Program Code : CE/CR/CS/CH/CM/CO/IF/CW/DE/EJ/EN/EQ/ET/EX/IE/
 MU/EE/EP/EU/IS/IC/AE/FG/ME/PG/PT/DC/TX/TC
Semester : Fifth
Course Title : Capstone Project – Planning
Course Code : 22058

1. RATIONALE

According to the requirement of National Board of Accreditation (NBA), 'learning to learn' is an important Graduate Attribute (GA No.11). It is required to develop this skill in the students so that they continue to acquire on their own new knowledge and skills from different 'on the job experiences' during their career in industry. An educational 'project' just does that and may be defined as *'a purposeful student activity, planned, designed and performed by a student or group of students to solve/ complete the identified problem/task, which require students to integrate the various skills acquired over a period to accomplish higher level cognitive and affective domain outcomes and sometimes the psychomotor domain outcomes as well'*. Projects mainly serve this purpose of developing learning-to-learn skills with an aim to develop the following attributes in the students:

- a) Initiative, confidence and ability to tackle new problems
- b) Spirit of enquiry
- c) Creativity and innovativeness
- d) Planning and decision making skills
- e) Ability to work in a team and to lead a team
- f) Ability of self directed learning which is required for lifelong learning
- g) Persistence (habit of not giving up quickly and trying different solutions in case of momentary failures, till success is achieved)
- h) Resourcefulness
- i) Habit of keeping proper records of events and to present a formal comprehensive report of their work.

2. COMPETENCY

The course should be taught and implemented with the aim to develop the required course outcomes (COs) so that students will acquire following competency needed by the industry:

- **Plan innovative/creative solutions independently and/or collaboratively to integrate various competencies acquired during the semesters to solve/complete the identified problems/task/shortcomings faced by industry/user related to the concerned occupation.**

3. COURSE OUTCOMES (COs)

The following could be some of the major course outcomes depending upon the nature of the projects undertaken. However, in case of some projects few of the following course outcomes may not be applicable.

- a) Write the problem/task specification in existing systems related to the occupation.
- b) Select, collect and use required information/knowledge to solve the problem/complete the task.
- c) Logically choose relevant possible solution(s).
- d) Consider the ethical issues related to the project (if there are any).
- e) Assess the impact of the project on society (if there is any).
- f) Prepare 'project proposals' with action plan and time duration scientifically before beginning of project.



- g) Communicate effectively and confidently as a member and leader of team.

4. TEACHING AND EXAMINATION SCHEME

| Teaching Scheme | | | Credit (L+T+P) | Examination Scheme | | | | | | | | | | | |
|-----------------|---|---|-------------------|--------------------|-----|-----|-----|-----|-------|-----------|-----|-----|-----|-----|-------|
| L | T | P | | Theory | | | | | | Practical | | | | | |
| | | | | Paper Hrs. | ESE | | PA | | Total | | ESE | | PA | | Total |
| | | | | | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max |
| - | - | 2 | 2 | -- | -- | -- | -- | -- | -- | 25@ | 10 | 25 | 10 | 50 | 20 |

Legends: L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment

5. Capstones Project

One of the dictionary meaning is the ‘crown’ or the stone placed on top of the building structure like ‘kalash on top of Temples and Mosques’ or ‘Cross on top of churches’. Capstone projects are culminating experiences in which students synthesize the competencies acquired over whole programme. In some cases they also integrate cross-disciplinary knowledge. Thus Capstone projects prepare students for entry into a career and can be described as a ‘rite of passage’ or ‘minimal threshold’ through which participants change their status from student to graduate. A capstone project therefore should serve as a synthesis — reflection and integration— to bridge the real-world preparatory experience to real life. Thus capstone project should have emphasis on integration, experiential learning, and real-world problem solving and hence these projects are very important for students. To develop the highly essential industry oriented skills and competencies in the students, the capstone projects are offered in the last two semesters to serve for following purposes:

- Integrate the competencies acquired by the students in the previous and current semesters.
- Provide opportunities for interdisciplinary work in tackling problems likely to be faced by them in industry which are exciting and challenging.

6. Capstone Project Planning

Students are supposed to find out a suitable project and prepare a detailed plan in fifth semester so that it can be executed smoothly in sixth semester. The main characteristic of any project whether small or big is that it requires simultaneous application of various types of skills in the different domains of learning. Moreover, project normally do not have a predefined single solution, in other words for the same problem different students may come up with different but acceptable solutions. Further, in the process of arriving at a particular solution, the student must be required to make a number of decisions after scrutiny of the information s/he has accumulated from experiments, analysis, survey and other sources.

The projects will have a detailed project proposal, which must be executed or implemented within the time allocated, simultaneously maintaining a logbook periodically monitored by the teacher. A detailed project report is to be prepared as project progresses, which has to be submitted after the project is over. For self assessment and reflection students have to also prepare a portfolio of learning.

During the guidance and supervision of the project work, teachers’ should ensure that students acquire following *learning outcomes* (depending upon the nature of the project work some of these learning outcomes may not be applicable):

- Show the attitude of enquiry.
- Identify the problems in the area related to their programme.
- Identify the information suggesting the cause of the problem and possible solutions.
- Assess the feasibility of different solutions and the financial implications.



- e) Collect relevant data from different sources (books/internet/market/suppliers/experts etc. through surveys/interviews).
- f) Prepare required drawings and detailed plan for execution of the work.
- g) Work persistently and participate effectively in group work to achieve the targets.
- h) Work independently for the individual responsibility undertaken.
- i) Ask for help from others including guide, when required.
- j) Prepare portfolio to reflect (*chintan-manan*) on experiences during project work.
- k) Prepare seminar presentations to present findings/features of the project.
- l) Confidently answer the questions asked about the project.
- m) Acknowledge the help rendered by others in success of the project.

If students are able to acquire these *learning outcomes*, then they would be able to acquire the COs as discussed in section 3.

7. Scopes of Projects

Scope of the project work should be decided based on following criteria:

- a) **Relation to diploma programme curriculum:** When students intend to select topics for the project work they need to choose a project which relates well to their curriculum (It may be beyond curriculum, but it should relate to it) and requires implementation of theories already learnt and skills already possessed by them from the previous semesters.
- b) **Abilities possessed by the group of students:** Projects should be chosen so that it can be completed mainly using students' problem solving capabilities and depth of learning. It is natural that highly motivated students or high achievers may come out with projects which are more complex and challenging. Teachers should guide students to choose challenging projects according to the students' ability.
- c) **Resources Available:** Students and Guides should keep in mind the availability of resources while deciding the topic and the scope of the project. Some of the important resources which need consideration are:
 - i. Time available
 - ii. Raw Material/Components required
 - iii. Manufacturing/Fabrication equipment and tools required
 - iv. Testing/Measuring equipment and instruments required
 - v. Access to Journals (Library/Digital)
 - vi. Expertise for theoretical guidance (available in polytechnic, nearby institutes or nearby industries)
 - vii. Expertise and technology required for fabrication (if required)
 - viii. Software required.

An important aspect to be considered is to decide who will choose a project. The best practice is that teacher should guide students about the above factors to be considered for choosing the project and based on these factors students should do the ground work and identify the possible projects and teachers should work as only facilitator and Guide in final selection of the project title and its scope.

d) Suggested Type of Capstone Projects

In general, the projects that the students can take up could be of the following types;

- i. Feasibility studies.
- ii. Design projects
- iii. Market surveys about raw material, components or finished products.
- iv. Prototype (design, make, test and evaluate).
- v. Advanced experimental work requiring the development of existing equipment to be used and developed.
- vi. Field works: This could include surveys, using equipment, charting data and information from visual observation.



- vii. Comparative Studies: Theoretical study of two systems/mechanisms/ processes in detail and comparing them on the basis of cost/energy conservation/impact on environment/technology used etc.
- viii. Application of Emerging technology: Theoretical study of some emerging technology and feasibility of its application in some real life situation in detail.
- ix. Fabrication of some equipment/machine etc.
- x. Construction of some structure.
- xi. Development of software or use of software for solving some broad-based problem.

8. GUIDELINES FOR UNDERTAKING A PROJECT

The selection of the *Capstone Project title* must have emphasis to the Elective courses/ Elective Group taken for the study and exam for 5th and 6th semester. The students will then work on the identified problem/task through a rigorous process of understanding and analyzing the problem, conducting a literature search, deriving, discussing (monitored by the guide every fortnight) and designing the *Semester V 'Project Proposal'* with the following *sub-titles*:

- a) Rationale (one page)
- b) Introduction
- c) Literature Survey
- d) Problem Definition
- e) Proposed Methodology of solving Identified problem
- f) In-case some prototype has to be fabricated then its tentative design and procedure for making it should be part of the proposal.
- g) Resources and consumables required.
- h) Action Plan (sequential list of activities with probable dates of completion)

As soon as the 'Project Proposal' is approved by the teacher, the student will begin to maintain a dated '*Project Logbook*' for the whole semester. This is a sort of a 'weekly diary' indicating all the activities conducted by the student every week in the semester to complete the project. This '*project logbook*' should be got signed by the teacher at regular intervals for progressive assessment to match the project proposal. If this is maintained sincerely and truthfully by the student, it will be very helpful in compiling the 'Project Report' at the end of the semester by him/her.

9. PORTFOLIO FOR SELF-DIRECTED LEARNING

To ensure that students acquire these outcomes, students should also be guided to prepare a '*Portfolio*', so that they may reflect on their weaknesses/mistakes and learn from them. *Students should also be encouraged to discuss with their guide and record not only technical problems but also problems related to group work, planning, execution, leadership in the team etc., so that students can also identify their weaknesses in affective domain and take remedial actions to overcome the same.* If they wish, the students can also show their portfolio to their teachers (whom they trust) for obtaining teachers' comments on their reflection for pointing out their mistakes so that they can improve their performance.

'*Portfolio*' is the record of the reflection (thinking or *chintan-manan*) on experiences to which students undergo during the different stages of the project. In a portfolio, students record their critical experiences and reflect (think or do *chintan-manan*) on them in writing. This process of reflecting on the experiences make them learn from their mistakes and build on their strengths. To help students in reflection, a Portfolio format with reflective prompts (simple thought provoking questions) for different stages of the project is given as annexure B.

12.1 Purposes of Portfolio Preparation



Reflection by self is important since group work is so complex that it is difficult for teachers to appreciate the real problems amongst the students. In a portfolio, prompts (simple thought provoking questions) are given to trigger reflection on different aspects of project work. Prompts help the students to ask questions from themselves regarding different aspects of the project work and interpersonal relationships. Process of answering these questions forces students to think about behavioral problems and possible remedies/solution to deal with those problems. Portfolio preparation therefore helps in reflection on building the strengths and elimination of the weaknesses of the students pertaining to following qualities which the industry also need.

- a) Plan properly for execution of given work.
- b) Take appropriate decisions.
- c) Arrange resources.
- d) Work as member and leader of team.
- e) Communicate properly.
- f) Resolve the conflicts.
- g) Manage the time well.
- h) Have concern for ethical, societal and environmental issues.
- i) Learn-to-learn from experiences.

It may be seen that these qualities are not directly related with the theoretical subject knowledge and can be developed only through real life experiences. Project work is one such type of experience where opportunity is available to develop all these qualities.

However, even during project work, emphasis of most of the students and teachers remains on development of the technical knowledge and skills while development of above qualities is neglected. Students can develop these qualities if they reflect (do thinking or *Chintan-Manan*) on their experiences from the point of view of these qualities and find out their own weaknesses and strengths. Because if somebody wants to improve his/her abilities then first step for that person is to have self awareness about his/her weaknesses and strengths.

Though portfolio preparation requires considerable time, it is essential, if we want to learn from the experiences and develop these qualities. Writing down reflections helps in better reflection as it is well known that when a person starts writing something he/she becomes more cautious about his/her view and evaluate those views before writing. Thus process of writing improves the quality of reflection or thinking. Moreover, if reflections on different stages of work are written down, over a period of time a large amount of reflection can be generated, and if this reflection is looked back, it may help in identifying some pattern of behaviour in individual which may be improved or rectified latter on as per requirement.

12.2 Guidelines for Portfolio Preparation and assessment

The main purpose of portfolio preparation is learning based on self-assessment and *portfolio is not to be used for assessment in traditional sense.*

- a) Each student has to prepare his/her portfolio separately. However, he/she can discuss with the group members about certain issues on which he/she wants to write in the portfolio.
- b) For fifth semester and sixth semester, there will be only one portfolio but it will have two separate parts, first part for project planning (having two sections A and B) second part for project execution. (having two sections C and D)
- c) Whatever is written inside the *portfolio is never to be used for assessment*, because if teachers start giving marks based on whatever is written in the portfolio, then students would hesitate in true self-assessment and would not openly describe their own mistakes or shortcomings.



- d) Some marks are allocated for portfolio, these marks are to be given based on how sincerely portfolio has been prepared and not based on what strengths and weaknesses of the students are mentioned in the portfolio.
- e) Portfolio has to be returned back to the students after assessing it (assessment is only to see that whether portfolio is completed properly or not) by teachers. Because student is the real owner of the portfolio.
- f) Students mainly learn during portfolio preparation, but they can further learn if they read it after a gap. And hence they are supposed to keep the portfolios with them even after completion of the diploma because it is record of their own experiences (it is like diary some people write about their personal experiences), because they can read it again after some time and can revise their learning (about their own qualities)

Even after completion of Diploma programme, students can continue to prepare portfolio related to different experiences in their professional and personal life and by refereeing back to old portfolios after a gap of some years, they can learn that how their personality has evolved over the years. They can also see a pattern of behaviour in their own personality which may be source of their weaknesses or strengths and they can take remedial measures based on this study of their portfolios.

Note

Since some sections of the portfolio are related with interpersonal relationships and student may find it difficult to write these experiences in English. Language should not be the barrier in reflection and hence students should be allowed to prepare the portfolio in their preferred language such as *Marathi* or *Hindi* if they find it difficult to write in English.

The amount and type of mistakes identified by students would not affect the marks received by the students. The total 7 Marks allocated for portfolio (4 marks for PA and 3 for ESE) are only for proper completion of the portfolio.

10. PROJECT REPORT

At the end of fifth Semester, the student will prepare a Semester V 'Project Report' with the following sub-titles:

- Certificate (in the Format given in this document as annexure A)
- Acknowledgements
- Abstract (in one paragraph not more than 150 words)
- Content Page
- Chapter-1 Introduction and background of the Industry or User based Problem
- Chapter-2 Literature Survey for Problem Identification and Specification,
- Chapter-3 Proposed Detailed Methodology of solving the identified problem with action plan
- References and Bibliography

Note: The report should contain relevant diagrams and figures, charts.

11. ASSESSMENT OF CAPSTONE PROJECT – PLANNING

Like other courses, assessment of Project work also has two components, first is progressive assessment, while another is end of the term assessment. The mentor faculty will undertake the progressive assessment to develop the COs in the students. They can give oral informal feedback about their performance and their interpersonal behaviour while guiding them on their project work every week. The following characteristics/ qualities informally or formally should be considered during different phases of the project work which will be assessed thrice as discussed in sub-section.

(A) Initial Phase

- i. **Definition of the Problem**
 - a) Accuracy or specificity



- b) Appropriateness with reference to desired course outcomes.
- ii. **Methodology of Conduction the Project**
 - a) Appropriateness
 - b) Flexibility
 - c) Clarity
- iii. **General Behaviour**
 - a) Initiative
 - b) Resourcefulness
 - c) Reasoning ability
 - d) Imagination/creativity
 - e) Self-reliance

(B) Intermediate Phase

- i. **Performance of Student**
 - a) Ability to follow correct procedure
 - b) Manipulative skills
 - c) Ability to collect relevant information
 - d) Ability to observe, record & interpret
 - e) Ingenuity in the use of material and equipment
 - f) Target achievement
- ii. **General Behaviour**
 - a) Persistence
 - b) Interest
 - c) Commitment
 - d) Confidence
 - e) Problem solving ability
 - f) Decision making ability
 - g) Initiative to act
 - h) Team spirit.
 - i) Sharing of material etc.
 - j) Participation in discussion
 - k) Completion of individual responsibilities

(C) Final Phase

- i. **Quality of Product**
 - a) Dimensions
 - b) Shape
 - c) Tolerance limits
 - d) Cost effectiveness
 - e) Marketability
 - f) Modernity
- ii. **Quality of Report**
 - a) Clarity in presentation and organization
 - b) Styles and language
 - c) Quality of diagrams, drawings and graphs
 - d) Accuracy of conclusion drawn
 - e) Citing of cross references
 - f) Suggestion for further research/project work
- iii. **Quality of presentation**
 - a) Understanding of concepts, design, methodology, results, implications etc
 - b) Communication skills
 - c) Ability to draw conclusions and generalization



12. PROGRESSIVE ASSESSMENT (PA) GUIDELINES

15 Marks are allocated for the formal progressive assessment. However, following points need consideration during the three times of formal progressive assessment of the students at the end of 4th, 12th and 14th week.

- Fortnightly monitoring** by the mentoring teachers is necessary and marks given progressively (even the gradual chapter preparation) so that that students will not copy earlier reports or get things done or reports from the market. The **students should not be awarded marks** if they have not done on their own.
- For progressive assessment at the end of 14th week, students should be asked to give the power point presentation before group of teachers and junior students (so that junior students may also get awareness about the capstone project work they have to carry out in future).
- Although marks for *portfolio preparation* is to be given at the end of 14th week, students should be asked to bring their partly prepared portfolio (relevant sections prepared) also during their assessment at the end of 4th week and 12th week.
- Marks for portfolio preparation should be based only on proper preparation of portfolio by writing answers to most of the prompts (self-questions to students) in the portfolio. These marks should not be based on the mistakes indicated by students in their working (while answering the prompts) and corrective actions taken by them.
- The students would be awarded marks for their efforts (In some cases it may happen that due to some reasons such as unavailability of some material or component or some other resources, students may not be able to complete the project, but they have tried their best, in such cases students would be given appropriate marks if they have done enough efforts.)
- Originality of the report** (written in own words) would be given more importance rather than use of glossy paper or multi-colour printing.

12.1 Progressive Assessment (PA) Criteria

Allocation Criteria of the **25 marks** are for the Progressive Assessment (PA).

| S. No. | Criteria | Marks |
|---|---|-------|
| First Progressive Assessment at the end of 4th week | | |
| 1 | Problem Identification/Project Title (Innovation /Utility of the Project for industry/ User/Academia) marks to be also given based on (i) Accuracy or specificity of the scope and (ii) Appropriateness of the work with reference to desired course outcomes. | 02 |
| 2 | Industrial Survey and Literature Review: marks to be given based on extent/volume and quality of the survey of Industry / Society / Institutes/Literature/Internet for Problem Identification and possible solutions | 02 |
| 3 | General Behaviour: initiative, resourcefulness, reasoning ability, imagination/creativity, self-reliance to be assessed Note: Oral feedback on general behaviour may also be given whenever relevant/ required during day to day guidance and supervision. Only written feed-back/suggestions | 00 |
| Second Progressive Assessment at the end of 12th week | | |
| 4 | Project Proposal: Marks to be given also based on appropriateness, flexibility, detail and clarity in methods/planning. (In case of working models, detailed design and planning of fabrication/assembly of the prototype has to be also assessed). This proposal should include whole project including work to be done in sixth semester | 03 |



| S. No. | Criteria | Marks |
|--|--|-----------|
| 5 | Execution of Plan in fifth semester (Since project is to be fully completed in sixth semester, the part of the project which is planned to be completed in fifth semester is only to be evaluated: marks to be also given based on ability to collect relevant information, ability to follow correct procedure, manipulative skills, ability to observe, record & interpret, ingenuity in the use of material and equipment, target achievement) In case of working models, quality of workman ship (including accuracy in dimensions, shape, tolerance limits), appropriateness of raw materials/components/ technology being used, functioning of the prototype, cost effectiveness, marketability, modernity etc. has to be also assessed. | 02 |
| 6 | Log book (for work done in fifth semester, detailed and regular entry would be basis of marks) | 02 |
| 7 | General Behaviour (persistence, interest, confidence, problem solving ability, decision making ability, initiative to act, team spirit, sharing of material etc., participation in discussions, completion of individual responsibilities, leadership) Note: Oral feedback on general behaviour should also be given whenever relevant/ required during day to day guidance and supervision. Only written feed-back./suggestions | 00 |
| Third Progressive Assessment at the end of 14th week | | |
| 8 | Portfolio for Self learning and reflection (marks based on amount of reflection and completion of the portfolio for work done in fifth semester) | 04 |
| 9 | Final Report writing including documentation. (marks based on: clarity in presentation and organization; styles and language; quality of diagrams, drawings and graphs; accuracy of conclusion drawn; citing of cross references; suggestion for further research/project work) Report has to be prepared for work done in fifth semester and planning for sixth semester work. | 06 |
| 10 | Presentation (presentation skills including communication skills to be assessed by observing quality of presentations and asking questions during presentation and viva/voce) Report has to be prepared for work done in fifth semester and plan for sixth semester. | 02 |
| 11 | Defence (ability to defend the methods/materials used and technical knowledge, and involvement of individual to be assessed by asking questions during presentation and viva/voce) | 02 |
| Total | | 25 |

13. END-SEMESTER-EXAMINATION (ESE) ASSESMENT GUIDELINES

The **remaining 25 marks** are for the end-semester-examination (ESE). And marks would be given according to following criteria. Moreover, the suggested evaluation scheme can be changed slightly by the external faculty according to nature of problem / project following University guidelines..

- a) For each project, the one or two students from the concerned group of students should be asked to present the power point presentation before the external and internal (for about 10 minutes) and then external should ask the questions from each member of the group separately to ascertain the contribution made by each student.
- b) The students would be awarded marks for their efforts (In some cases it may happen that due to some reasons such as unavailability of some material or component or some other resources, students may not be able to complete the project, but they have tried their best, in such cases students would be given appropriate marks commensurate with their efforts.)



- c) The students would not be awarded marks if they have completed the project by getting done the work from market or some professionals (taking help and guidance is different as compared to getting the work or maximum part of the work completed from others on payment basis).
- d) Originality of the report (written in own words, even if there are grammatical and spelling mistakes) would be given more importance rather than quality of printing and use of glossy paper (and preparing report by copy pasting from other reports).

Note: It is very common that people are not able to complete the project in time despite best of their efforts. (Please recall that how many times people are able to complete in time, personal projects such as building own house or professional projects such as developing the lab in the institute). So if students have put in enough genuine efforts but could not complete the project in time then we should consider it sympathetically and they should be given marks based on their efforts and they should get more marks as compared to students who have got their projects completed by taking major help from others/market.

13.1 End-Semester-Examination (ESE) Assessment Criteria.

Allocation Criteria of the **25 marks** are for the end-semester-examination (ESE)

| S. No. | Description | Marks |
|--------|---|-------|
| 1 | Problem Identification/Project Title (innovation /utility of the project for industry/ user/academia) marks to be also given based on (i) accuracy or specificity of the scope and (ii) appropriateness of the work with reference to desired course outcomes. | 02 |
| 2 | Industrial Survey and Literature Review (marks to be given based on extent/volume and quality of the survey of industry / society / institutes/literature/internet for problem identification and possible solutions) | 02 |
| 3 | Project Proposal: Marks to be given also based on appropriateness, flexibility, detail and clarity in methods/planning. (In case of working models, detailed design and planning of fabrication/assembly of the prototype has to be also assessed). This proposal should include whole project including work to be done in sixth semester. | 02 |
| 4 | Execution of Plan in fifth semester (Since project is to be fully completed in sixth semester, the part of the project which is planned to be completed in fifth semester is only to be evaluated: marks to be also given based on ability to collect relevant information, ability to follow correct procedure, manipulative skills, ability to observe, record & interpret, ingenuity in the use of material and equipment, target achievement) In case of working models, quality of workman ship (including accuracy in dimensions, shape, tolerance limits), appropriateness of raw materials/components/ technology being used, functioning of the prototype, cost effectiveness, marketability, modernity etc. has to be also assessed. | 02 |
| 5 | Log book (for work during fifth semester, marks to be given based on detailed and regular entry) | 03 |
| 6 | Portfolio for Self learning and reflection (for work during fifth semester) Marks based on amount of reflection and completion of portfolio. | 03 |
| 7 | Project Report including Documentation (for work during fifth semester and planning for sixth semester) (marks based on: clarity in | 04 |



| S. No. | Description | Marks |
|--------------|---|-----------|
| | presentation and organization; styles and language; quality of diagrams, drawings and graphs; accuracy of conclusion drawn; citing of cross references; suggestion for further research/project work) | |
| 8 | Presentation (presentation skills including communication skills to be assessed by observing the quality of presentations and asking questions during presentation and viva/voce) Presentation should be based on work done in fifth semester and planning for sixth semester. | 03 |
| 9 | Defence (ability to defend the methods/materials used and technical knowledge, and involvement of individual to be assessed by asking questions during presentation and viva/voce) | 04 |
| Total | | 25 |

14. SPECIAL TEACHING STRATEGIES (If any)

- a) Teacher's should not spoon feed the students and let them try on their own at different stages of the project work and even first let them strive hard and only when efforts of students have failed, then teacher should guide them. Guidance should be in initially in the form of clues or hints rather than complete explanation, detailed explanation should be given only when students are not able to work based on clues/hints. The role of teacher should be limited to guide and facilitator
- b) Teachers should guide students in selecting a topic which is relevant and challenging (but within capacity) for students according to their abilities.
- c) Teachers should ensure that students prepare the project plan in as much detail as possible, since this way only they would learn the importance of planning and how to do the detail planning. Teachers should allow students to proceed ahead only when they have detailed plan with them.
- d) Teachers should motivate students to maintain log book and prepare portfolio. They should explain benefits of these activities to students and also train them in these activities, because most of them may be doing this first time.
- e) Teachers should also encourage students to openly discuss their weaknesses and shortcomings in portfolio and teachers should develop confidence in students that admitting mistakes and weaknesses helps in improving them and their marks would not be affected by revealing their mistakes. Marks related to portfolio are awarded based only on the sincerity with which it is prepared and not based on strengths and weaknesses of students.
- f) Teachers should continuously discuss with students about working of group and progress in the project and from this discussion should identify their personal qualities (both strengths and weaknesses) and suggest to them ways for improving those qualities.
- g) Internal as well as external examiners should reward students for original work and efforts of students even if they are not fully successful or not able to complete the project in comparison to those students who have taken paid help from others to complete their project.



Annexure A

CERTIFICATE

This is to certify that Mr./Ms.....
 FromCollege having Enrolment No:
 has completed **Report on the Problem Definition/ Semester V Project Report/ Final Project Report** having title
 individually/ in a group consisting of..... persons under the guidance of the Faculty Guide.

.....
 The mentor from the industry for the project
 Name:
 Telephone:.....

Annexure B

Portfolio for Self Directed Learning for Major Project Work

Name of Student:.....

Semester:.....**Programme/Branch:**.....

Roll Number:.....

Title of the Project:.....

Name and Designation of Project Guide:.....

Name of Polytechnic:.....

Part A: Selecting the Project and Team (Answers to the following questions to be included in 'Portfolio' as Reflection related to formation of group and finalization of project topic).

Note: This section has to be prepared just after the finalization of the Project topic and formation of the Project Team .

1. How many alternatives we thought before finalizing the project topic?
2. Did we consider all the technical fields related to branch of our diploma programme?
3. Why we found present project topic as most appropriate?
4. Whether all the group members agreed on the present project topic? If not? What were the reasons of their disagreements?
5. Whether the procedure followed in assessing alternatives and finalizing the project topic was correct? If not, discuss the reasons.
6. What were the limitations in other alternatives of project topic?
7. How we formed our team?
8. Whether we faced any problem in forming the team? If yes, then what was the problem and how was it resolved?



9. Am I the leader of our project team? If yes, then why was I chosen? If not, why I could not become the project team leader?
10. Do I feel that present team leader is the best choice available in the group? If yes, then why? If not, then why?
11. According to me who should be the leader of the team and why?
12. Can we achieve the targets set in the project work within the time and cost limits?
13. What are my significant good/ bad sharable experiences while working with my team which provoked me to think? What I learned from these experiences?
14. Any other reflection which I would like to write about formation of team and finalization of project title, if any?

Part B: Reflection related to project planning (Answers to the following questions to be included in 'Portfolio' as reflection on planning)

Note: This section has to be prepared just after the finalization of the 'Project Proposal'.

1. Which activities are having maximum risk and uncertainty in our project plan?
2. What are most important activities in our project plan?
3. Is work distribution is equal for all project group members? If not? What are the reasons? How we can improve work distribution?
4. Is it possible to complete the project in given time? If not what are the reasons for it? How can we ensure that project is completed within time.
5. What extra precaution and care should be taken in executing the activities of high risk and uncertainty? If possible, how such risks and uncertainties can be reduced?
6. Can we reduce the total cost associated with the project? If yes, then describe the ways?
7. For which activities of our project plan, arrangement of resources is not easy and convenient?
8. Did we make enough provisions of extra time/expenditure etc. to carry out such activities?
9. Did we make enough provisions for time delays in our project activity? In which activities there are more chances of delay?
10. In our project schedule, which are the days of more expenditure? What provisions we have made for availability and management of cash?
11. Any other reflection which I would like to write about project planning?



Teacher Evaluation Sheet (ESE) for Capstone Project Planning

Name of Student:

Name of Programme..... Semester:

Course Title and Code:.....

Title of the Capstone Project:

A. POs addressed by the Capstone Project (Mention only those predominant POs)

- a)
- b)
- c)
- d)

B. COs addressed by the Capstone Project (Mention only those predominant POs)

- a)
- b)
- c)
- d)

C. OTHER LEARNING OUTCOMES ACHIEVED THROUGH THIS PROJECT

a) Unit Outcomes (Cognitive Domain)

- i.
- ii.
- iii.
- iv.

b) Practical Outcomes (in Psychomotor Domain)

- i.
- ii.
- iii.
- iv.

c) Affective Domain Outcomes

- i.
- ii.
- iii.
- iv.

D. SUGGESTED RUBRIC FOR ASSESSMENT OF CAPSTONE PROJECT

(please tick below the appropriate rating i.e. poor, average etc., for each characteristic to be assessed and give marks in the respective cell according to performance of student)

| S. No. | Characteristic to be assessed | Poor | Average | Good | Excellent | Max. Marks | marks obtained |
|---|-------------------------------|------|---------|------|-----------|------------|----------------|
| First Progressive Assessment (at the end of 4 th week) | | | | | | | |



| S. No. | Characteristic to be assessed | Poor | Average | Good | Excellent | Max. Marks | marks obtained |
|---|--|--|---|---|--|------------|----------------|
| 1 | Problem/Task Identification (Project Title) | Relate to very few POs Scope of Problem not clear at all | i. Related to some POs ii. Scope of Problem/Task vague | i. Take care of at-least Three POs ii. Scope of Problem/task not very specific | i. Take care of more than three POs ii. Scope of problem/task very clear | 02 | |
| 2 | Literature Survey /Industrial Survey | Not more than ten sources (primary and secondary), very old reference | At-least 10 relevant sources, at least 5 latest | At –least 15 relevant sources, most latest | About 20 relevant sources, most latest | 02 | |
| Second Progressive Assessment (at the end of 12th week) | | | | | | | |
| 3 | Project proposal | Methods are not appropriate, All steps not mentioned, Design of prototype not started (if applicable). | Appropriate plan but not in much detail. Plan B for critical activities not mentioned. Time line is not developed. Design of Prototype is not complete. (if applicable) | Appropriate and detailed plan with Plan B for critical activities mentioned, but clarity is not there in methods, time line is given but not appropriate. Design of prototype is not detailed (if applicable) | Appropriate and detailed plan with Plan B for critical activities mentioned, clarity in methods with time line, Detailed design of prototype (if applicable) | 02 | |
| 4 | Execution of Plan in fifth semester (please write by hand about students performance in appropriate column) | | | | | 02 | |
| 5 | Log Book | Entries for most weeks are missing. There is no proper sequence and details are not correct. | Entries for some weeks are missing, details are not appropriate, not signed regularly by the guide. | Entries were made every week but are not in detail. Signed and approved by guide every week | Entries were made every week in detail, signed and approved by guide every week | 03 | |
| Third progressive Assessment at the end of 14th week | | | | | | | |
| 6 | Portfolio Preparation | Answer to only few of the 'questions from self' (prompts) | Answer to only about 50% of the 'questions from self' | Answer to most of the 'questions from self' (prompts) written. Some | Answer to nearly all the 'questions from self' (prompts) written in detail | 03 | |



| S. No. | Characteristic to be assessed | Poor | Average | Good | Excellent | Max. Marks | marks obtained |
|--------------------|---------------------------------|---|--|--|--|------------|----------------|
| | | written. Answers are not in much detail | (prompts) written. Answers are not in much detail | answers are not in much detail | | | |
| 7 | Final Report Preparation | Very short, poor quality sketches, Details about methods, material, precaution and conclusions omitted, some details are wrong Nearly sufficient and correct details about methods, material, precautions and conclusion. but clarity is not there in presentation, not enough graphic description. | Detailed, correct and clear description of methods, materials, precautions and | Conclusions. Sufficient Graphic Description. | Very detailed, correct, clear description of methods, materials, precautions and conclusions. Enough tables, charts and sketches | 04 | |
| 8 | Presentation | Major information is not included, information is not well organized . | Includes major information but not well organized and not presented well | Includes major information and well organized but not presented well | Well organized, includes major information ,well presented | 03 | |
| 9 | Defense | Could not reply to considerable number of question. | Replied to considerable number of questions but not very properly | Replied properly to considerable number of question. | Replied to most of the questions properly | 04 | |
| Total marks | | | | | | 25 | |

Any Other Comment:

.....

Name and designation of the Faculty Member.....

Signature.....



Program Name : Diploma in Civil Engineering/ Computer Engineering /
**Information Technology /Automobile Engineering/ Fashion &
 Clothing Technology / Electrical Engineering Group / Electronics
 Engineering Group**

Program Code : CE/CR/CS/CO/CM/CW/IF/AE/DC/EE/EP/EU/DE/EJ/ET/EN/
EX/EQ/IE/IS/IC

Semester : Fifth

Course Title : Environmental Studies

Course Code : 22447

1. RATIONALE

The world today is facing the biggest challenge of survival. Degradation of ecosystem, depletion of natural resources, increasing levels of pollution pose major threat to the survival of mankind. The need of the hour, therefore, is to concentrate on the area of environmental aspects, which shall provide an insight into various environment related issues. Environmental studies are an interdisciplinary academic field that integrates physical, chemical and biological sciences, with the study of the environment. It provides an integrated, quantitative, and interdisciplinary approach to the study of environmental system & gives an insight into solutions of environmental problems.

2. COMPETENCY

The aim of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- Diagnose and manage environment related issues

3. COURSE OUTCOMES (COs)

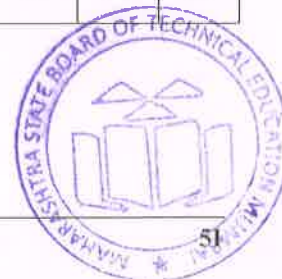
The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following industry oriented COs associated with the above mentioned competency:

- Develop Public awareness about environment
- Select alternative energy resources for Engineering Practice
- Conserve Ecosystem and Biodiversity
- Apply techniques to reduce Environmental Pollution
- Manage social issues and Environmental Ethics as lifelong learning

4. TEACHING AND EXAMINATION SCHEME

| Teaching Scheme | | | Credit (L+T+P) | Examination Scheme | | | | | | | | | | | | |
|-----------------|---|---|-------------------|--------------------|------|-----|-----|-----|-------|-----------|-----|-----|-----|-----|-------|-----|
| L | T | P | | Theory | | | | | | Practical | | | | | | |
| | | | | Paper Hrs. | ESE | | PA | | Total | | ESE | | PA | | Total | |
| | | | | | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min |
| 3 | - | - | 3 | 90 Min | 70*# | 28 | 30* | 00 | 100 | 40 | -- | -- | -- | -- | -- | -- |

(#) Online Theory Examination.



(*): Under the theory PA, Out of 30 marks, 10 marks are for micro-project assessment to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessment of the cognitive domain UOs required for the attainment of the COs.

Legends: L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment

5. COURSE MAP (with sample COs, PrOs, UOs, ADOs and topics)

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.

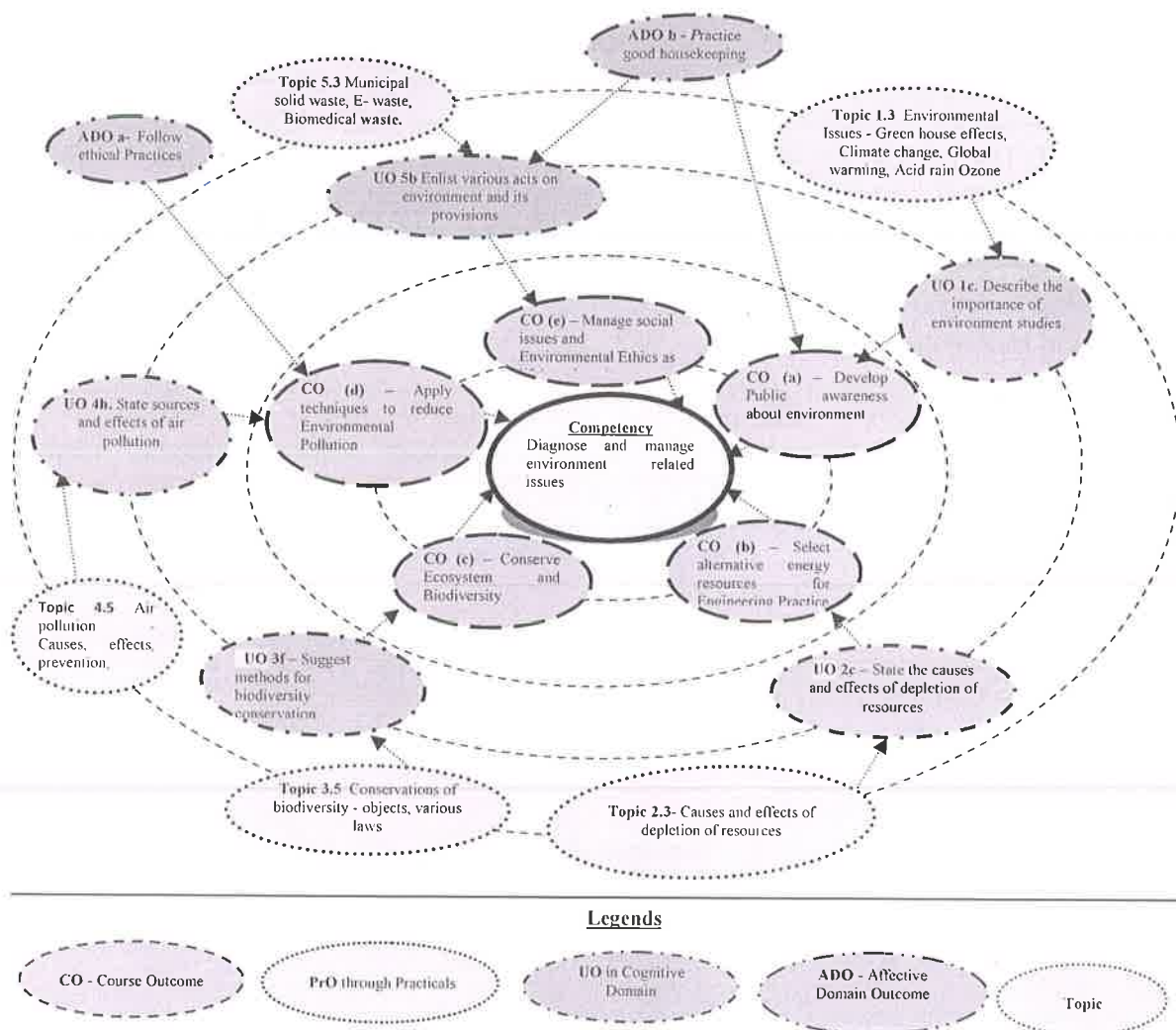


Figure 1 - Course Map

6. SUGGESTED EXERCISES

The practicals in this section are PrOs (i.e. sub-components of the COs) to be developed and assessed in the student for the attainment of the competency:

| S. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|--------|---------------------------|----------|-----------------------|
| | | | |



| S. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|--------|---------------------------|----------|-----------------------|
| 1 | NIL | | |
| | Total | | |

Note

- i. A suggestive list of PrOs is given in the above table. More such PrOs can be added to attain the COs and competency. A judicious mix of minimum 12 or more practical need to be performed, out of which, the practicals marked as '*' are compulsory, so that the student reaches the 'Precision Level' of Dave's 'Psychomotor Domain Taxonomy' as generally required by the industry.
- ii. The 'Process' and 'Product' related skills associated with each PrO is to be assessed according to a suggested sample given below:

| S. No. | Performance Indicators | Weightage in % |
|--------|------------------------|----------------|
| 1 | NIL | |
| | Total | |

The above PrOs also comprise of the following social skills/attitudes which are Affective Domain Outcomes (ADOs) that are best developed through the laboratory/field based experiences:

- a. Follow safety practices.
- b. Practice good housekeeping.
- c. Practice energy conservation.
- d. Demonstrate working as a leader/a team member.
- e. Maintain tools and equipment.
- f. Follow ethical Practices.

The ADOs are not specific to any one PrO, but are embedded in many PrOs. Hence, the acquisition of the ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over a period of time. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- 'Valuing Level' in 1st year
- 'Organising Level' in 2nd year
- 'Characterising Level' in 3rd year.

7. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

| S. No. | Equipment Name with Broad Specifications | PrO. No. |
|--------|--|----------|
| 1 | NIL | - |

8. UNDERPINNING THEORY COMPONENTS

The following topics are to be taught and assessed in order to develop the sample UOs given below for achieving the COs to attain the identified competency. More UOs could be added.



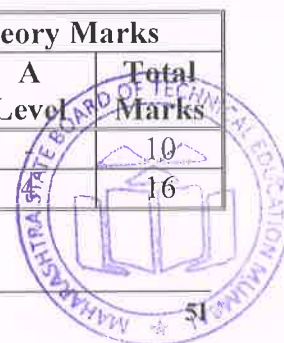
| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|---|--|---|
| Unit – I Environment | 1a. Discuss the scope of Environment. 1b. Describe various types of environment 1c. Describe the importance of environment studies. 1d. Discuss about the need of public awareness about environment. 1e. Describe various environmental issues. | 1.1 Definitions, need of environmental studies. 1.2 Segments of environment- Atmosphere, Hydrosphere Lithosphere, Biosphere. 1.3 Environmental Issues - Green house effects, Climate change, Global warming, Acid rain Ozone layer depletion, Nuclear accidents. 1.4 Concept of 4R (Reduce, Reuse, Recycle and Recover), 1.5 Public awareness about environment. |
| Unit– II Energy Resources | 2a. List various natural resources. 2b. Describe Renewable, Nonrenewable and Cyclic resources. 2c. State the causes and effects of depletion of resources. 2d. State advantages and disadvantages of forms of energy. 2e. Select appropriate solutions of efficient use of energy. 2f. State the impacts of overuse of natural resources. | 2.1 Natural Resources - Forest Resources, Water Resources, Energy Resources, Land resources, Mineral resources. 2.2 Renewable, Non-renewable and Cyclic Resources. 2.3 Causes and effects of depletion of resources. 2.4 Energy forms (Conventional and non-conventional). 2.5 Present global energy use and future demands. 2.6 Energy conservation. 2.7 Over use of natural resources and its impacts on environment. |
| Unit- III Ecosystem and Biodiversity | 3a. State the aspects and division of ecosystem. 3b. State the general characteristics and function of ecosystem. 3c. List levels of biodiversity. 3d. Enlist the endangered species. 3e. Describe value of biodiversity. 3f. Suggest methods for biodiversity conservation. | 3.1 Ecosystem - Definition , Aspects of ecosystem, Division of ecosystem, General characteristics of ecosystem, Functions of ecosystem. 3.2 Biodiversity - Definitions, Levels, Value and loss of biodiversity. 3.3 Biodiversity assessment initiatives in India. 3.4 Threats and Hotspots of biodiversity. 3.5 Conservations of biodiversity - objects, various laws. |
| Unit– IV Environmental Pollution | 4a. Define pollution. 4b. State the sources of pollution. 4c. State the effects of land pollution on environment and lives. 4d. State various units and their functions of water treatment plant. 4e. State the needs of water conservation. | 4.1 Definition of pollution, types- Natural & Artificial (Man- made). 4.2 Soil / Land Pollution – Causes and effects on environment and lives , preventive measures. 4.3 Water Pollution - Sources of water (surface and sub surface), sources of water pollution, effects on environment and lives, preventive measures, BIS water quality |

| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|---|---|--|
| | 4f. State the impacts of sewage. 4g. State various units and their functions of sewage treatment plant. 4h. State sources and effects of air pollution. 4i. Describe various methods to prevent air pollution. 4j. State sources and effects of noise pollution. 4k. Describe preventive measures for noise pollution. 4l. State characteristics of solid waste. 4m. State the impacts of solid waste. 4n. Describe incineration, RDF and sanitary landfilling. 4o. State the standards limiting/controlling values of various types of pollution. | standards, flow diagram of water treatment plant, Water conservation. 4.4 Wastewater - Generation(domestic and industrial), Impacts, flow diagram of sewage treatment plant, CPCB norms of sewage discharge. 4.5 Air pollution - Causes, effects, prevention, Ambient air quality standards. 4.6 Noise pollution - Sources, effects, prevention, noise levels at various zones of the city. 4.7 Municipal Solid Waste, Bio-medical waste and E-waste - Sources, generation, characteristics, effects, and methods to manage. |
| Unit-V Social Issues and Environmental Education | 5a. Elaborate article (48-A) and (51-A (g)) 5b. Enlist various acts on environment and its provisions. 5c. State the roles and responsibilities of CPCB. 5d. Define sustainable development, and EIA. 5e. Describe rain water harvesting and groundwater recharge. 5f. Differentiate between formal and non formal education. | 5.1 Article (48-A) and (51-A (g)) of Indian Constitution regarding environment, Environmental protection and prevention acts, CPCB and MPCB norms and responsibilities, The role of NGOs. 5.2 Concept of sustainable development, EIA and environmental morality. 5.3 Management Measures - Rain Water harvesting, Ground water recharge, Green Belt Development, Use of Renewable energy, water shed management, interlinking of rivers. 5.4 Role of information technology in environment and human health. |

Note: To attain the COs and competency, above listed UOs need to be undertaken to achieve the 'Application Level' and above of Bloom's 'Cognitive Domain Taxonomy'

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

| Unit No. | Unit Title | Teaching Hours | Distribution of Theory Marks | | | |
|----------|------------------|----------------|------------------------------|---------|---------|-------------|
| | | | R Level | U Level | A Level | Total Marks |
| I | Environment | 06 | 4 | 6 | | 10 |
| II | Energy Resources | 10 | 4 | 8 | | 16 |



| Unit No. | Unit Title | Teaching Hours | Distribution of Theory Marks | | | |
|--------------|---|----------------|------------------------------|-----------|-----------|-------------|
| | | | R Level | U Level | A Level | Total Marks |
| III | Ecosystem and Biodiversity | 08 | 4 | 4 | 4 | 12 |
| IV | Environmental Pollution | 16 | 8 | 8 | 4 | 20 |
| V | Social Issues and Environmental Education | 08 | 4 | 4 | 4 | 12 |
| Total | | 48 | 24 | 30 | 16 | 70 |

Legends: R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)

Note: This specification table provides general guidelines to assist student for their learning and to teachers to teach and assess students with respect to attainment of UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.

10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related **co-curricular** activities which can be undertaken to accelerate the attainment of the various outcomes in this course: Students should conduct following activities in group and prepare reports of about 5 pages for each activity, also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

- Plant and adopt a tree in your nearby locality/Polytechnic campus and prepare report about its growth and survival after six months with photos.
- Organize seminar on air pollutants of relevant MIDC area/vehicle
- Organize poster exhibition about global warming and ozone depletion.
- Visit a nearest water purification/effluent treatment plant.

11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:

- Massive open online courses (**MOOCs**) may be used to teach various topics/sub topics.
- '**L**' in item No. 4 does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
- About **15-20% of the topics/sub-topics** which is relatively simpler or descriptive in nature is to be given to the students for **self-directed learning** and assess the development of the COs through classroom presentations (see implementation guideline for details).
- With respect to item No.10, teachers need to ensure to create opportunities and provisions for **co-curricular activities**.
- Guide student(s) in undertaking micro-projects.
- Use proper equivalent analogy to explain different concepts.
- Use Flash/Animations to explain various topics.

12. SUGGESTED MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based. However, in the fifth and sixth semesters, it should be preferably be **individually** undertaken to build up the skill and confidence in every student to become problem solver so



that s/he contributes to the projects of the industry. In special situations where groups have to be formed for micro-projects, the number of students in the group should **not exceed three**.

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than **16 (sixteen) student engagement hours** during the course. The student ought to submit micro-project by the end of the semester to develop the industry oriented COs.

A suggestive list of micro-projects are given here. Similar micro-projects could be added by the concerned faculty:

- a. Prepare a report on visit to PUC Center.
- b. Visit a near by RO plant and prepare detail technical report.
- c. Prepare report on Household water filtration unit
- d. Prepare a list of polluted natural resources which are responsible for pollution and collect information on how to manage them .
- e. **Collection of Data from Hospital: Collect** everyday information on percentage of solid hazardous and toxic waste for two month
- f. **Visit of Municipal Effluent Treatment Plant:** Visit effluent treatment plant and prepare report on waste management.
- g. **Visit of Water Treatment Plant:** Visit water treatment plant and prepare report on various units of water treatment and its management.
- h. **Preparation of report:** Prepare the chart of solid waste management showing effects on environment.
- i. **And any other relevant topic related to course**

13. SUGGESTED LEARNING RESOURCES

| S. No. | Title of Book | Author | Publication |
|--------|--------------------------------------|----------------|--|
| 1 | Basic Environmental Sciences | Michael Allaby | Routledge Publication, 2 nd Edition, 2000, ISBN: 0-415-21176-X |
| 2 | Environmental Science | Y. K. Singh | New Age International Publishers, 2006, ISBN: 81-224-2330-2 |
| 3 | Environmental Studies | Erach Bharucha | University Grants Commission, New Delhi |
| 4 | Environmental Studies | Rajagopalan | Third Edition, Oxford University Press, USA, ISBN: 9780199459759, 0199459754 |
| 5 | A text book of Environmental Science | Arvind Kumar | APH Publishing New Delhi |
| 6 | A text book of Environmental Studies | Shashi Chawla | Tata Mc Graw-Hill New Delhi |

14. SOFTWARE/LEARNING WEBSITES

- a. www.eco-prayer.org
- b. www.teriin.org
- c. www.cpcb.nic.in



- d. www.indiaenvironmentportal.org.in
- e. www.whatis.techtarget.com
- f. www.sustainabledevelopment.un.org
- g. www.conserve-energy-future.com



Program Name : Computer Engineering Program Group
Program Code : CO/CM/IF/CW
Semester : Fifth
Course Title : Advanced Java Programming
Course Code : 22517

1. RATIONALE

Java technology is widely used for web applications development. Based on the object oriented concepts and core Java concepts, this course will equip the students with the required knowledge and skill of object oriented programming approach needed for the development of robust, powerful web applications. Through this course students will get hands-on experience on GUI Technologies viz. AWT and Swings, event handling mechanisms and network programming. The course also gives coverage to various web applications aspects like Database Interaction, server side components and servlets.

2. COMPETENCY

The aim of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- Develop web and stand-alone applications using advanced concepts of Java.

3. COURSE OUTCOMES (COs)

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following *industry oriented* COs associated with the above mentioned competency:

- Develop programs using GUI Framework (AWT and Swing).
- Handle events of AWT and Swings components.
- Develop programs to handle events in Java Programming.
- Develop Java programs using networking concepts.
- Develop programs using database.
- Develop programs using Servlets.

4. TEACHING AND EXAMINATION SCHEME

| Teaching Scheme | | | Credit (L+T+P) | Examination Scheme | | | | | | | | | | | | |
|-----------------|-----|-----|----------------|--------------------|------|-----|-----|-----|-------|-----------|-----|-----|-----|-----|-------|----|
| L | T | P | | Theory | | | | | | Practical | | | | | | |
| | | | | Paper Hrs. | ESE | | PA | | Total | | ESE | | PA | | Total | |
| Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | |
| 3 | 1 | 2 | 6 | 90 Min | 70*# | 28 | 30* | 00 | 100 | 40 | 25# | 10 | 25 | 10 | 50 | 20 |

(*): Under the theory PA; Out of 30 marks, 10 marks of theory PA are for micro-project assessment to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessment of the UOs required for the attainment of the COs.

Legends: L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P -Practical; C – Credit, ESE -End Semester Examination; PA - Progressive Assessment.

5. COURSE MAP (with sample COs, PrOs, UOs, ADOs and topics)

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the



course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.

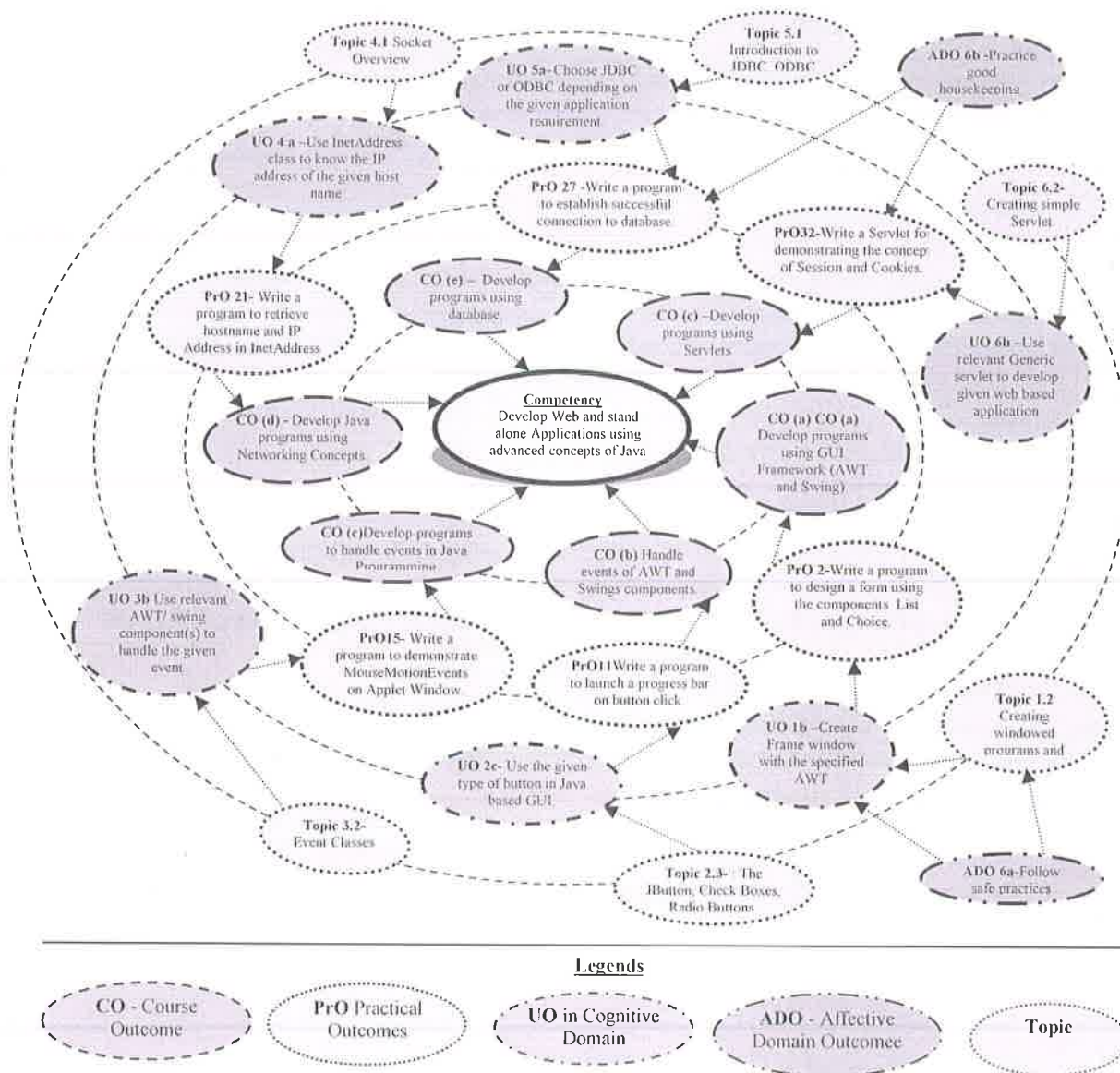


Figure 1 - Course Map

6. SUGGESTED PRACTICALS/ EXERCISES

The practicals in this section are PrOs(i.e. sub-components of the COs) to be developed and assessed in the student for the attainment of the competency.

| Sr. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|---------|---|----------|-----------------------|
| 1. | Write a program to demonstrate the use of AWT components like Label, Textfield, TextArea, Button, Checkbox, RadioButton etc. | I | 02* |
| 2. | Write a program to design a form using the components List and Choice. | I | 02* |
| 3. | Write a program to design simple calculator with the use of GridLayout | I | 02* |
| 4. | Write a program to create a two-level card deck that allows the user to select component of Panel using CardLayout | I | 02* |
| 5. | Write a program using AWT to create a menubar where menubar contains menu items such as File, Edit, View and create a submenu | I | 02* |



| Sr. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|---------|--|----------|-----------------------|
| | under the File menu: New and Open. | | |
| 6. | Write a program using swing to display a ScrollPane and JComboBox in an Applet with the items – English, Marathi, Hindi, Sanskrit. | II | 02* |
| 7. | Write a program to create a Jtree. | II | 02* |
| 8. | Write a program to create a JTable. | II | 02 |
| 9. | Write a program to launch a JProgressBar | II | 02 |
| 10. | Write a program to demonstrate status of key on Applet window such as KeyPressed, KeyReleased, KeyUp, KeyDown | III | 02* |
| 11. | Write a program to demonstrate various mouse events using MouseListener and MouseMotionListener interface | III | 02* |
| 12. | Write a program to demonstrate the use of JTextField and JPasswordField using Listener Interface | II | 02* |
| 13. | Write a program to demonstrate the use of WindowAdapter class. | III | 02 |
| 14. | Write a program to demonstrate the use of InetAddress class and its factory methods. | IV | 02* |
| 15. | Write a program to demonstrate the use of URL and URLConnection class and its methods | IV | 02* |
| 16. | Write a program to implement chat Server using ServerSocket and Socket class. | IV | 02 |
| 17. | Write a program to demonstrate use of DatagramSocket and Datagram Packet | IV | 02 |
| 18. | Write a program to insert and retrieve the data from database using JDBC | V | 02* |
| 19. | Write a program to demonstrate the use of PreparedStatement and ResultSet interface | V | 02 |
| 20. | Write a program to update and delete a record from a database table. | V | 02 |
| 21. | Write a program to demonstrate the use of HttpServlet as a parameterized Servlet | VI | 02 |
| 22. | Write a Servlet program to send username and password using HTML forms and authenticate the user | VI | 02* |
| 23. | Write a program to create Session using HttpSession class | VI | 02 |
| 24. | Write a program to implement Session tracking using Cookies. | VI | 02 |

Note

- i. A suggestive list of PrOs is given in the above table. More such PrOs can be added to attain the COs and competency. A judicious mix of minimum 14 or more practical need to be performed, out of which, the practicals marked as '*' are compulsory, so that the student reaches the 'Application Level' of Bloom's Taxonomy as generally required by the industry.
- ii. It is advisable to conduct 50% of the practicals using ASCII text editor and compilation on command prompt so as to enhance fundamental understanding of basic concepts and syntax. The IDEs must be Introduced at later stage.
- iii. The 'Process' and 'Product' related skills associated with each PrO are to be assessed according to a suggested sample given below:



| Sr. No. | Performance Indicators | Weightage in % |
|--------------|---|----------------|
| 1 | Logic Building and Coding | 50 |
| 2 | Testing and Debugging of the Program. | 30 |
| 3 | Correctness of ProgramOutput. | 10 |
| 4 | Submission of practical assignment in time. | 10 |
| Total | | 100 |

The above PrOs also comprise of the following social skills/attitudes which are Affective Domain Outcomes (ADOs) that are best developed through the laboratory/field based experiences:

- Follow safety practices.
- Practice good housekeeping.
- Work as a leader/a team member.
- Follow ethical practices.

The ADOs are not specific to any one PrO, but are embedded in many PrOs. Hence, the acquisition of the ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over a period of time. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- 'Valuing Level' in 1st year
- 'Organising Level' in 2nd year and
- 'Characterising Level' in 3rd year.

7. MAJOR EQUIPMENT/ INSTRUMENTSREQUIRED

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by authorities concerned.

| S. No. | Equipment Name with Broad Specifications | PrONo. |
|--------|--|----------|
| 1 | Computer with JDK1.5 or above ,any IDE for Java Programming such as Eclipse, Jcreator, NetBeans. | All |
| 2 | Databases like MySQL, Oracle, MS-Access or any other | 18,19,20 |
| 3 | Apache Tomcat web server version 7 orhigher. | 21-24 |

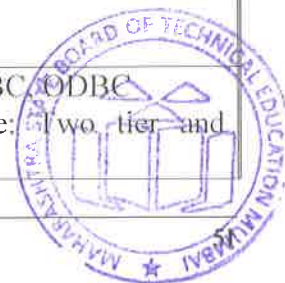
8. UNDERPINNING THEORY COMPONENTS

The following topics are to be taught and assessed in order to develop the sample UOs given below for achieving the COs to attain the identified competency. More UOs could be added.

| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|--|---|--|
| Unit – I Abstract Windowing Toolkit(A WT) | 1a. Develop Graphical user interface (GUI) programs using AWT components for the given problem. 1b. Create Frame window with the specified AWT components. 1c. Arrange the GUI components using specified layout manager. 1d. Develop a program using menu and Dialog Boxes for the given problem. | 1.1 Component, container, window, frame, panel. 1.2 Creating windowed programs and applets. 1.3 AWT controls and layout managers:use of AWT controls: labels, buttons,checkbox, checkbox group, scroll bars, text field, text area. 1.4 Use of layout managers: flowLayout, BorderLayout. |



| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|-----------------------------------|--|--|
| | | gridLayout, cardLayout, gridbagLayout, menubars, menus, dialog boxes, file dialog. |
| Unit-II Swings | 2a. Differentiate between AWT and Swing on the given aspect. 2b. Develop Graphical user interface (GUI) programs using swing components for the given problem. 2c. Use the given type of button in Java based GUI. 2d. Develop Graphical user interface (GUI) programs using advanced swing components for the given problem. | 2.1 Introduction to swing: Swing features, Difference between AWT and Swing. 2.2 Swing Components: JApplet, Icons and Labels, Text Fields, Combo Boxes. 2.3 Buttons: The JButton, Check Boxes, Radio Buttons. 2.4 Advanced Swing Components: Tabbed Panes, Scroll Panes, Trees, Tables, Progress bar, tool tips. 2.5 MVC Architecture. |
| Unit- III Event Handling | 3a. Use delegation event model to develop event driven program for the given problem. 3b. Use relevant AWT/ swing component(s) to handle the given event. 3c. Use Adapter classes in Java program to solve the given problem. 3d. Use inner classes in java program to solve the given problem. | 3.1 The delegation Event Model: Event sources, Event listeners 3.2 Event classes: The Action Event class, the Item Event class, the Key Event class, the Mouse Event class, the Text Event class, the Window Event class. 3.3 Adapter classes. 3.4 Inner classes. 3.5 Event listener interfaces: ActionListener Interface, ItemListener Interface, KeyListener Interface, MouseListenerInterface, MouseMotion Interface, TextListener Interface, WindowListener Interface. |
| Unit- IV Networking Basics | 4a. Use InetAddress class to know the IP address of the given host name. 4b. UseURLConnection classes to read and write data to the specified resource referred by the given URL. 4c. Develop program for Client/Server communication through TCP/IP Server sockets for the given problem. 4d. Write program to illustrate the Client/Server communication using datagram protocol for the given problem. | 4.1 Socket Overview: Client/Server, Reserved Sockets, Proxy Servers, Internet Addressing. 4.2 Java and the Net: The Networking Classes and interfaces. 4.3 InetAddress: Factory Methods, Instance Methods. 4.4 TCP/IP Client Sockets: Whois 4.5 URL: Format, The URI Class. 4.6 URLConnection: TCP/IP Server Sockets. 4.7 Datagrams: DatagramPacket, Datagram Server and Client. |
| Unit -V Interacting with | 5a. Choose JDBC or ODBC depending on the given application requirement. | 5.1 Introduction to JDBC, ODBC 5.2 JDBC Architecture: two tier and three tier models |



| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|----------------------|--|---|
| Database | 5b. Explain function of the given tier of JDBC architecture for two tier/three tier models. 5c. Use relevant type of JDBC Driver for the specified environment. 5d. Elaborate steps with example to establish connectivity with the specified database. | 5.3 Types of JDBC Drivers 5.4 Driver Interfaces and Driver Manager class: Connection Interface, Statement Interface, PreparedStatement Interface, ResultSet Interface 5.5 The essential JDBC Program |
| Unit –VI Servlets | 6a. Explain function of the given method of Servlet life cycle. 6b. Use relevant Generic servlet to develop given web based application. 6c. Use relevant HTTP servlet to develop specified web based application. 6d. Develop servlet for cookies and session tracking to implement the given problem. | 6.1 The Life Cycle of a Servlet 6.2 Creating simple Servlet: The Servlet API, javax.servlet Package, Servlet Interface, ServletConfig Interface, ServletContext Interface, ServletRequest Interface, ServletResponse Interface, GenericServlet Class 6.3 The javax.servlet.http Package: HttpServletRequest Interface, HttpServletResponse Interface, HttpSession Interface, Cookie Class, HttpServlet Class, HttpSessionEvent Class, HttpSessionBindingEvent Class. 6.4 Handling HTTP Requests and Responses Handling HTTP GET Requests Handling HTTP POST Requests. 6.5 Cookies and Session Tracking. |

Note: To attain the COs and competency, above listed UOs need to be undertaken to achieve the 'Application Level' of Bloom's 'Cognitive Domain Taxonomy'.

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

| Unit No. | Unit Title | Teaching Hours | Distribution of Theory Marks | | | |
|--------------|----------------------------------|----------------|------------------------------|-----------|-----------|-------------|
| | | | R Level | U Level | A Level | Total Marks |
| I | Abstract Windowing Toolkit (AWT) | 08 | 02 | 04 | 06 | 12 |
| II | Swings | 08 | 02 | 02 | 06 | 10 |
| III | Event Handling | 08 | 02 | 02 | 08 | 12 |
| IV | Networking Basics | 06 | 02 | 04 | 04 | 10 |
| V | Interacting with Database | 08 | 02 | 04 | 06 | 12 |
| VI | Servlets | 10 | 04 | 04 | 06 | 14 |
| Total | | 48 | 14 | 20 | 36 | 70 |

Legends: R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)



Note: This specification table provides general guidelines to assist students for their learning and to teachers to teach and assess students with respect to attainment of LOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.

10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course: Students should conduct following activities in group and prepare reports of about 5 pages for each activity, also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

- a) Prepare journals based on practical performed in laboratory.
- b) Follow coding standards.
- c) Develop variety of programs to improve the logical skills.
- d) Develop Application oriented real world programs.
- e) Prepare power point presentation depicting different advanced concepts in Java.

11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:

- a) Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.
- b) '*L*' in item No. 4 does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
- c) About *15-20% of the topics/sub-topics* which is relatively simpler or descriptive in nature is to be given to the students for *self-directed learning* and assess the development of the COs through classroom presentations (see implementation guideline for details).
- d) With respect to item No.10, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
- e) Use different Audio Visual media for Concept understanding.
- f) Guide student(s) in undertaking micro-projects.
- g) Demonstrate students thoroughly before they start doing the practice.
- h) Observe continuously and monitor the performance of students in Lab.

12. SUGGESTED MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based. However, in the fifth and sixth semesters, it should be preferably be *individually* undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. In special situations where groups have to be formed for micro-projects, the number of students in the group should *not exceed three*.

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than *16 (sixteen) student engagement hours* during the course. The student ought to submit micro-project by the end of the semester to develop the industry oriented COs.

A suggestive list of micro-projects is given here. Similar micro-projects could be added by the concerned faculty:

- a) Energy Billing System: Expected to develop bill amount module based on usage of energy consumption.



- b) Medical Store stock Management System: Expected to develop an Inventory module.
- c) Library book issue Management System.
- d) Restaurant Management System: Expected to develop a module to place an order and generate bill.
- e) Online Bus ReservationSystem: Expected to develop Ticket booking module.

Follow the below given guidelines for micro projects:

- i. Must implement concepts of AWT or SWING andEvent Handling.
- ii. UseJDBC concepts.
- iii. UseServlet.

13. SUGGESTED LEARNING RESOURCES

| S. No. | Title of Book | Author | Publication |
|--------|--|------------------------------|--|
| 1. | Complete Reference | Schildt, Herbert | Mcgraw Hill Education, New Delhi ISBN:9789339212094 |
| 2. | Java 2 Programming Black Book | Holzner, Steven et al. | Dreamtech Press, New Delhi ISBN 10: 817722655X/ ISBN 13: 9788177226553 |
| 3. | Java Server Programming Tutorial JAVA EE6 Black Book | Kogent Learning Solutions | Dreamtech Press, New Delhi ISBN :978-81-7722-937-0 |

14. SOFTWARE/LEARNING WEBSITES

- a) <https://www.tutorialspoint.com/java>
- b) <http://nptel.ac.in/courses/106105084/30>
- c) <https://www.javatpoint.com/servlet-tutorial>
- d) <https://www.tutorialspoint.com/servlets>
- e) <https://www.javatpoint.com/free-java-projects>
- f) <http://1000projects.org/java-projects.html>



Program Name : Computer Engineering Program Group
Program Code : CO/CM/IF/CW
Semester : Fifth
Course Title : Operating System
Course Code : 22516

1. RATIONALE

An Operating System is basically a system program that controls the execution of application programs and acts as an interface between applications and the computer hardware. It manages the computer system resources to be used in an efficient manner. This course enables to learn internal functioning of operating system and will help in identifying appropriate Operating System for given applications/task. This course is also a prerequisite for the group of courses included in 'Cloud Infrastructure Maintenance' Elective group.

2. COMPETENCY

The aim of this course is to help the students to attain the following industry identified competency through various teaching learning experiences:

- **Manage operations of Operating System.**

3. COURSE OUTCOMES (COs)

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following *industry oriented* COs associated with the above mentioned competency:

- Install operating system and configure it.
- Use operating system tools to perform various functions.
- Execute process commands for performing process management operations.
- Apply scheduling algorithms to calculate turnaround time and average waiting time.
- Calculate efficiency of different memory management techniques.
- Apply file management techniques.

4. TEACHING AND EXAMINATION SCHEME

| Teaching Scheme | | | Credit (L+T+P) | Examination Scheme | | | | | | | | | | | | |
|-----------------|---|---|-------------------|--------------------|-----|-----|-----|-----|-------|-----------|-----|-----|-----|-----|-------|-----|
| L | T | P | | Theory | | | | | | Practical | | | | | | |
| | | | | Paper Hrs. | ESE | | PA | | Total | | ESE | | PA | | Total | |
| | | | | | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min |
| 3 | - | 2 | 5 | 3 | 70 | 28 | 30* | 00 | 100 | 40 | 25@ | 10 | 25 | 10 | 50 | 20 |

(*): Under the theory PA; Out of 30 marks, 10 marks of theory PA are for micro-project assessment to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessment of the UOs required for the attainment of the COs.

Legends: L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment

5. COURSE MAP (with sample COs, PrOs, UOs, ADOs and topics)

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the



course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.

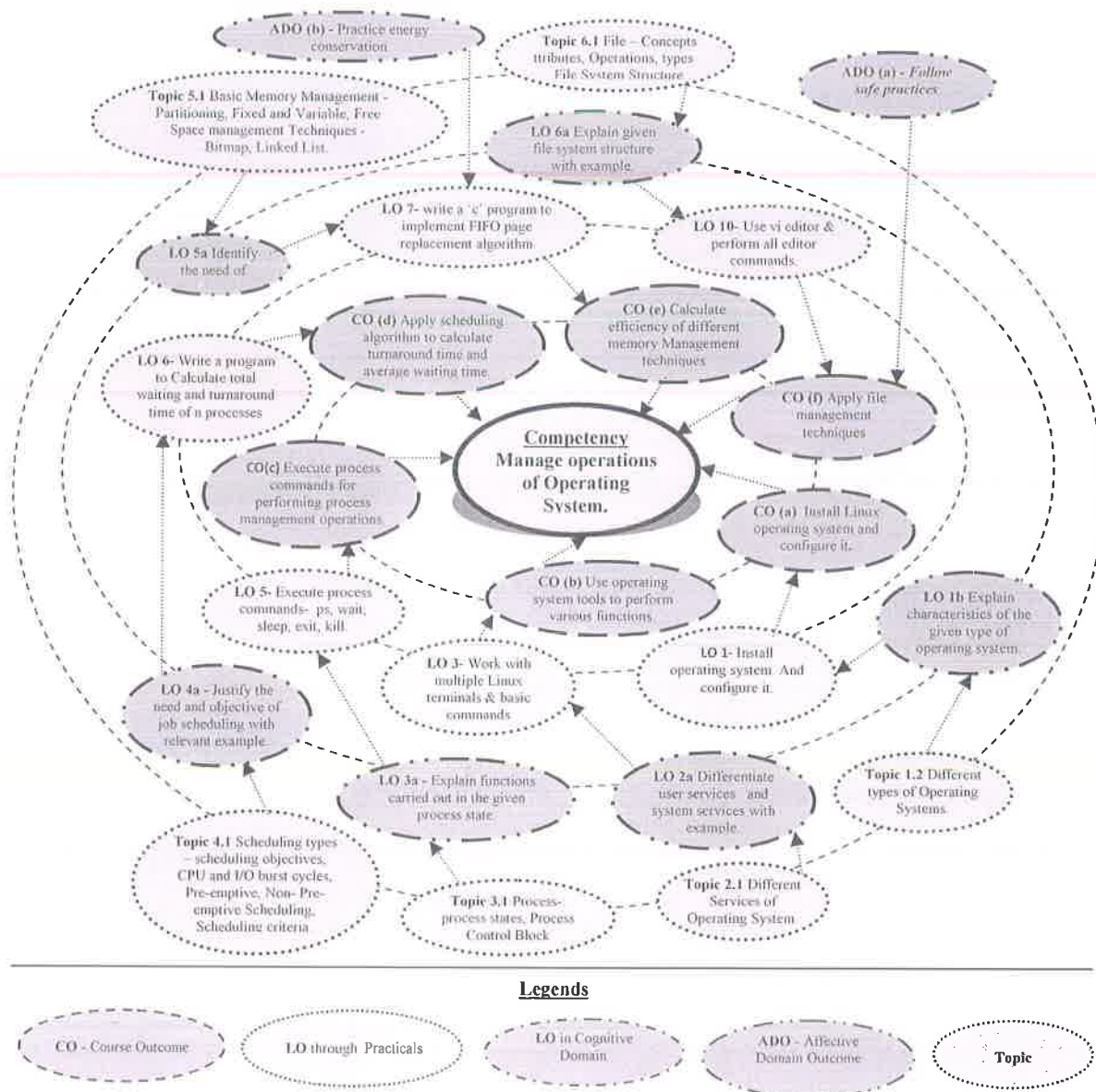


Figure 1 - Course Map

6. SUGGESTED PRACTICALS/ EXERCISES

The practicals in this section are PrOs (i.e. sub-components of the COs) to be developed and assessed in the student for the attainment of the competency:

| Sr. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|---------|---|----------|-----------------------|
| 1. | Install and configure Linux (or alike) operating system. | I | 02* |
| 2. | Execute general purpose commands date, time, cal, clear, banner, tty, script, man. | I | 02* |
| 3. | Work with multiple linux terminals and basic commands: who, who am I, login, passwd, su, pwd. | II | 02* |
| 4. | a) Use Operating services(Editor, GUI, File handling.) | II | 02* |



| Sr. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|---------|--|----------|-----------------------|
| | b) Run commands to start, stop, and restart the specified service in Linux. | | |
| 5. | Execute process commands- ps, wait, sleep, exit, kill. | III | 02* |
| 6. | Write a program to calculate total waiting and turnaround time of n processes with First Come First Serve CPU scheduling algorithm. | IV | 02 |
| 7. | Write a 'C' program to implement FIFO page replacement algorithm. | V | 02 |
| 8. | Execute file and directory manipulation commands – ls, rm, mv, cp, join, split, cat (file saving and redirection operator), head, tail, touch, | VI | 02* |
| 9. | Execute file and directory manipulation commands – diff, comm., pr, chmod, mkdir, rmdir, cd, pwd, dir, cmp. (Use wild card character). | VI | 02* |
| 10. | Execute text processing tr, wc, cut, paste, spell, sort, grep, more. | VI | 02* |
| 11. | Use vi editor and perform all editor commands. | VI | 04* |
| 12. | Write and execute Shell Script by using following Control statements features- "if" statement | VI | 02* |
| 13. | Write and execute Shell Script by using following Control statements features- "for" statement, exit, break, continue | VI | 02* |
| 14. | Write Shell script to find out whether - Given file exists? | VI | 02 |
| 15. | Write Shell script to find out whether - File has read, write, and execute permissions? | VI | 02* |
| | Total | | 32 |

Note

- i. In the above listed example wherever **Linux** as operating system is mentioned, it could be replaced with other alike operating systems such as **Ubuntu, CentOS** or any other OS.
- ii. A suggestive list of PrOs is given in the above table. More such PrOs can be added to attain the COs and competency. A judicious mix of minimum 12 or more practical need to be performed, out of which, the practicals marked as '*' are compulsory, so that the student reaches the 'Application Level' of Bloom's Taxonomy' as generally required by the industry.
- iii. The 'Process' and 'Product' related skills associated with each PrO are to be assessed according to a suggested sample given below:

| S. No. | Performance Indicators | Weightage in % |
|--------|--|----------------|
| a. | Installation/configuration of operating system | 25 |
| b. | Correctness of Executing various commands | 25 |
| c. | Writing and executing programs to get desired output | 20 |
| d. | Debugging the program | 15 |
| e. | Submit journal report in time | 15 |
| | Total | 100 |

The above PrOs also comprise of the following social skills/attitudes which are Affective Domain Outcomes (ADOs) that are best developed through the laboratory/field based experiences:

- a. Follow safety practices.
- b. Practice good housekeeping.



- c. Demonstrate working as a leader/a team member.
- d. Follow ethical practices.

The ADOs are not specific to any one PrO, but are embedded in many PrOs. Hence, the acquisition of the ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over a period of time. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- 'Valuing Level' in 1st year
- 'Organising Level' in 2nd year and
- 'Characterising Level' in 3rd year.

7. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by authorities concerned.

| S. No. | Equipment Name with Broad Specifications | PrO S. No. |
|--------|--|------------|
| 1 | Computer system (Any computer system with basic configuration) | All |
| 2 | Linux or alike operating system such as Ubuntu, CentOS or any other. | |

8. UNDERPINNING THEORY COMPONENTS

The following topics are to be taught and assessed in order to develop the sample UOs given below for achieving the COs to attain the identified competency. More UOs could be added.

| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|--|---|--|
| Unit – I Overview of Operating System | 1a. Explain the functioning of given component of OS. 1b. Explain characteristics of the given type of operating system. 1c. Identify type of operating system suitable for the given type of application. 1d. Execute command on command line for the given task. | 1.1 Operating System – Concept, Components of operating system, operations of OS: Program Management, Resource management, Security and protection. Views of OS: User view, System View 1.2 Different Types of Operating systems- Batch operating system, Multi Programmed, Time Shared OS, Multiprocessor Systems, Distributed Systems, Real time systems. Mobile OS (Android,iOS). 1.3 Command line based OS – DOS, UNIX GUI based OS –WINDOWS, LINUX. |
| Unit– II Services and Component s of Operating System | 2a. Start, stop, and restart the given service in Linux. 2b. Explain use of the given System call of specified OS. 2c. Explain process the OS follows in managing the given resource. 2d. Explain use of the given operating system tool. | 2.1 Different Services of Operating System. 2.2 System Calls- Concept, types of system calls 2.3 OS Components: - Process Management, Main Memory Management, File Management, I/O System management, Secondary storage management. 2.4 Use of operating system tools- user management, security policy. |



| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|--|---|---|
| Unit- III Process Management | 3a. Explain functions carried out in the given process state. 3b. Describe the function of the given component of process stack in PCB. 3c. Explain characteristics of the given multithreading model. 3d. Describe method of executing the given process command with example. | device management, performance monitor, task scheduler 3.1 Process-: process states, Process Control Block (PCB). 3.2 Process Scheduling- Scheduling Queues, Schedulers, Context switch. 3.3 Inter-process communication (IPC): Introduction, shared memory system and message passing system. 3.4 Threads - Benefits, users and kernel threads, Multithreading Models - Many to One, One to One, Many to Many. 3.5 Execute process commands- like ps, wait, sleep, exit, kill |
| Unit-IV CPU Scheduling and Algorithms | 4a. Justify the need and objective of given job scheduling criteria with relevant example. 4b. Explain with example the procedure of allocating CPU to the given process using the specified OS. 4c. Calculate turnaround time and average waiting time of the given scheduling algorithm. 4d. Explain functioning of the given necessary condition leading to deadlock. | 4.1 Scheduling types – scheduling Objectives, CPU and I/O burst cycles, Pre-emptive, Non- Pre-emptive Scheduling, Scheduling criteria. 4.2 Types of Scheduling algorithms - First come first served (FCFS), Shortest Job First (SJF), Shortest Remaining Time(SRTN), Round Robin (RR) Priority scheduling, multilevel queue scheduling. 4.3 Deadlock - System Models, Necessary Conditions leading to Deadlocks, Deadlock Handling - Preventions, avoidance. |
| Unit –V Memory Management | 5a. Describe the working of specified memory management function. 5b. Explain characteristic of the given memory management techniques. 5c. Write algorithm for the given page replacement technique. 5d. Calculate Page fault for the given page reference string. | 5.1 Basic Memory Management - Partitioning, Fixed and Variable, Free Space management Techniques - Bitmap, Linked List. 5.2 Virtual Memory – Introduction to Paging, Segmentation, Fragmentation, and Page fault. 5.3 Page Replacement Algorithms: FIFO, LRU, Optimal. |
| Unit-VI File Management | 6a. Explain structure of the given file system with example. 6b. Describe mechanism of the given file access method. 6c. Explain procedure to create and access directories and assign the given files access permissions. 6d. Explain features of the given Raid level structure of hard disk. | 6.1 File – Concepts, Attributes, Operations, types and File System Structure. 6.2 Access Methods – Sequential, Direct, Swapping, File Allocation Methods- Contiguous, Linked, Indexed. 6.3 Directory structure-- Single level, two levels, tree-structured directory, Disk Organization and disk Structure- Physical structure, Logical structure, Raid structure of disk, raid level 0 to 6. |



Note: To attain the COs and competency, above listed UOs need to be undertaken to achieve the 'Application Level' of Bloom's 'Cognitive Domain Taxonomy'.

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

| Unit No. | Unit Title | Teaching Hours | Distribution of Theory Marks | | | |
|--------------|---|----------------|------------------------------|-----------|-----------|-------------|
| | | | R Level | U Level | A Level | Total Marks |
| I | Overview of Operating System | 06 | 02 | 02 | 04 | 08 |
| II | Services and Components of Operating System | 06 | 02 | 04 | 04 | 10 |
| III | Process Management | 10 | 02 | 04 | 08 | 14 |
| IV | CPU Scheduling and Algorithms | 10 | 02 | 04 | 08 | 14 |
| V | Memory Management | 10 | 02 | 04 | 08 | 14 |
| VI | File Management | 06 | 02 | 04 | 04 | 10 |
| Total | | 48 | 12 | 22 | 36 | 70 |

Legends: R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)

Note: This specification table provides general guidelines to assist student for their learning and to teachers to teach and assess students with respect to attainment of LOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.

10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course: Students should conduct following activities in group and prepare reports of about 5 pages for each activity, also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

- Prepare journal of practicals.
- Undertake micro-projects.

11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various learning outcomes in this course:

- Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.
- 'L' in item No. 4 does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
- About *15-20% of the topics/sub-topics* which is relatively simpler or descriptive in nature is to be given to the students for *self-directed learning* and assess the development of the COs through classroom presentations (see implementation guideline for details).
- With respect to item No.10, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
- Guide student(s) in undertaking micro-projects.
- Demonstrate students thoroughly before they start doing the practice.
- Encourage students to refer different websites to have deeper understanding of the subject.
- Observe continuously and monitor the performance of students in Lab.



12. SUGGESTED MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based. However, in the fifth and sixth semesters, it should be preferably be **individually** undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. In special situations where groups have to be formed for micro-projects, the number of students in the group should **not exceed three**.

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than **16 (sixteen) student engagement hours** during the course. The student ought to submit micro-project by the end of the semester to develop the industry oriented COs.

A suggestive list of micro-projects are given here. Similar micro-projects could be added by the concerned faculty:

- Create a report depicting features of different types of Operating systems- Batch operating system, Multi Programmed, Time Shared, Multiprocessor Systems, , Real time systems. Mobile OS with example.
- Make a comparative statement to calculate page fault for given page reference string by using different page replacement algorithms.
- Prepare help guide using shell script for all the major Linux commands.
- Make a comparative chart to calculate total waiting and turnaround time of n processes with different CPU scheduling algorithm.

Any other micro-projects suggested by subject faculty on similar line.

(Use features of 'C' or shell scripts to develop above listed applications)

13. SUGGESTED LEARNING RESOURCES

| S. No. | Title of Book | Author | Publication |
|--------|--|-----------------------|---|
| 1 | Operating System Concepts | Silberschatz, Galvin | John Wiley and Sons, Ninth Edition, 2015, ISBN: 978-51-265-5427-0 |
| 2 | Operating System | Godbole, Achyut S. | Tata McGraw Hill Education, 2015, ISBN: 9780070591134 |
| 3 | Operating Systems: Internals and Design Principles | Stallings, William | Pearsons, 8 edition 2015 ISBN: 978-0133805918 |
| 4 | Unix Concept and Programming | Das, Sumitabha | McGraw Hill education, 2015, ISBN: 978-0070635463 |
| 5 | Operating System | Dhamdhare, Dhanjay M. | McGraw Hill, 2015 ISBN MO 978-1-25-900558-9 |
| 6 | Operating System | Dr. Rajendra Kawale | Devraj Publications, Mumbai ISBN 978-81-933551-1-4 |

14. SOFTWARE/LEARNING WEBSITES

- www.cs.wisc.edu/~bart/537 lecture notes-University of Wisconsin Madison.
- www.cs.kent.edu/osf/o3/notes/index.html- Vilinius Gediminas Technical University
- <http://www.howstuffworks.com/operating-system1.htm>
- www.computerhope.com/jargon/o/os.htm
- www.en.wikipedia.org/wiki/Operating_system
- https://www.cs.uic.edu/~jbell/CourseNotes/OperatingSystems/12_MassStorage.html





Program Name : Computer Engineering Program Group
Program Code : CO/CM/CW
Semester : Fifth
Course Title : Software Testing
Course Code : 22518

1. RATIONALE

In today's software environment writing bug-free code is challenging task, which make software testing important tool to get the quality software. Testing techniques include the process of executing a program or application with the intent of finding software bugs and verifying that the software product is fit for use. Students will learn the way to find bugs by applying types, levels and methods of software testing on applications with effective test planning approach. It also covers manual testing.

2. COMPETENCY

The aim of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- **Apply types, levels and methods of software testing on applications.**

3. COURSE OUTCOMES (COs)

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following *industry oriented* COs associated with the above mentioned competency:

- Apply various software testing methods.
- Prepare test cases for different types and levels of testing.
- Prepare test plan for an application.
- Identify bugs to create defect report of given application.
- Test software for performance measures using automated testing tools.

4. TEACHING AND EXAMINATION SCHEME

| Teaching Scheme | | | Credit (L+T+P) | Examination Scheme | | | | | | | | | | | | |
|-----------------|---|---|----------------|--------------------|-----|-----|-----|-----|-------|-----------|-----|-----|-----|-----|-------|-----|
| L | T | P | | Theory | | | | | | Practical | | | | | | |
| | | | | Paper Hrs. | ESE | | PA | | Total | | ESE | | PA | | Total | |
| | | | | | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min |
| 3 | - | 2 | 5 | 3 | 70 | 28 | 30* | 00 | 100 | 40 | 25@ | 10 | 25 | 10 | 50 | 20 |

(*): Under the theory PA; Out of 30 marks, 10 marks of theory PA are for micro-project assessment to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessment of the UOs required for the attainment of the COs.

Legends: L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment.

5. COURSE MAP (with sample COs, PrOs, UOs, ADOs and topics)

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the



course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.

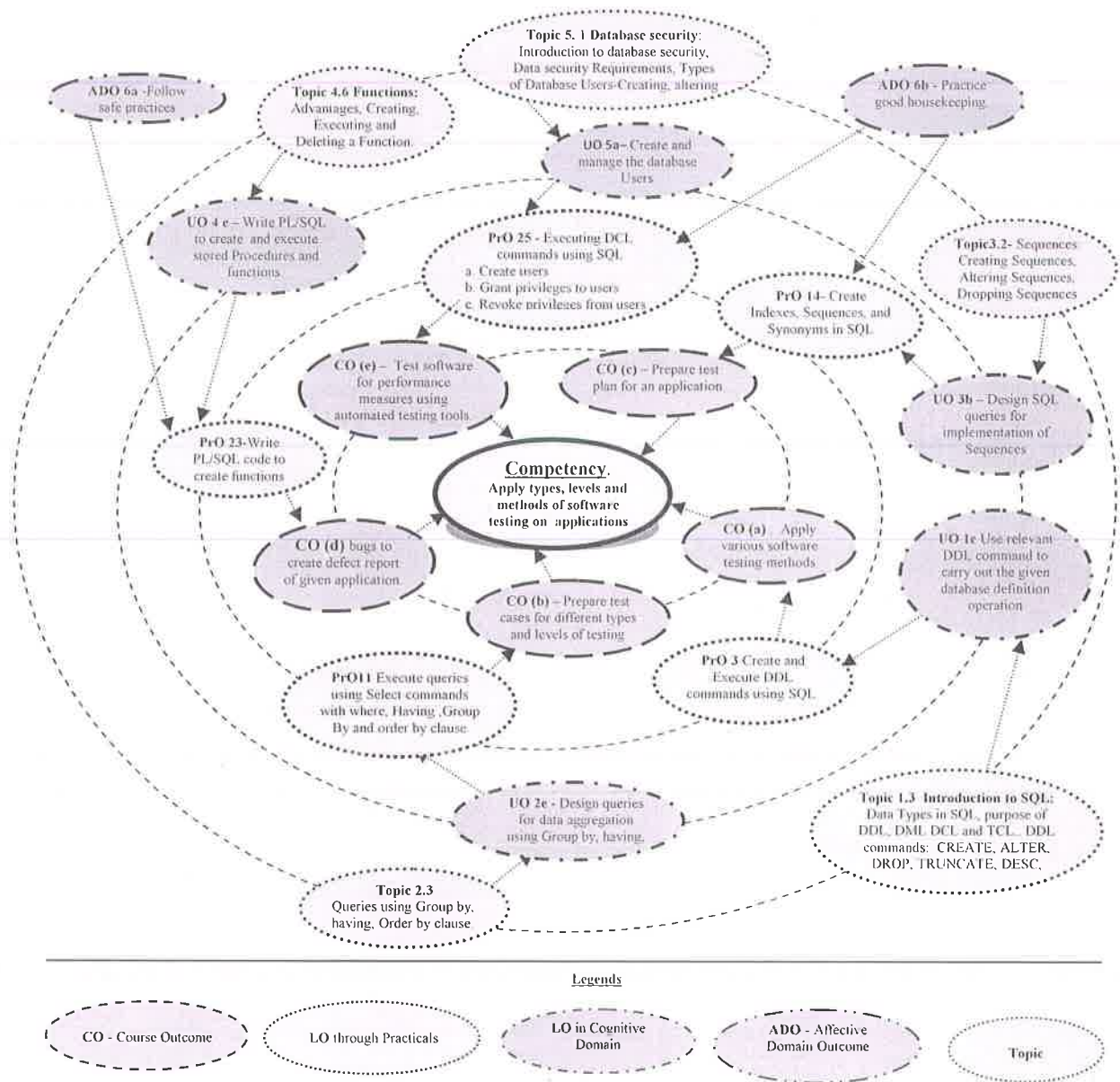


Figure 1 - Course Map

6. SUGGESTED PRACTICALS/ EXERCISES

The practicals in this section are PrOs (i.e. sub-components of the COs) to be developed and assessed in the student for the attainment of the competency.

| S. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|--------|--|----------|-----------------------|
| 1 | Identify system specification & design test cases for purchase order Management. | I | 02* |
| 2 | Identify system specification & design test cases for Inventory management | I | 02* |
| 3 | Design test cases for simple calculator application.(BB Testing) | I | 02* |
| 4 | Design test cases for railway reservation form | II | 02* |
| 5 | Design test cases for e-commerce (Flipkart, Amazon) login form | II | 02* |



| S. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|--------|--|----------|-----------------------|
| 6 | Design test cases for Web Pages Testing any Web Sites | II | 02* |
| 7 | Write program and design test cases for the following Control and decision making statement. 1) For... Loop 2) Switch...case 3) Do...While 4) If...else | II | 02* |
| 8 | Prepare test plan for an identified Mobile application. | III | 02* |
| 9 | Design test plan and test cases for Notepad (MS Window based) Application. | III | 02* |
| 10 | Prepare defect report after executing test cases for library management system | IV | 02* |
| 11 | Prepare defect report after executing test cases for Withdrawn of amount from ATM Machine. | IV | 02 |
| 12 | Prepare defect report after executing test cases for any login form. | IV | 02 |
| 13 | Design and run test cases for WordPad (MS Windows based). Using an Automated tool. | V | 02* |
| 14 | Design and run test cases for MS Word application using an Automation Tool. | V | 02 |
| 15 | Project Assignment | | 04* |
| | Total | | 32 |

Note

- i. A suggestive list of PrOs is given in the above table. More such PrOs can be added to attain the COs and competency. A judicious mix of minimum 12 or more practical need to be performed, out of which, the practicals marked as '*' are compulsory, so that the student reaches the 'Precision Level' of Dave's 'Psychomotor Domain Taxonomy' as generally required by the industry.
- ii. The 'Process' and 'Product' related skills associated with each PrO is to be assessed according to a suggested sample given below:

| S. No. | Performance Indicators | Weightage in % |
|--------|--|----------------|
| 1 | Preparation of system specification, designing test plan using MS Excel. | 50 |
| 2 | Preparation of defect report | 10 |
| 3 | Execution of test cases using automation tool. | 20 |
| 4 | Answer to sample questions | 10 |
| 5 | Submit report in time | 10 |
| | Total | 100 |

The above PrOs also comprise of the following social skills/attitudes which are Affective Domain Outcomes (ADOs) that are best developed through the laboratory/field based experiences:

- a. Follow safety practices.
- b. Practice good housekeeping.
- c. Work as a leader/a team member.
- d. Follow ethical practices.

The ADOs are not specific to any one PrO, but are embedded in many PrOs. Hence, the acquisition of the ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over a period of time. Moreover, the level of achievement of the ADOs



according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- 'Valuing Level' in 1st year
- 'Organising Level' in 2nd year and
- 'Characterising Level' in 3rd year.

7. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by authorities concerned.

| S. No. | Equipment Name with Broad Specifications | PrO S. No. |
|--------|--|------------|
| 1.1 | Computer system (Any computer system with basic configuration) | All |
| 1.2 | Selenium | V |
| 1.3 | Mantis Bug Tracker | IV |
| 1.4 | IBM Rational Functional Tester | V |
| 1.5 | Spreadsheet Package | I, II, III |
| 1.6 | Bugzila | IV |

8. UNDERPINNING THEORY COMPONENTS

The following topics are to be taught and assessed in order to develop the sample UOs given below for achieving the COs to attain the identified competency. More UOs could be added.

| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|--|--|--|
| Unit – I Basics of Software Testing and Testing Methods | 1a. Identify errors and bugs in the given program. 1b. Prepare test case for the given application. 1c. Describe the Entry and Exit Criteria for the given test application. 1d. Validate the given application using V model in relation with quality assurance. 1e. Describe features of the given testing method. | 1.1 Software Testing, Objectives of Testing. 1.2 Failure, Error, Fault, Defect, Bug Terminology. 1.3 Test Case, When to Start and Stop Testing of Software (Entry and Exit Criteria). 1.4 Verification and Validation (V Model), Quality Assurance, Quality Control. 1.5 Methods of Testing: Static and dynamic Testing 1.6 The box approach : White Box Testing: Inspections, Walkthroughs, Technical Reviews, Functional Testing, Code Coverage Testing, Code Complexity Testing. 1.7 Black Box Testing: Requirement Based Testing, Boundary Value Analysis, Equivalence Partitioning, |
| Unit– II Types and Levels of Testing | 2a Apply specified testing level for the given web based application. 2b Apply Acceptance testing for given web based application. 2c Apply the given performance testing for the specified application. | 2.1 Levels of testing 2.1 Unit Testing: Driver, Stub 2.2 Integration Testing: Top-Down Integration, Bottom-Up Integration, Bi-Directional Integration. 2.3 Testing on Web Application: Performance Testing: Load Testing. |

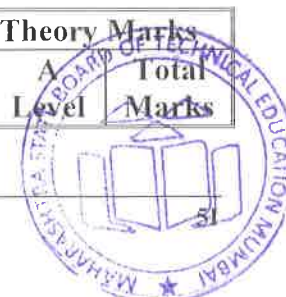


| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|---|--|--|
| | 2d. Generate test cases for the given application using regression and GUI testing. | Stress Testing, Security Testing, Client-Server Testing 2.4 Acceptance Testing: Alpha Testing and Beta Testing, Special Tests: Regression Testing, GUI Testing, |
| Unit III- Test Management | 3a. Prepare test plan for the given application. 3b. Identify the resource requirement of the given application. 3c. Prepare test cases for the given application. 3d. Prepare test report of executed test cases for given application. | 3.1 Test Planning : Preparing a Test Plan, Deciding Test Approach, Setting Up Criteria for Testing, Identifying Responsibilities, Staffing, Resource Requirements, Test Deliverables, Testing Tasks 3.2 Test Management: Test Infrastructure Management, Test People Management. 3.3 Test Process: Base Lining a Test Plan, Test Case Specification. 3.4 Test Reporting: Executing Test Cases, Preparing Test Summary Report. |
| Unit-IV Defect Management | 4a. Classify defects on the basis estimated impact. 4b. Prepare defect template on the given application. 4c. Apply defect management process on the given application. 4d. Write procedure to find defect using the given technique. | 4.1. Defect Classification, Defect Management Process. 4.2. Defect Life Cycle, Defect Template 4.3. Estimate Expected Impact of a Defect, Techniques for Finding Defects, Reporting a Defect. |
| Unit –V Testing Tools and Measurements | 5a. Improve testing efficiency using automated tool for given application. 5b. Identify different testing tools to test the given application. 5c. Describe Metrics and Measurement for the given application 5d. Explain Object oriented metrics used in the given testing application | 5.1 Manual Testing and Need for Automated Testing Tools 5.2 Advantages and Disadvantages of Using Tools 5.3 Selecting a Testing Tool 5.4 When to Use Automated Test Tools, Testing Using Automated Tools. 5.5 5.6 Metrics and Measurement: Types of Metrics, Product Metrics and Process Metrics, Object oriented metrics in testing. |

Note: To attain the COs and competency, above listed UOs need to be undertaken to achieve the 'Application Level' of Bloom's 'Cognitive Domain Taxonomy'.

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

| Unit No. | Unit Title | Teaching Hours | Distribution of Theory Marks | | | |
|----------|------------|----------------|------------------------------|---------|---------|-------------|
| | | | R Level | U Level | A Level | Total Marks |
| | | | | | | |



| Unit No. | Unit Title | Teaching Hours | Distribution of Theory Marks | | | |
|--------------|---|----------------|------------------------------|-----------|-----------|-------------|
| | | | R Level | U Level | A Level | Total Marks |
| I | Basics of Software Testing and Testing Method | 10 | 04 | 04 | 06 | 14 |
| II | Types and Levels of Testing | 12 | 04 | 06 | 08 | 18 |
| III | Test Management | 10 | 04 | 04 | 06 | 14 |
| IV | Defect Management | 08 | 04 | 02 | 06 | 12 |
| V | Testing Tools and Measurements | 08 | 02 | 04 | 06 | 12 |
| Total | | 48 | 18 | 20 | 32 | 70 |

Legends: R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)

Note: This specification table provides general guidelines to assist student for their learning and to teachers to teach and assess students with respect to attainment of UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.

10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course: Students should conduct following activities in group and prepare reports of about 5 pages for each activity, also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

- a) Prepare journals based on practical performed in laboratory.
- b) Give seminar on relevant topic.
- c) Undertake micro-projects.

11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various learning outcomes in this course:

- a) Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.
- b) '*L*' in item No. 4 does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
- c) About *15-20% of the topics/sub-topics* which is relatively simpler or descriptive in nature is to be given to the students for *self-directed learning* and assess the development of the COs through classroom presentations (see implementation guideline for details).
- d) With respect to item No.10, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
- e) Guide student(s) in undertaking micro-projects.
- f) Demonstrate students thoroughly before they start doing the practice.
- g) Encourage students to refer different websites to have deeper understanding of the subject.
- h) Observe continuously and monitor the performance of students in Lab.

12. SUGGESTED MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based. However, in the fifth and sixth semesters, it should be preferably be individually undertaken to build up the skill and confidence in every student to become problem solver so



that s/he contributes to the projects of the industry. In special situations where groups have to be formed for micro-projects, the number of students in the group should not exceed three.

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than 16 (sixteen) student engagement hours during the course. The student ought to submit micro-project by the end of the semester to develop the industry oriented COs.

A suggestive list of micro-projects are given here. Similar micro-projects could be added by the concerned faculty:

- a) Library Management: book issue /book stock system.
- b) Any other micro-projects suggested by subject faculty on similar line.

13. SUGGESTED LEARNING RESOURCES :

| S. No. | Title of Book | Author | Publication |
|--------|--|---|---|
| 1 | Software Testing: Principles and Practices | Srinivasan Desikan Gopaldaswamy Ramesh | PEARSON Publisher: Pearson India 2005, ISBN: 9788177581218, |
| 2 | Software Testing: Principles, Techniques and Tools | Limaye M. G. | Tata McGraw Hill Education, New Delhi., 2007 ISBN 13: 9780070139909 |
| 3 | Software Testing: Principles and Practices | Chauhan Naresh | Oxford University Press Noida – |
| 4 | Software Testing | Singh Yogesh | Cambridge University Press, Bangluru. ISBN 978-1-107-65278-1 |

Note: Other available testing tools can be used at institute level.

14. SOFTWARE/LEARNING WEBSITES

- a. <http://www.selenium.com>
- b. http://en.wikipedia.org/wiki/Test_automation
- c. http://en.wikipedia.org/wiki/Software_testing#Testing_tools
- d. <http://www.softwaretestingsoftware.com>
- e. www.toolsqa.com



Program Name : Computer Engineering Program Group
Program Code : CO/CM/IF/CW
Semester : Fifth
Course Title : Client Side Scripting Language (Elective)
Course Code : 22519

1. RATIONALE

JavaScript is limited featured client side programming language. JavaScript runs at the client end through the user's browser without sending messages back and forth to the server. It is widely used by the web developers to do things such as build dynamic web pages, respond to events, create interactive forms, validate data that the visitor enters into a form, control the browser etc. This course helps student to create highly interactive web pages using these features.

2. COMPETENCY

The aim of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- **Develop Dynamic Web Pages using JavaScript.**

3. COURSE OUTCOMES (COs)

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following *industry oriented* COs associated with the above mentioned competency:

- Create interactive web pages using program flow control structure.
- Implement Arrays and functions in Java script.
- Create event based web forms using Java script.
- Use JavaScript for handling cookies.
- Create interactive webpage using regular expressions for validations.
- Create Menus and navigations in web Pages.

4. TEACHING AND EXAMINATION SCHEME

| Teaching Scheme | | | Credit (L+T+P) | Examination Scheme | | | | | | | | | | | | |
|-----------------|---|---|----------------|--------------------|-----|-----|-----|-----|-------|-----------|-----|-----|-----|-----|-------|----|
| L | T | P | | Theory | | | | | | Practical | | | | | | |
| | | | | Paper Hrs. | ESE | | PA | | Total | | ESE | | PA | | Total | |
| | | | | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | |
| 3 | - | 2 | 5 | 3 | 70 | 28 | 30* | 00 | 100 | 40 | 25# | 10 | 25 | 10 | 50 | 20 |

(*): Under the theory PA, Out of 30 marks, 10 marks are for micro-project assessment to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessment of the UOs required for the attainment of the COs.

Legends: L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P -Practical; C – Credit, ESE -End Semester Examination; PA - Progressive Assessment.

5. COURSE MAP(with sample COs, PrOs, UOs, ADOs and topics)

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.



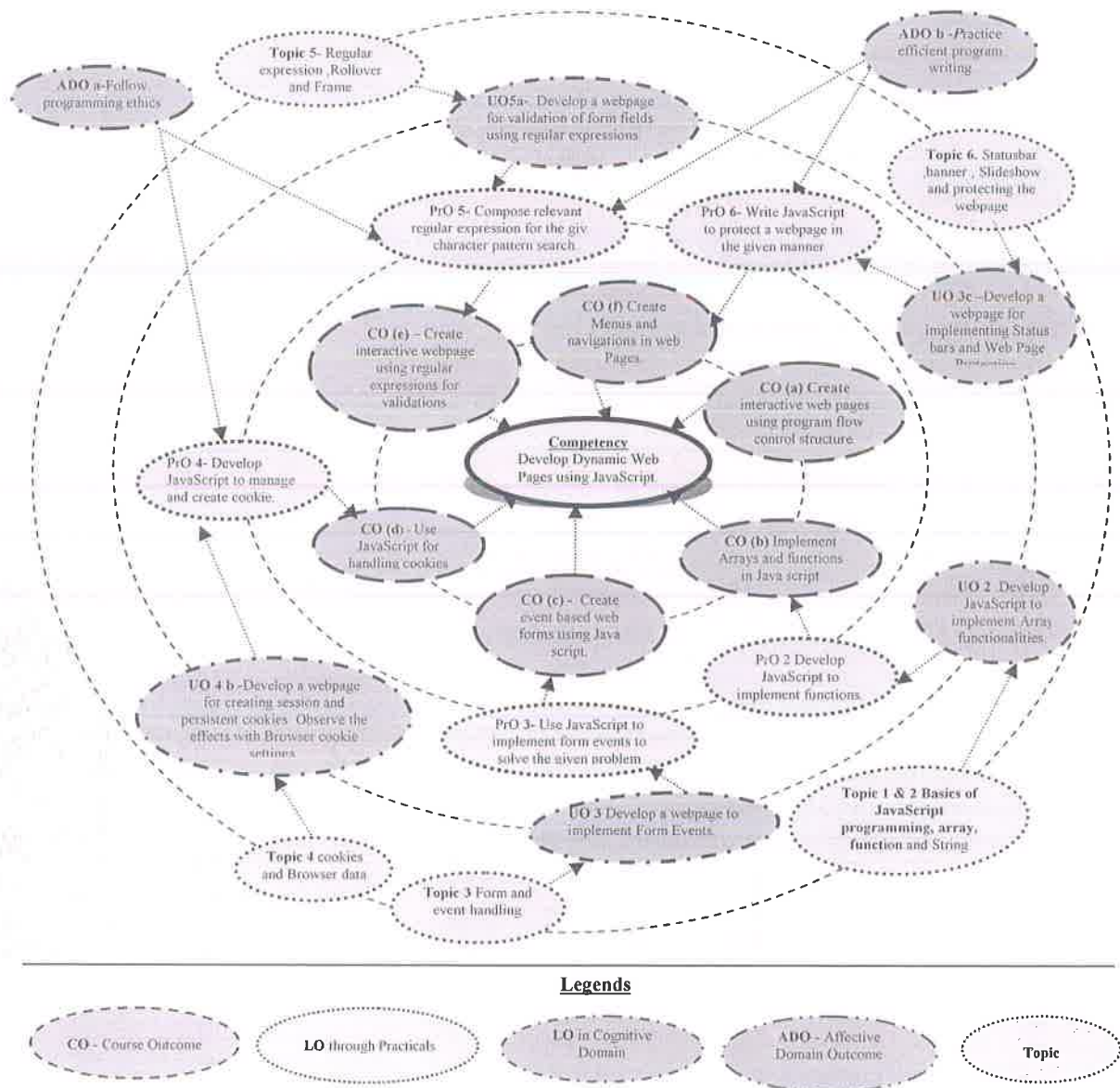


Figure 1 - Course Map

6. SUGGESTED PRACTICALS/ EXERCISES

The practicals in this section are PrOs (i.e. sub-components of the COs) to be developed and assessed in the student for the attainment of the competency.

| Sr. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|---------|---|----------|-----------------------|
| 1. | Write simple javascript with HTML for arithmetic expression evaluation and message printing | I | 02 |
| 2. | Develop JavaScript to use decision making and looping statements. | I | 02* |
| 3. | Develop JavaScript to implement Array functionalities. | II | 02* |
| 4. | Develop JavaScript to implement functions. | II | 02* |
| 5. | Develop JavaScript to implement strings. | II | 02 |
| 6. | Create a webpage using Form Elements. | III | 02* |
| 7. | Create a webpage to implement Form Events. Part-I | III | 02* |



| Sr. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|---------|--|----------|-----------------------|
| 8. | Create a webpage to implement Form Events. Part-II | III | 02* |
| 9. | Develop a webpage using Intrinsic Java Functions. | III | 02* |
| 10. | Develop a webpage for creating session and persistent cookies. Observe the effects with Browser cookie settings. | IV | 02* |
| 11. | Develop a webpage for placing the Window on the screen and working with child window. | IV | 02* |
| 12. | Develop a webpage for validation of form fields using regular expressions. | V | 02* |
| 13. | Create a webpage with Rollovers effect. | VI | 02 |
| 14. | Develop a webpage for implementing Menus. | VI | 02* |
| 15. | Develop a webpage for implementing Status bars and Web Page Protection. | VI | 02 |
| 16. | Develop a webpage for implementing Slideshow, banner. | VI | 02* |
| | Total | | 32 |

Note:

- i. A suggestive list of PrOs is given in the above table. More such PrOs can be added to attain the COs and competency. A judicious mix of minimum 12 or more practical need to be performed, out of which, the practicals marked as '*' are compulsory, so that the student reaches the 'Application Level' of Bloom's Taxonomy' as generally required by the industry.
- ii. 50% of Lab assignments must be done using traditional editor and run in different browsers so as to build up fundamental understanding capabilities of students.
- iii. The 'Process' and 'Product' related skills associated with each PrO are to be assessed according to a suggested sample given below:

| S. No. | Performance Indicators | Weightage in % |
|--------|---------------------------------------|----------------|
| 1 | Use of relevant tags and attributes | 10 |
| 2 | Correctness of Coding. | 40 |
| 4 | Testing and Debugging of the Program. | 30 |
| 5 | Appearance of Program Output. | 10 |
| 6 | Submission of report in time. | 10 |
| | Total | 100 |

The above PrOs also comprise of the following social skills/attitudes which are Affective Domain Outcomes (ADOs) that are best developed through the laboratory/field based experiences:

- a. Follow safety practices.
- b. Practice good housekeeping.
- c. Demonstrate working as a leader/a team member.
- d. Follow ethical practices.

The ADOs are not specific to any one PrO, but are embedded in many PrOs. Hence, the acquisition of the ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over a period of time. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- 'Valuing Level' in 1st year
- 'Organising Level' in 2nd year
- 'Characterising Level' in 3rd year.



7. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by authorities concerned.

| S. No. | Equipment Name with Broad Specifications | PrO. S.No. |
|--------|--|------------|
| 1 | Browser and Notepad/any Text editor/ | All |
| 2 | Free Web page Designing Tool | All |
| 3 | Any IDE like Eclipse | All |

8. UNDERPINNING THEORY COMPONENTS

The following topics are to be taught and assessed in order to develop the sample UOs given below for achieving the COs to attain the identified competency. More UOs could be added.

| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|--|---|---|
| Unit – I Basics of JavaScript Programming | 1a. Create object to solve the given problem. 1b. Develop JavaScript to implement the switch-case statement for the given problem. 1c. Develop JavaScript to implement loop for solving the given iterative problem. 1d. Display properties of the given object using getters and setters. 1e. Develop program using basic features of JavaScript to solve the given problem. | 1.1 Features of JavaScript 1.2 Object Name, Property, method, Dot syntax, main event. 1.3 Values and Variables 1.4 Operators and Expressions- Primary Expressions, Object and Array initializers, function definition expression, property access expressions, invocation expressions. 1.5 If Statement, if...else, if..elseif, nested if statement. 1.6 Switch...case statement 1.7 Loop statement – for loop, for...in loop, while loop, do...while loop, continue statement. 1.8 Querying and setting properties and deleting properties, property getters and setters. |
| Unit-II Array, Function and String | 2a. Create array to solve the given problem. 2b. Perform the specified string manipulation operation on the given String(s). 2c. Develop JavaScript to implement the given function. 2d. Develop JavaScript to convert the given Unicode to character form. 2e. Develop JavaScript to convert the given character to Unicode and vice-versa. | 2.1 Array - declaring an Array, Initializing an Array, defining an Array elements, Looping an Array, Adding an Array element, sorting an Array element, Combining an Array elements into a String, changing elements of an Array, Objects as associative Arrays 2.2 Function – defining a function, writing a function, adding an arguments, scope of variable and arguments, 2.3 Calling a function – calling a function with or without an argument, calling function from HTML, function calling another function. Returning value from a function 2.4 String -- manipulate a string, joining a |



| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|--|--|---|
| | | string, retrieving a character from given position, retrieving a position of character in a string, dividing text, copying a sub string, converting string to number and numbers to string, changing the case of string, finding a Unicode of a character-charCodeAt(), fromCharCode(). |
| Unit– III Form and Event Handling | 3a. Write JavaScript to design a form to accept input values for the given problem. 3b. Use JavaScript to implement form events to solve the given problem. 3c. Develop JavaScript to dynamically assign specified attribute value to the given form control. 3d. Use the given intrinsic function with specified parameters. | 3.1 Building blocks of a Form, properties and methods of form, button, text, text area, checkbox, radio button, select element. 3.2 Form events- mouse event, key events. 3.3 Form objects and elements. 3.4 Changing attribute value dynamically. 3.5 Changing option list dynamically 3.6 Evaluating checkbox selection 3.7 Changing a label dynamically 3.8 Manipulating form elements 3.9 Intrinsic JavaScript functions, disabling elements, read only elements. |
| Unit– IV Cookies and Browser Data | 4a. Create cookies based on the given problem. 4b. Develop JavaScript to manage a cookie in the given manner. 4c. Write JavaScript to manipulate the specified attributes of window object in the given manner. 4d. Write JavaScript to create browser history of the given object. | 4.1 Cookies – basic of cookies, reading a cookie value, writing a cookie value, creating a cookies, deleting a cookies, setting the expiration date of cookie 4.2 Browser – opening a window, giving the new window focus, window position, changing the content of window, closing a window, scrolling a web page, multiple windows at once, creating a web page in new window, JavaScript in URLs, JavaScript security, Timers, Browser location and history. |
| Unit –V Regular Expression, Rollover and Frames | 5a. Compose relevant regular expression for the given character pattern search. 5b. Develop JavaScript to implement validations using the given regular expression. 5c. Create frames based on the given problem. 5d. Create window object as per | 5.1 Regular Expression - language of regular expression, finding non matching characters, entering a range of characters, matching digits and non digits, matching punctuations and symbols, matching words, replacing a the text using regular expressions, returning the matched characters, regular expression object properties. |



| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|---|--|--|
| | the given problem. 5e. Develop JavaScript for creating rollover effect for the given situation. | 5.2 Frames – create a frame, invisible borders of frame, calling a child windows, changing a content and focus of a child window, writing to a child window, accessing elements of another child window. 5.3 Rollover – creating rollover, text rollover, Multiple actions for rollover, more efficient rollover. |
| Unit –VI Menus, navigation and web page protection | 6a. Develop JavaScript to manage the given status bar. 6b. Develop JavaScript to create the given banner. 6c. Develop JavaScript to create the given slide show. 6d. Develop JavaScript to create the given Menu. 6e. Write JavaScript to protect a webpage in the specified manner. | 6.1 Status bar- builds a static message, changing the message using rollover, moving the message along the status bar 6.2 Banner –loading and displaying banner advertisement. Linking a banner advertisement to url 6.3 Slide Show – creating a slide show 6.4 Menus- creating a pulldown menu, dynamically changing a menu, validating menu selection, Floating menu, chain select menu, tab menu, pop-up menu, sliding menu, highlighted menu, folding a tree menu, context menu, scrollable menu, side bar menu. 6.5 Protecting web page – hiding your code, disabling the right mouse button, JavaScript, concealing email address. 6.6 Frameworks of javascript and its application |

Note: To attain the COs and competency, above listed UOs need to be undertaken to achieve the 'Application Level' of Bloom's 'Cognitive Domain Taxonomy'

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

| Unit No. | Unit Title | Teaching Hours | Distribution of Theory Marks | | | |
|--------------|---|----------------|------------------------------|-----------|-----------|-------------|
| | | | R Level | U Level | A Level | Total Marks |
| I | Basics of JavaScript Programming | 10 | 04 | 04 | 04 | 12 |
| II | Array, Function and String | 10 | 02 | 04 | 08 | 14 |
| III | Form and Event Handling | 06 | 02 | 04 | 04 | 10 |
| IV | Cookies and Browser Data | 06 | 02 | 02 | 04 | 08 |
| V | Regular Expression, Rollover & Frames | 08 | 02 | 06 | 06 | 14 |
| VI | Menus, navigation and web page protection | 08 | 02 | 04 | 06 | 12 |
| Total | | 48 | 14 | 24 | 32 | 70 |

Legends: R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)



Note: This specification table provides general guidelines to assist students for their learning and to teachers to teach and assess students with respect to attainment of UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.

10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course:

- a) Prepare journals based on practical performed in laboratory.
- b) Prepare powerpoint presentation or animation for understanding different Client side scripting Concepts.

11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:

- a) Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.
- b) '*L*' in item No. 4 does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
- c) About **15-20% of the topics/sub-topics** which is relatively simpler or descriptive in nature is to be given to the students for *self-directed learning* and assess the development of the COs through classroom presentations (see implementation guideline for details).
- d) With respect to item No.10, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
- e) Use different Audio Visual materials for Concept understanding.
- f) Guide student(s) in undertaking micro-projects.
- g) Encourage students to refer different websites to have deeper understanding of the subject.
- h) Observe continuously and monitor the performance of students in Lab.
- i) 50% of Lab assignments must be done using traditional editor and run in different browsers so as to build up fundamental understanding capabilities of students.

12. SUGGESTED MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based. However, in the fifth and sixth semesters, it should be preferably be *individually* undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. In special situations where groups have to be formed for micro-projects, the number of students in the group should **not exceed three**.

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than **16 (sixteen) student engagement hours** during the course. The student ought to submit micro-project by the end of the semester to develop the industry oriented COs.

A suggestive list of micro-projects is given here. Similar micro-projects could be added by the concerned faculty:



- a) Create a web page that displays buyers information entry form containing name, address, city, pin code, mail Id, Phone Number, product details , payment mode. Frame different validation rules for user inputs. Use JavaScript and regular expressions to perform error checking on user input as per validation rules.
- b) Build a simple slide show in JavaScript with six unique images. Design appropriate web page with at least two sections: with slide show in one section. When any image on this slide show is clicked display information about it in other section. Use features for controlling window locations.
- c) Design and create web pages of an institute with different sections. Use pulldown menus in one section and implement validation of menu selections. Use other sections for displaying information about respective selected menu item.
- d) Create a simple animation in JavaScript : create a basic page showing circle of white marble. Using the setTimeout() method create an animation on the page that that makes an orange marble rotate around this circle by moving the orange marble to the next location in the circle every second. Allow the user to stop the animation by placing the cursor on any marble(use clearTimeout()).

13. SUGGESTED LEARNING RESOURCES

| S. No. | Title of Book | Author | Publication |
|--------|---|------------------------------------|---|
| 1. | JavaScript Demystified | Keogh, Jim | McGraw-Hill, 2015, New Delhi ISBN:0-07-060347-2 |
| 2. | Beginning JavaScript | Wilton, Paul | Wily India, New Delhi, 2015, ISBN:0-7645-5587-1 |
| 3. | Beginning JavaScript | McPeak, Jeremy and Wilton, Paul | Wily India, New Delhi, 2015, ISBN:81-265-1304-7 |
| 4. | JavaScript in 24 hours (SAMS teach yourself) | Moncur, Michael | TechMedia, New Delhi, 2015, ISBN:978-0-672-33608-9 |

14. SOFTWARE/LEARNING WEBSITES

- a) <https://www.w3schools.com>
- b) <http://www.nptelvideos.com>
- c) <http://www.tutorialspoint.com>.
- d) <Http://javapoint.com>



Program Name : Computer Engineering Program Group
Program Code : CO/CM/IF/CW
Semester : Fifth
Course Title : Advanced Computer Network (Elective)
Course Code : 22520

1. RATIONALE

The modern computer network includes different routing protocols and applying the concepts of network, transport and application layer protocols. In order to work with existing technology in building large, complex networked systems, students must be acquainted with the principles, architectures, and protocols used in modern networked systems. This course covers advanced computer network protocols, and advanced principles of the design of computer networks. After completing this course students will be able to configure various TCP/IP protocols at different layers.

2. COMPETENCY

The aim of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- **Configure network protocols at different layers of TCP/IP protocol set.**

3. COURSE OUTCOMES (COs)

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following *industry oriented* COs associated with the above mentioned competency:

- Implement Network Layer Protocols.
- Configure IPv6 Network.
- Choose routing protocol in the given network situation.
- Implement different Transport Layer Protocols.
- Configure various Application Layer Protocols.

4. TEACHING AND EXAMINATION SCHEME

| Teaching Scheme | | | Credit (L+T+P) | Examination Scheme | | | | | | | | | | | | |
|-----------------|---|---|-------------------|--------------------|-----|-----|-----|-----|-------|-----------|-----|-----|-----|-----|-------|----|
| L | T | P | | Theory | | | | | | Practical | | | | | | |
| | | | | Paper Hrs. | ESE | | PA | | Total | | ESE | | PA | | Total | |
| | | | Max | | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | |
| 3 | - | 2 | 5 | 3 | 70 | 28 | 30* | 00 | 100 | 40 | 25# | 10 | 25 | 10 | 50 | 20 |

()*: Under the theory PA; Out of 30 marks, 10 marks of theory PA are for micro-project assessment to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessment of the UOs required for the attainment of the COs.

Legends: L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment.

5. COURSE MAP (with sample COs, PrOs, UOs, ADOs and topics)

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the



course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.

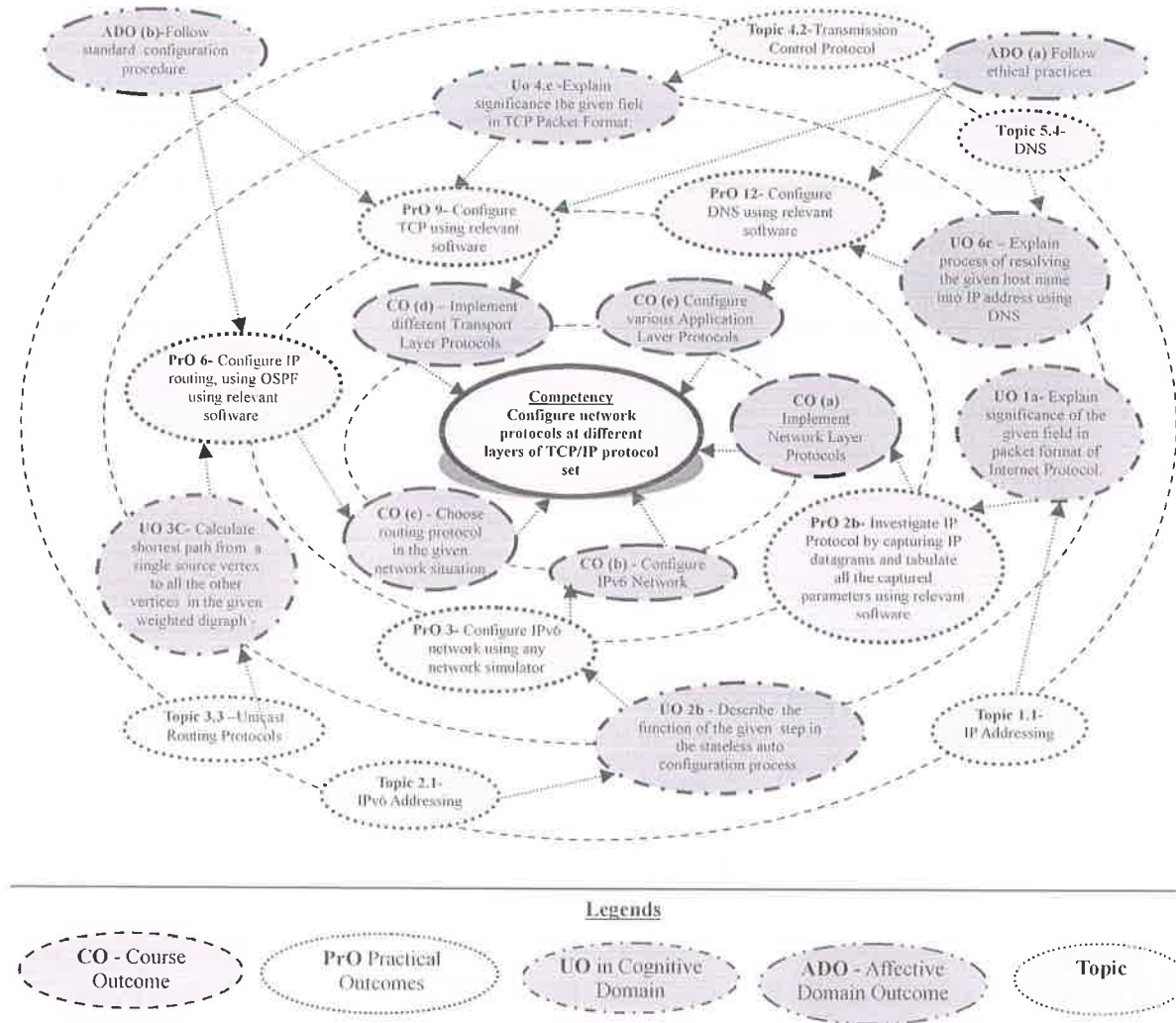


Figure 1 - Course Map

6. SUGGESTED PRACTICALS/ EXERCISES

The practicals in this section are PrOs (i.e. sub-components of the COs) to be developed and assessed in the student for the attainment of the competency.

| S. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|--------|---|----------|-----------------------|
| 1. | Given an IP address, network mask, and subnetwork mask, determine other information and implement it about the IP address such as: i. The subnet address of this subnet. ii. The broadcast address of this subnet. iii. The range of host addresses for this subnet. iv. The maximum number of subnets for this subnet mask. v. The number of hosts for each subnet. vi. The number of subnet bits. | I | 2 |

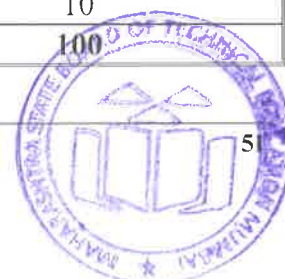


| S. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|--------|---|----------|-----------------------|
| | vii. The number of this subnet. | | |
| 2. | a. Capture ICMPv4 packets generated by utility programs like ping, traceroute and tabulate all the captured parameters using relevant software b. Investigate IP Protocol by capturing IP datagrams and tabulate all the captured parameters using relevant software | I | 2* |
| 3. | Configure IPv6 network using any network simulator. | II | 2* |
| 4. | Configure IP static routing using relevant software. | III | 02 |
| 5. | Configure IP routing with RIP using relevant software. | III | 02* |
| 6. | Configure IP routing with OSPF using relevant software | III | 02* |
| 7. | Configure User Datagram Protocol (UDP) Part-I using relevant software. | IV | 02* |
| 8. | Configure User Datagram Protocol (UDP) Part-II using relevant software. | IV | 02* |
| 9. | Configure Transmission Control Protocol (TCP) using relevant software. | IV | 02* |
| 10. | Run different STCP commands. | IV | 02 |
| 11. | Configure Dynamic Host Configuration Protocol (DHCP) using relevant software. | V | 02* |
| 12. | Configure Domain Name Server (DNS) using relevant software. | V | 02* |
| 13. | a. Configure File Transfer Protocol (FTP) using relevant software. b. Configure Hypertext Transfer Protocol (HTTP) using relevant software. | V | 02* |
| 14. | a. Use Telnet to login a remote machine. b. Connect remote machine using Secure Shell (SSH). | V | 02* |
| 15. | Configure SMTP, POP3 and IMAP using relevant software. | V | 02* |
| 16. | Configure MIME and SNMP using relevant software. | V | 02 |
| | Total | | 32 |

Note

- i. A suggestive list of PrOs is given in the above table. More such PrOs can be added to attain the COs and competency. A judicious mix of minimum 12 or more practicals need to be performed, out of which, the practicals marked as '*' are compulsory, so that the student reaches the 'Application Level' of Bloom's Taxonomy as generally required by the industry.
- ii. The 'Process' and 'Product' related skills associated with each PrO are to be assessed according to a suggested sample given below:

| S. No. | Performance Indicators | Weightage in % |
|--------|--------------------------------|----------------|
| 1. | Completion of given task. | 25 |
| 2. | Correctness of the given task. | 50 |
| 3. | Answer to sample questions. | 15 |
| 4. | Submit report in time. | 10 |
| | Total | |



The above PrOs also comprise of the following social skills/attitudes which are Affective Domain Outcomes (ADOs) that are best developed through the laboratory/field based experiences:

- Follow safety practices.
- Practice good housekeeping.
- Work as a leader/a team member.
- Follow standard configuration procedures.
- Follow ethical practices.

The ADOs are not specific to any one PrO, but are embedded in many PrOs. Hence, the acquisition of the ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over a period of time. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- 'Valuing Level' in 1st year
- 'Organising Level' in 2nd year and
- 'Characterising Level' in 3rd year.

7. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by authorities concerned.

| S. No. | Equipment Name with Broad Specifications | PrO S. No. |
|--------|---|------------|
| 1 | Computer system (Any computer system with basic configuration, connected to LAN) | All |
| 2 | Wireshark or any other similar software to capture and investigate packets | 1, 2 |
| 3 | Cisco Packet Tracer or any other similar software | 3 to 16 |

8. UNDERPINNING THEORY COMPONENTS

The following topics are to be taught and assessed in order to develop the sample UOs given below for achieving the COs to attain the identified competency. More UOs could be added.

| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|---|---|--|
| Unit – I Network Layer and Protocols | 1a. Explain significance of the given field in the packet format of Internet Protocol. 1b. Implement IP addressing for the given network. 1c. Explain significance of the given field in packet format of ICMPv4. 1d. Explain the given inefficiency in Mobile IP. | 1.1 IP Addressing: Address Space, Notations, Classfull addressing, Classless addressing, Network Address Translation (NAT). 1.2 Internet Protocol (IP): Datagram Format, Fragmentation, Options. 1.3 ICMPv4: Messages, Debugging Tools, ICMP Checksum. 1.4 Mobile IP: Addressing, Agents, Three Phases, Inefficiency in Mobile IP. 1.5 Virtual Private Networks (VPN) Technology. |



| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|--|--|--|
| Unit– II Next Generation IP | 2a. Map the given IPv4 address to IPv6 address. 2b. Describe function of the given step in the stateless auto configuration process. 2c. Outline the given strategy of Transition from IPv4 to IPv6. 2d. Explain significance of the given field in Datagram format of IPv6. | 2.1 IPv6 Addressing: Representation, address space, address space allocation, Autoconfiguration, Renumbering. 2.2 Transition from IPv4 to IPv6: Dual Stack, Tunneling, Header Translation. 2.3 IPv6 Protocol: Packet format, Extension Header. |
| Unit III- Unicast and Multicast Routing Protocols | 3a. Choose relevant routing Protocol for the given network situation. 3b. Compare Dynamic Routing and Static Routing on the given aspect. 3c. Calculate shortest paths from a single source vertex to all the other vertices in the given weighted digraph. 3d. Explain functioning of the given multicast routing protocol. | 3.1 Introduction: Inter-domain, Intra-domain Routing. 3.2 Routing Algorithms: Distance Vector Routing, Bellman–Ford algorithm, Link State Routing, Path Vector Routing. 3.3 Unicast Routing Protocols: Internet Structure, Routing Information Protocol (RIP), Open Shortest Path First (OSPF), Border Gateway Protocol Version 4 (BGP4). 3.4 Introduction: Unicast, Multicast and Broadcast. 3.5 Intradomain Multicast Protocols: Multicast Distance Vector (DVMRP), Multicast Link State (MOSPF), Protocol Independent Multicast (PIM). |
| Unit-IV Transport Layer Protocols | 4a. Explain significance of the given field in UDP Packet format. 4b. Describe the given State Transition of TCP. 4c. Explain significance of the given field in TCP Packet format. 4d. Describe the given field in the packet format of SCTP. 4e. Explain the functioning of the given Protocol with Flow and Error control by taking an example. | 4.1 User Datagram Protocol: User Datagram, UDP Services, UDP Applications. 4.2 Transmission Control Protocol: TCP Services, TCP features, Segment, A TCP Connection, State Transition Diagram, Windows in TCP, Flow Control, Error Control, TCP Congestion Control, TCP Timers, Options. 4.3 SCTP: SCTP Services, SCTP Features, Packet Format, An SCTP Association, Flow Control, Error Control. |
| Unit –V Application Layer | 5a. Explain function of the given application layer protocol. 5b. Explain function of the given | 5.1 World Wide Web and HTTP 5.2 File Transfer: FTP and TFTP 5.3 Electronic Mail: Architecture |



| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|-----------|---|---|
| protocols | FTP command. 5c. Explain working of the given components in the Architecture of Electronic Mail. 5d. Explain process of resolving the given host name into IP address using DNS. 5e. Explain working of the given Remote Login Protocol. | Web-Based Mail, Email Security, SMTP, POP, IMAP and MIME, SNMP. 5.4 DNS – Concept of Domain name space, DNS operation. 5.5 DHCP – Static and Dynamic Allocation, DHCP Operation. 5.6 Remote Login: TELNET and SSH. |

Note: To attain the COs and competency, above listed UOs need to be undertaken to achieve the 'Application Level' of Bloom's 'Cognitive Domain Taxonomy'.

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

| Unit No. | Unit Title | Teaching Hours | Distribution of Theory Marks | | | |
|--------------|--|----------------|------------------------------|-----------|-----------|-------------|
| | | | R Level | U Level | A Level | Total Marks |
| I | Network Layer and Protocols | 06 | 02 | 02 | 04 | 08 |
| II | Next Generation IP | 08 | 02 | 04 | 04 | 10 |
| III | Unicast and Multicast Routing Protocols. | 10 | 02 | 04 | 08 | 14 |
| IV | Transport Layer Protocols | 12 | 02 | 08 | 08 | 18 |
| V | Application Layer Protocols. | 12 | 04 | 08 | 08 | 20 |
| Total | | 48 | 12 | 26 | 32 | 70 |

Legends: R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)

Note: This specification table provides general guidelines to assist student for their learning and to teachers to teach and assess students with respect to attainment of UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.

10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course: Students should conduct following activities in group and prepare reports of about 5 pages for each activity, also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

- Prepare journals based on practical performed in laboratory.
- Give seminar on Identified topic.
- Undertake micro-projects.

11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various learning outcomes in this course:

- Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.
- 'L' in item No. 4 does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcome.



- c. About **15-20% of the topics/sub-topics** which is relatively simpler or descriptive in nature is to be given to the students for **self-directed learning** and assess the development of the COs through classroom presentations (see implementation guideline for details).
- d. With respect to item No.10, teachers need to ensure to create opportunities and provisions for **co-curricular activities**.
- e. Guide student(s) in undertaking micro-projects.
- f. Demonstrate students thoroughly before they start doing the practice.
- g. Encourage students to refer different websites to have deeper understanding of the topic.
- h. Observe continuously and monitor the performance of students in Lab.

12. SUGGESTED MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based. However, in the fifth and sixth semesters, it should be preferably be **individually** undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. In special situations where groups have to be formed for micro-projects, the number of students in the group should **not exceed three**.

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than **16 (sixteen) student engagement hours** during the course. The student ought to submit micro-project by the end of the semester to develop the industry oriented COs.

A suggestive list of micro-projects is given here. Similar micro-projects could be added by the concerned faculty:

- i. Prepare one Static and One dynamic Network with DHCP server. Use Routing Protocol to route packets between these networks using Cisco packet tracer or any other similar software.
- ii. Setup a FTP server and client on one network. Transfer files from Client to server and vice versa.
- iii. (a) Create DNS,
(b) Create Web server,
(c) Serve an HTML page on web server and call it on browser through DNS.
- iv. Set-up a mailing system of users on intranet.

13. SUGGESTED LEARNING RESOURCES

| Sr. No. | Title of Book | Author | Publication |
|---------|--|---------------------|--|
| 1 | Data Communication and Networking 5E | Forouzan Behrouz A. | McGraw Hill Education (India), New Delhi, 2005, ISBN-13:978-1-25-906475-3 |
| 2 | Internetworking with TCP/IP, Volume I, Fourth Edition. | Comer Douglas E. | Prentice Hall of India Private Limited, New Delhi, 2014 ISBN-81-203-2065-4 |
| 3 | Computer Networks, Fourth Edition | Tanenbaum Andrew S. | PHI Learning, New Delhi- 2014 ISBN-81-203-2175-8 |



| | | | |
|---|---|--|---|
| 4 | Advanced Computer Network | B.M. Harwani and DT Editorial Services | Dreamtech New Delhi- 2014 ISBN 978-93-5004-013-3 |
| 5 | Computer Networks Principles, Technologies And Protocols For Network Design | Natalia Olifer, Victor Olifer | Wiley ISBN |

14. SOFTWARE/LEARNING WEBSITES

- a) TCP/IP Illustrated, Volume 1 The Protocols W. Richard Stevens
- b) <http://study-ccna.com/>
- c) <http://www.packettracernetwork.com/>
- d) <https://www.tutorialspoint.com/listtutorials/networking/1>
- e) www.txv6tf.org/wp-content/uploads/2010/08/Muhummad-Tutorial-ipv6-basics.pdf
- f) <http://cnp3book.info.ucl.ac.be/2nd/html/protocols/bgp.html>
- g) <https://campus.barracuda.com/product/nextgenfirewallf/doc/46209264/dynamic-routing-protocols-ospf-rip-bgp/>
- h) <http://www.ciscopress.com/articles/article.asp?p=2180210andseqNum=5>
- i) http://www.allsyllabus.com/aj/note/Computer_Science/Computer%20Networks%20-%20II/



Program Name : Computer Engineering Program Group
Program Code : CO/CM/CW
Semester : Fifth
Course Title : Advanced Database Management Systems (Elective)
Course Code : 22521

1. RATIONALE

Advanced database management systems contain comprehensive contents on various concepts related to database systems, database design and management. Broadly it discusses about parallel and distributed database systems, database transactions, big data management and advances in database data. The student will get a detailed introduction about database administration and management, the role of machine learning in big data management. This course includes study of structured and unstructured database like MongoDB, SQL and XML for data management. The concept big data is used in today's information driven business world for managing big data. After learning this subject student will be able to use ADBMS as a backend for developing database.

2. COMPETENCY

The aim of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- Apply Advanced Database Management Systems concepts using MongoDB and XML

3. COURSE OUTCOMES (COs)

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following *industry oriented* COs associated with the above mentioned competency:

- Differentiate various database architectures.
- Use Object Oriented and Advanced XML queries on Database.
- Manipulate data using MongoDB commands.
- Use Data Mining And Data Warehousing Concepts.
- Use Big Data Concepts.

4. TEACHING AND EXAMINATION SCHEME

| Teaching Scheme | | | Credit (L+T+P) | Examination Scheme | | | | | | | | | | | | |
|-----------------|---|---|-------------------|--------------------|-----|-----|-----|-----|-------|-----------|-----|-----|-----|-----|-------|-----|
| L | T | P | | Theory | | | | | | Practical | | | | | | |
| | | | | Paper Hrs. | ESE | | PA | | Total | | ESE | | PA | | Total | |
| | | | | | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min | Max | Min |
| 3 | - | 2 | 5 | 3 | 70 | 28 | 30* | 00 | 100 | 40 | 25# | 10 | 25 | 10 | 50 | 20 |

(*): Under the theory PA; Out of 30 marks, 10 marks of theory PA are for micro-project assessment to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessment of the UOs required for the attainment of the COs.

Legends: L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment.



5. COURSE MAP (with sample COs, PrOs, UOs, ADOs and topics)

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.

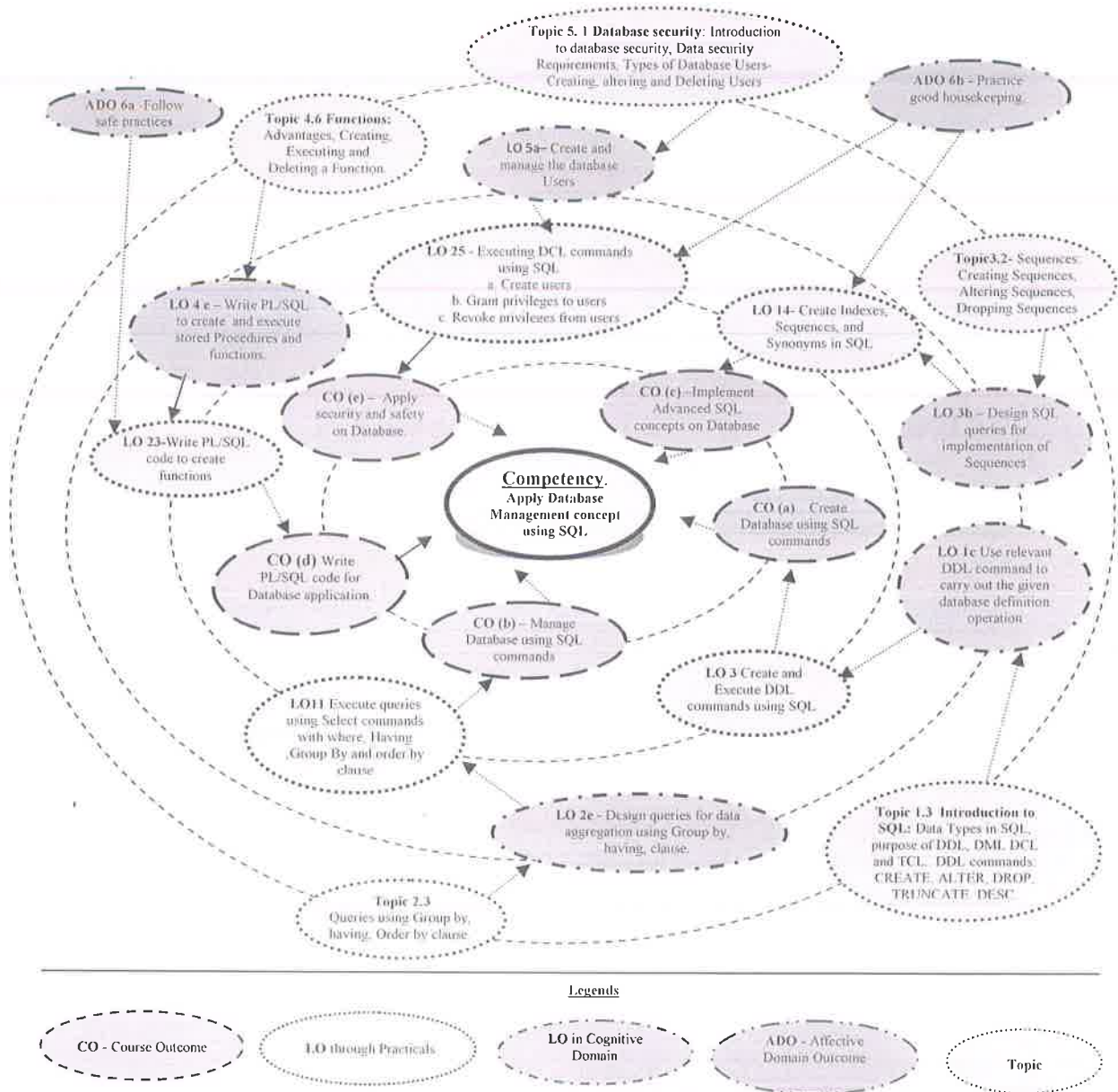


Figure 1 - Course Map

6. SUGGESTED PRACTICALS/ EXERCISES

The practicals in this section are PrOs (i.e. sub-components of the COs) to be developed and assessed in the student for the attainment of the competency.

| S. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|--------|--|----------|-----------------------|
| 1. | Implementing Locking protocols | I | 02 |
| 2. | Install and configure Database system (such as MySQL, MongoDB or any other relational database system) | III | 02 |



| S. No. | Practical Outcomes (PrOs) | Unit No. | Approx. Hrs. Required |
|--------------|--|----------|-----------------------|
| 1. | Implementing Locking protocols | I | 02 |
| 3. | Create database using XML attributes and Elements. | II | 02 |
| 4. | Implement queries based on FLOWER expressions and joins using XQuery. | II | 02 |
| 5. | Implement queries based on Nested queries and sorting of results using XQuery. | II | 02 |
| 6. | Implement queries based on functions and types using XQuery. | II | 02 |
| 7. | Execute queries using structured type in SQL | II | 02 |
| 8. | Execute queries using type inheritance and table inheritance in SQL | II | 02 |
| 9. | Implement queries using Array and Multiset types in SQL | II | 02 |
| 10. | Execute queries using object identity and reference types in SQL | II | 02 |
| 11. | Design and Develop MongoDB Queries using basic operations | III | 02 |
| 12. | Implement aggregation Queries using MongoDB | III | 02 |
| 13. | Implement MongoDB Queries Using find() function | III | 02 |
| 14. | Implement aggregation Queries in MongoDB through MapReduce | III | 02 |
| 15. | Install and configure Any data mining tool (like WEKA) . | IV | 02 |
| 16. | Make use of installed data mining tool(like WEKA) | IV | 02 |
| Total | | | 32 |

Note

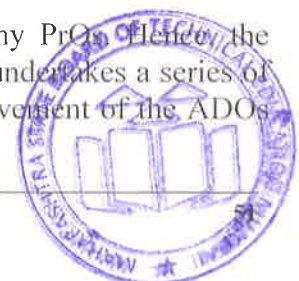
- i. A suggestive list of PrOs is given in the above table. More such PrOs can be added to attain the COs and competency. A judicious mix of minimum 24 or more practical need to be performed, out of which, the practicals marked as '*' are compulsory, so that the student reaches the 'Precision Level' of Dave's 'Psychomotor Domain Taxonomy' as generally required by the industry.
- ii. The 'Process' and 'Product' related skills associated with each PrO is to be assessed according to a suggested sample given below:

| S. No. | Performance Indicators | Weightage in % |
|--------------|---|----------------|
| a. | Installation and configuration of database system | 10 |
| b. | Coding of queries and MongoDB programming | 40 |
| c. | Quality of result displayed by queries. | 30 |
| d. | Answer to sample questions | 10 |
| e. | Submit report in time | 10 |
| Total | | 100 |

The above PrOs also comprise of the following social skills/attitudes which are Affective Domain Outcomes (ADOs) that are best developed through the laboratory/field based experiences:

- a. Follow safety practices.
- b. Practice good housekeeping.
- c. Work as a leader/a team member.
- d. Follow ethical practices.

The ADOs are not specific to any one PrO, but are embedded in many PrOs. Hence, the acquisition of the ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over a period of time. Moreover, the level of achievement of the ADOs



according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- 'Valuing Level' in 1st year
- 'Organising Level' in 2nd year and
- 'Characterising Level' in 3rd year.

17. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by authorities concerned.

| S. No. | Equipment Name with Broad Specifications | Exp. S. No. |
|--------|---|-------------|
| 1.1 | Computer system (Any computer system with basic configuration) | All |
| 1.2 | Any RDBMS software (MySQL/Oracle/SQL server/MongoDB or any other) | All |

18. UNDERPINNING THEORY COMPONENTS

The following topics are to be taught and assessed in order to develop the sample UOs given below for achieving the COs to attain the identified competency. More UOs could be added.

| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|--|---|---|
| Unit – I Database Architecture | 1a. Describe the given client-server Database Model. 1b. Use the given locking protocols for concurrency control. 1c. Apply parallel and distributed database techniques in given situation. 1d. Differentiate between Parallel and Distributed Databases. | 1.1 Introduction to client-server Database Model: Two-Tier Client server model, Three-Tier Client server model. 1.2 Concurrency Control Techniques: Concurrency control protocols: Locked Based protocols, granting of locks, Two Phase Locking protocol. 1.3 Introduction to parallel databases: Parallel database system architecture, Types of parallelism, Parallel Database Implementation. 1.4 Introduction to distributed databases: Distributed database system architecture, Benefits of distributed database system, Issues with distributed database systems. |
| Unit II- Object Based Databases and XML | 2a Create the given object based database using SQL 2b Write given SQL queries using Table Inheritance 2c Write given SQL queries using Array and Multiset. 2d Implement SQL queries to refer the given object using object identity. 2e Write XML queries on given data. | 2.1 Object Based Databases overview 2.2 Complex data types 2.3 Structured types and inheritance in SQL 2.4 Table inheritance 2.5 Array and multiset types in SQL 2.6 Object identity (OI) and reference types in SQL 2.7 XML: Introduction, structure of XML data, XML document schema ,Xpath, XQuery:FLOWER Expressions, Joins,Nested Queries, Sorting functions, Functions and types |
| Unit– II | 3a. Differentiate structured and | 3.1 Structured versus Unstructured Data |



| Unit | Unit Outcomes (UOs) (in cognitive domain) | Topics and Sub-topics |
|---------------------------------------|---|--|
| Advanced Database Techniques | Unstructured Data. 3b. Use NoSQL database to solve given queries. 3c. Use MongoDB to solve given queries. 3d. Differentiate SQL and NoSQL databases. 3e. Write query to execute find() function on given data. 3f. Implement basic operations performed on MongoDB shell on given data. 3g. Write query using aggregate() method on given data. | 3.2 NoSQL database concepts: Types of NoSQL databases, NoSQL data modeling, Benefits of NoSQL, comparison between SQL and NoSQL database system. 3.3 NoSQL using MongoDB: Introduction to MongoDB Shell, Running the MongoDB shell, MongoDB client, Basic operations with MongoDB shell, Basic Data Types ,Arrays, Embedded Documents 3.4 Querying with MongoDB: find() function, specifying which keys to return, query criteria, OR queries, Types specific querying 3.5 Aggregation Introduction: Aggregation Pipeline, Aggregation using Map reduce, Single purpose aggregation |
| Unit –IV Advances in Databases | 4a. Define data mart, meta data 4b. Explain architecture of data warehouse 4c. Analyze given data using data mining. 4d. Describe the features of BI and BI components framework. 4e. Explain use of spatial databases in a given situation. | 4.1 Introduction to Data Warehouse :Characteristics, Types of Data Warehouse Architecture, Data Marts, Data Warehousing Lifecycle, Data Warehouse Development 4.2 Introduction to Data Mining Techniques: Data mining technology and its relation to data warehousing, Association rules, classification and clustering, Applications of data mining. 4.3 Introduction to business Intelligence: Features, frameworks, Types and approaches for machine learning 4.4 Introduction to Multimedia Databases, Mobile Databases and digital databases |
| Unit-V Big Data Management | 5.a Analyze the given situation for the use of Big data. 5.b Describe the given architecture of Hadoop. 5.c Explain given components of Hadoop. 5.d Explain use of cloudera in given situation. 5.e Explain given features of R-programming. | 5.1 Big Data 5.2 Introduction to Hadoop: Building Blocks and Components, Hadoop architecture, HBase, HIVE, Solid -State Drive 5.3 Cloudera, Oracle cloud, 5.4 Introduction to R-programming |

Note: To attain the COs and competency, above listed UOs need to be undertaken to achieve the 'Application Level' of Bloom's 'Cognitive Domain Taxonomy'.

9. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN



| Unit No. | Unit Title | Teaching Hours | Distribution of Theory Marks | | | |
|--------------|--------------------------------|----------------|------------------------------|-----------|-----------|-------------|
| | | | R Level | U Level | A Level | Total Marks |
| I | Database Architecture | 08 | 04 | 04 | 04 | 12 |
| II | Object Based Databases and XML | 14 | 04 | 04 | 10 | 18 |
| III | Advanced Database Techniques | 12 | 06 | 04 | 06 | 16 |
| IV | Advances in Databases | 08 | 02 | 08 | 04 | 14 |
| V | Big Data Management | 06 | 02 | 04 | 04 | 10 |
| Total | | 48 | 18 | 24 | 28 | 70 |

Legends: R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)

Note: This specification table provides general guidelines to assist student for their learning and to teachers to teach and assess students with respect to attainment of UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.

10. SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course: Students should conduct following activities in group and prepare reports of about 5 pages for each activity, also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

- Prepare journals based on practical performed in laboratory.
- Undertake micro-projects.

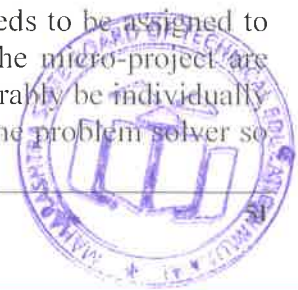
11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various learning outcomes in this course:

- Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.
- 'L' in item No. 4 does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
- About **15-20% of the topics/sub-topics** which is relatively simpler or descriptive in nature is to be given to the students for *self-directed learning* and assess the development of the COs through classroom presentations (see implementation guideline for details).
- With respect to item No.10, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
- Guide student(s) in undertaking micro-projects.
- Demonstrate students thoroughly before they start doing the practice.
- Encourage students to refer different websites to have deeper understanding of the subject.
- Observe continuously and monitor the performance of students in Lab.
- Demonstrate students thoroughly before they start doing the practice.
- Encourage students to refer different websites to have deeper understanding of the subject.

12. SUGGESTED MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based. However, in the fifth and sixth semesters, it should be preferably be individually undertaken to build up the skill and confidence in every student to become problem solver so



that s/he contributes to the projects of the industry. In special situations where groups have to be formed for micro-projects, the number of students in the group should not exceed three.

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than 16 (sixteen) student engagement hours during the course. The student ought to submit micro-project by the end of the semester to develop the industry oriented COs.

A suggestive list of micro-projects are given here. Similar micro-projects could be added by the concerned faculty:

- a. Develop and maintain XML database for Employee information System.
- b. Design and develop MongoDB database for library management system.
- c. Perform preprocessing of data using any data mining tool (like WEKA).
- d. Install and configure Hadoop.
- e. Perform database connectivity with any front end tool.

13. SUGGESTED LEARNING RESOURCES :

| S. No. | Title of Book | Author | Publication |
|--------|--|--------------------------------|---|
| 1 | Database Management Systems Application | Kogent Learning Solutions Inc. | Dreamtech Press 2014, ISBN-978-93-5119-476-7 |
| 2 | Database System Concepts | Korth Henery | Tata McGraw Hill Education, 6 th Edition ,ISBN -13:978-93-329-0138-4 |
| 3 | Complete Reference: Mysql | Vaswani Vikram | McGraw Hill Education, ISBN-13: 9780070586840 |
| 4 | SQL, PL/SQL The Programming Language of ORACLE | Bayross Ivan | BPB Publications, 3 rd Edition ISBN-13: 978-8176569644 |

14. SOFTWARE/LEARNING WEBSITES

- a) <https://www.tutorialspoint.com>
- b) <https://www.w3schools.com>
- c) <http://db.ucs.d.edu/static/cse132b-sp01/oql.htm>
- d) <https://docs.mongodb.com/manual/tutorial/install-mongodb-on-windows/>
- e) <http://www.cs.stir.ac.uk/courses/CSC9T6/practicals/1%20Data%20Mining/1%20-%20Weka%201.pdf>



