

| CST 302 | COMPILER DESIGN | Category | L | T | P | Credit | Year of Introduction |
|------------|--------------------|----------|---|---|---|--------|----------------------|
| | | PCC | 3 | 1 | 0 | 4 | 2019 |

Preamble:

The purpose of this course is to create awareness among students about the phases of a compiler and the techniques for designing a compiler. This course covers the fundamental concepts of different phases of compilation such as lexical analysis, syntax analysis, semantic analysis, intermediate code generation, code optimization and code generation. Students can apply this knowledge in design and development of compilers.

Prerequisite: Sound knowledge in Data Structures, Formal Languages & Automata Theory.

Course Outcomes: After the completion of the course the student will be able to

| | |
|------------|---|
| CO1 | Explain the phases in compilation process(lexical analysis, syntax analysis, semantic analysis, intermediate code generation, code optimization and code generation) and model a lexical analyzer (Cognitive Knowledge Level: Apply) |
| CO2 | Model language syntax using Context Free Grammar and develop parse tree representation using leftmost and rightmost derivations (Cognitive Knowledge Level: Apply) |
| CO3 | Compare different types of parsers(Bottom-up and Top-down) and construct parser for a given grammar (Cognitive Knowledge Level: Apply) |
| CO4 | Build Syntax Directed Translation for a context free grammar, compare various storage allocation strategies and classify intermediate representations (Cognitive Knowledge Level: Apply) |
| CO5 | Illustrate code optimization and code generation techniques in compilation (Cognitive Knowledge Level: Apply) |

Mapping of course outcomes with program outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | | | | | | | | | | | | |
| CO2 | | | | | | | | | | | | |
| CO3 | | | | | | | | | | | | |
| CO4 | | | | | | | | | | | | |
| CO5 | | | | | | | | | | | | |

| Abstract POs defined by National Board of Accreditation | | | |
|---|--|------|--------------------------------|
| PO# | Broad PO | PO# | Broad PO |
| PO1 | Engineering Knowledge | PO7 | Environment and Sustainability |
| PO2 | Problem Analysis | PO8 | Ethics |
| PO3 | Design/Development of solutions | PO9 | Individual and team work |
| PO4 | Conduct investigations of complex problems | PO10 | Communication |
| PO5 | Modern tool usage | PO11 | Project Management and Finance |
| PO6 | The Engineer and Society | PO12 | Life long learning |

Assessment Pattern

| Bloom's Category | Continuous Assessment Tests | | End Semester Examination Marks |
|------------------|-----------------------------|----------------|--------------------------------|
| | Test 1 (Marks) | Test 2 (Marks) | |
| Remember | 20 | 20 | 20 |
| Understand | 40 | 40 | 40 |
| Apply | 40 | 40 | 40 |
| Analyze | | | |

| | | | |
|----------|--|--|--|
| Evaluate | | | |
| Create | | | |

Mark Distribution

| Total Marks | CIE Marks | ESE Marks | ESE Duration |
|--------------------|------------------|------------------|---------------------|
| 150 | 50 | 100 | 3 hours |

Continuous Internal Evaluation Pattern:

Attendance : **10 marks**

Continuous Assessment - Test : **25 marks**

Continuous Assessment - Assignment : **15 marks**

Internal Examination Pattern:

Each of the two internal examinations has to be conducted out of 50 marks. First series test shall be preferably conducted after completing the first half of the syllabus and the second series test shall be preferably conducted after completing the remaining part of the syllabus. There will be two parts: Part A and Part B. Part A contains 5 questions (preferably, 2 questions each from the completed modules and 1 question from the partly completed module), having 3 marks for each question adding up to 15 marks for part A. Students should answer all questions from Part A. Part B contains 7 questions (preferably, 3 questions each from the completed modules and 1 question from the partly completed module), each with 7 marks. Out of the 7 questions, a student should answer any 5.

End Semester Examination Pattern:

There will be two parts; Part A and Part B. Part A contains 10 questions with 2 questions from each module, having 3 marks for each question. Students should answer all questions. Part B contains 2 full questions from each module of which student should answer any one. Each question can have maximum 2 sub-divisions and carries 14 marks.

Syllabus

Module - 1 (Introduction to compilers and lexical analysis)

Analysis of the source program - Analysis and synthesis phases, Phases of a compiler. Compiler writing tools. Bootstrapping. Lexical Analysis - Role of Lexical Analyser, Input Buffering, Specification of Tokens, Recognition of Tokens.

Module - 2 (Introduction to Syntax Analysis)

Role of the Syntax Analyser – Syntax error handling. Review of Context Free Grammars - Derivation and Parse Trees, Eliminating Ambiguity. Basic parsing approaches - Eliminating left recursion, left factoring. Top-Down Parsing - Recursive Descent parsing, Predictive Parsing, LL(1) Grammars.

Module - 3 (Bottom-Up Parsing)

Handle Pruning. Shift Reduce parsing. Operator precedence parsing (Concept only). LR parsing - Constructing SLR, LALR and canonical LR parsing tables.

Module - 4 (Syntax directed translation and Intermediate code generation)

Syntax directed translation - Syntax directed definitions, S-attributed definitions, L-attributed definitions, Bottom-up evaluation of S-attributed definitions. Run-Time Environments - Source Language issues, Storage organization, Storage-allocation strategies. Intermediate Code Generation - Intermediate languages, Graphical representations, Three-Address code, Quadruples, Triples.

Module 5 – (Code Optimization and Generation)

Code Optimization - Principal sources of optimization, Machine dependent and machine independent optimizations, Local and global optimizations. Code generation - Issues in the design of a code generator, Target Language, A simple code generator.

Text Books

1. Aho A.V., Ravi Sethi and D. Ullman. Compilers – Principles Techniques and Tools, Addison Wesley, 2006.

Reference Books

1. D.M.Dhamdhare, System Programming and Operating Systems, Tata McGraw Hill & Company, 1996.
2. Kenneth C. Loudon, Compiler Construction – Principles and Practice, Cengage Learning Indian Edition, 2006.

3. Tremblay and Sorenson, The Theory and Practice of Compiler Writing, Tata McGraw Hill & Company, 1984.

Sample Course Level Assessment Questions

Course Outcome 1 (CO1):

- 1) Explain the phases of a compiler with a neat diagram.
- 2) Define a token. Identify the tokens in the expression $a := b + 10$.

Course Outcome 2 (CO2):

- 1) Illustrate the process of eliminating ambiguity, left recursion and left factoring the grammar.
- 2) Is the following grammar ambiguous? If so eliminate ambiguity.

$$E \rightarrow E + E \mid E * E \mid (E) \mid \text{id}$$

Course Outcome 3 (CO3):

1. What are the different parsing conflicts in the SLR parsing table?
2. Design a recursive descent parser for the grammar

$$E \rightarrow E + T \mid T$$

$$T \rightarrow T * F \mid F$$

$$F \rightarrow (E) \mid \text{id}$$

3. Construct canonical LR(0) collection of items for the grammar below.

$$S \rightarrow L = R$$

$$S \rightarrow R$$

$$L \rightarrow * R$$

$$L \rightarrow \text{id}$$

$$R \rightarrow L$$

Also identify a shift reduce conflict in the LR(0) collection constructed above.

Course Outcome 4 (CO4):

1. Write the quadruple and triple representation of the following intermediate code

$$R1 = C * D$$

$$R2 = B + R1$$

$$A = R2$$

$$B[0] = A$$

2. Differentiate S-attributed Syntax Directed Translation(SDT) and L-attributed SDT. Write S - attributed SDT for a simple desktop calculator

Course Outcome 5 (CO5):

1. List out the examples of function preserving transformations.
2. What are the actions performed by a simple code generator for a typical three-address statement of the form $x := y \text{ op } z$.

Model Question Paper

QP CODE:

Reg No: _____

Name: _____

PAGES : 4

**APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY
SIXTH SEMESTER B.TECH DEGREE EXAMINATION , MONTH & YEAR**

Course Code: CST 302

Course Name: Compiler Design

**Max.Marks:100
Hours**

Duration: 3

PART A

Answer All Questions. Each Question Carries 3 Marks

1. Specify the analysis and synthesis parts of compilation.
2. Define the terms token, lexemes and patterns with examples.
3. Is the grammar $S \rightarrow S \mid (S) S / \epsilon$ ambiguous? Justify your answer.
4. What is left recursive grammar? Give an example. What are the steps in removing left recursion?
5. Compare different bottom-up parsing techniques.
6. What are the possible actions of a shift reduce parser.

7. Differentiate synthesized and inherited attributes with examples.

8. Translate $a[i] = b * c - b * d$, to quadruple.

9. What is the role of peephole optimization in the compilation process

10. What are the issues in the design of a code generator

(10x3=30)

Part B

(Answer any one question from each module. Each question carries 14 Marks)

11. (a) Explain the different phases of a compiler with a running example.

(9)

(b) List and explain any three compiler construction tools.

(5)

OR

12. (a) What is a regular definition? Give the regular definition of an unsigned integer

(7)

(b) Express the role of transition diagrams in recognition of tokens.

(7)

13. (a) What is Recursive Descent parsing? List the challenges in designing such a parser?

(4)

(b) Consider the following grammar

$E \rightarrow E \text{ or } T \mid T$

$T \rightarrow T \text{ and } F \mid F$

$F \rightarrow \text{not } F \mid (E) \mid \text{true} \mid \text{false}$

(10)

(i) Remove left recursion from the grammar.

(ii) Construct a predictive parsing table.

(iii) Justify the statement “The grammar is LL (1)”.

OR

14. (a) What is Recursive Descent parsing? List the problems in designing such a parser (4)

(b) Design a recursive descent parser for the grammar $S \rightarrow cAd$, $A \rightarrow ab/ b$ (5)

Find the FIRST and FOLLOW of the non-terminals S, A and B in the grammar (5)

$$S \rightarrow aABe$$

$$A \rightarrow Abc \mid b$$

$$B \rightarrow d$$

15. (a) Construct the LR(0) set of items and their GOTO function for the grammar (10)
 $S \rightarrow S S + \mid S S * \mid a$

(b) Is the grammar SLR? Justify your answer (4)

OR

16. (a) Identify LR(1) items for the grammar (7)
 $S \rightarrow CC$
 $C \rightarrow cC \mid d$

(b) Construct LALR table for the above grammar (7)

17. (a) Design a Syntax Directed Translator(SDT) for the arithmetic expression $(4 * 7 + 19) * 2$ and draw an annotated parse tree for the same. (8)

(b) Consider the grammar with following translation rules and E as the start symbol (6)

$$E \rightarrow E1 \# T \{ E.value = E1.value \times T.value ; \}$$

$$\mid T \{ E.value = T.value ; \}$$

$$T \rightarrow T1 \& F \{ T.value = T1.value + F.value ; \}$$

$$\mid F \{ T.value = F.value ; \}$$

$$F \rightarrow \text{num} \{ F.value = \text{num.lvalue} ; \}$$

Compute E.value for the root of the parse tree for the expression

$2\#3 \& 5\# 6 \& 7$

OR

18. (a) Write Syntax Directed Translator (SDT) and parse tree for infix to postfix translation of an expression. (8)
- (b) Explain the storage allocation strategies. (6)
19. (a) Describe the principal sources of optimization (7)
- (b) Illustrate the optimization of basic blocks with examples. (7)

OR

20. (a) Write the Code Generation Algorithm and explain the *getreg* function (6)
- (b) Generate target code sequence for the following statement (8)
- $$d := (a-b)+(a-c)+(a-c).$$

Teaching Plan

| No | Contents | No. of Lecture Hours |
|---|---|----------------------|
| Module - 1(Introduction to Compilers and lexical analyzer) (8 hours) | | |
| 1.1 | Introduction to compilers, Analysis of the source program | 1 hour |
| 1.2 | Phases of the compiler – Analysis Phases | 1 hour |
| 1.3 | Phases of the Compiler - Synthesis Phases | 1 hour |
| 1.4 | Symbol Table Manager and Error Handler | 1 hour |
| 1.5 | Compiler writing tools, bootstrapping | 1 hour |
| 1.6 | The role of Lexical Analyzer , Input Buffering | 1 hour |
| 1.7 | Specification of Tokens | 1 hour |
| 1.8 | Recognition of Tokens | 1 hour |

| Module – 2 (Introduction to Syntax Analysis) (10 hours) | | |
|--|--|--------|
| 2.1 | Role of the Syntax Analyser, Syntax error handling | 1 hour |
| 2.2 | Review of Context Free Grammars | 1 hour |
| 2.3 | Parse Trees and Derivations | 1 hour |
| 2.4 | Grammar transformations, Eliminating ambiguity | 1 hour |
| 2.5 | Eliminating left recursion | 1 hour |
| 2.6 | Left factoring the grammar | 1 hour |
| 2.7 | Recursive Descent parsing | 1 hour |
| 2.8 | First and Follow | 1 hour |
| 2.9 | Predictive Parsing table constructor | 1 hour |
| 2.10 | LL(1) Grammars | 1 hour |
| Module - 3 (Bottom up parsing) (9 hours) | | |
| 3.1 | Bottom-up parsing - Handle Pruning | 1 hour |
| 3.2 | Shift Reduce parsing | 1 hour |
| 3.3 | Operator precedence parsing (Concept only) | 1 hour |
| 3.4 | LR parsing , SLR Grammar, items | 1 hour |
| 3.5 | Augmented Grammar, Canonical collection of LR(0) items | 1 hour |
| 3.6 | SLR Parser Table Construction | 1 hour |
| 3.7 | Constructing Canonical LR Parsing Tables | 1 hour |
| 3.8 | Constructing LALR Parsing Tables | 1 hour |
| 3.9 | LALR parser | 1 hour |
| Module - 4 (Syntax Directed Translation and Intermediate code Generation) (9 hours) | | |
| 4.1 | Syntax directed definitions | 1 hour |
| 4.2 | S- attributed definitions, L- attributed definitions | 1 hour |
| 4.3 | Bottom- up evaluation of S- attributed definitions. | 1 hour |
| 4.4 | Source Language issues | 1 hour |
| 4.5 | Storage organization | 1 hour |

| | | |
|--|--|--------|
| 4.6 | Storage- allocation strategies | 1 hour |
| 4.7 | Intermediate languages , Graphical representations | 1 hour |
| 4.8 | Three-Address code | 1 hour |
| 4.9 | Quadruples, Triples | 1 hour |
| Module - 5 (Code Optimization and Generation) (9 hours) | | |
| 5.1 | Principal sources of optimization | 1 hour |
| 5.2 | Machine dependent optimizations | 1 hour |
| 5.3 | Machine independent optimizations | 1 hour |
| 5.4 | Local optimizations | 1 hour |
| 5.5 | Global optimizations | 1 hour |
| 5.6 | Issues in the design of a code generator – Lecture 1 | 1 hour |
| 5.7 | Issues in the design of a code generator – Lecture 2 | 1 hour |
| 5.8 | Target Language | 1 hour |
| 5.9 | Design of a simple code generator. | 1 hour |

| CST 304 | COMPUTER GRAPHICS AND IMAGE PROCESSING | Category | L | T | P | Credit | Year of Introduction |
|------------|--|----------|---|---|---|--------|-------------------------|
| | | PCC | 3 | 1 | 0 | 4 | 2019 |

Preamble:

The purpose of this course is to make awareness about strong theoretical relationships between computer graphics and image processing. This course helps the learner to understand three-dimensional environment representation in a computer, transformation of 2D/3D objects, basic mathematical techniques and algorithms used to build useful applications, imaging, and image processing techniques. The study of computer graphics and image processing develops the ability to create image processing frameworks for different domains and develops algorithms for emerging display technologies.

Prerequisite: A sound knowledge of Mathematics and a programming language.

Course Outcomes: After the completion of the course the student will be able to

| CO# | CO |
|-----|--|
| CO1 | Describe the working principles of graphics devices(Cognitive Knowledge level: Understand) |
| CO2 | Illustrate line drawing, circle drawing and polygon filling algorithms(Cognitive Knowledge level: Apply) |
| CO3 | Demonstrate geometric representations, transformations on 2D & 3D objects, clipping algorithms and projection algorithms(Cognitive Knowledge level: Apply) |
| CO4 | Summarize visible surface detection methods(Cognitive Knowledge level: Understand) |
| CO5 | Summarize the concepts of digital image representation, processing and demonstrate pixel relationships(Cognitive Knowledge level: Apply) |
| CO6 | Solve image enhancement and segmentation problems using spatial domain techniques(Cognitive Knowledge level: Apply) |

Mapping of course outcomes with program outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | | | | | | | | | | | | |
| CO2 | | | | | | | | | | | | |
| CO3 | | | | | | | | | | | | |
| CO4 | | | | | | | | | | | | |
| CO5 | | | | | | | | | | | | |
| CO6 | | | | | | | | | | | | |

| Abstract POs defined by National Board of Accreditation | | | |
|---|--|------|--------------------------------|
| PO# | Broad PO | PO# | Broad PO |
| PO1 | Engineering Knowledge | PO7 | Environment and Sustainability |
| PO2 | Problem Analysis | PO8 | Ethics |
| PO3 | Design/Development of solutions | PO9 | Individual and team work |
| PO4 | Conduct investigations of complex problems | PO10 | Communication |
| PO5 | Modern tool usage | PO11 | Project Management and Finance |
| PO6 | The Engineer and Society | PO12 | Life long learning |

Assessment Pattern

| Bloom's Category | Continuous Assessment Tests | | End Semester Examination Marks (%) |
|------------------|-----------------------------|------------|------------------------------------|
| | Test 1 (%) | Test 2 (%) | |
| Remember | 30 | 30 | 30 |
| Understand | 30 | 30 | 30 |

| | | | |
|----------|----|----|----|
| Apply | 40 | 40 | 40 |
| Analyze | | | |
| Evaluate | | | |
| Create | | | |

Mark Distribution

| Total Marks | CIE Marks | ESE Marks | ESE Duration |
|-------------|-----------|-----------|--------------|
| 150 | 50 | 100 | 3 |

Continuous Internal Evaluation Pattern:

| | |
|---|----------|
| Attendance | 10 marks |
| Continuous Assessment Tests (Average of Series Tests 1 & 2) | 25 marks |
| Continuous Assessment Assignment | 15 marks |

Internal Examination Pattern:

Each of the two internal examinations has to be conducted out of 50 marks. The first series test shall be preferably conducted after completing the first half of the syllabus and the second series test shall be preferably conducted after completing the remaining part of the syllabus. There will be two parts: Part A and Part B. Part A contains 5 questions (preferably, 2 questions each from the completed modules and 1 question from the partly completed module), having 3 marks for each question adding up to 15 marks for part A. Students should answer all questions from Part A. Part B contains 7 questions (preferably, 3 questions each from the completed modules and 1 question from the partly completed module), each with 7 marks. Out of the 7 questions, a student should answer any 5.

End Semester Examination Pattern:

There will be two parts; Part A and Part B. Part A contains 10 questions with 2 questions from each module, having 3 marks for each question. Students should answer all questions. Part B contains 2 full questions from each module of which student should answer any one full question. Each question can have maximum 2 sub-divisions and carries 14 marks.

Syllabus

Module – 1(Basics of Computer graphics and Algorithms)

Basics of Computer Graphics and its applications. Video Display devices- Refresh Cathode Ray Tubes, Random Scan Displays and systems, Raster scan displays and systems. Line drawing algorithms- DDA, Bresenham's algorithm. Circle drawing algorithms- Midpoint Circle generation algorithm, Bresenham's algorithm.

Module - 2(Filled Area Primitives and transformations)

Filled Area Primitives- Scan line polygon filling, Boundary filling and flood filling. Two dimensional transformations-Translation, Rotation, Scaling, Reflection and Shearing, Composite transformations, Matrix representations and homogeneous coordinates. Basic 3D transformations.

Module - 3 (Clipping and Projections)

Window to viewport transformation. Cohen Sutherland Line clipping algorithm. Sutherland Hodgeman Polygon clipping algorithm. Three dimensional viewing pipeline. Projections- Parallel and Perspective projections. Visible surface detection algorithms- Depth buffer algorithm, Scan line algorithm.

Module - 4 (Fundamentals of Digital Image Processing)

Introduction to Image processing and applications. Image as 2D data. Image representation in Gray scale, Binary and Colour images. Fundamental steps in image processing. Components of image processing system. Coordinate conventions. Sampling and quantization. Spatial and Gray Level Resolution. Basic relationship between pixels- neighbourhood, adjacency, connectivity. Fundamentals of spatial domain-convolution operation.

Module - 5 (Image Enhancement in Spatial Domain and Image Segmentation)

Basic gray level transformation functions - Log transformations, Power-Law transformations, Contrast stretching. Histogram equalization. Basics of spatial filtering - Smoothing spatial filter- Linear and nonlinear filters, and Sharpening spatial filters-Gradient and Laplacian.

Fundamentals of Image Segmentation. Thresholding - Basics of Intensity thresholding and Global Thresholding. Region based Approach - Region Growing, Region Splitting and Merging. Edge Detection - Edge Operators- Sobel and Prewitt.

Text Book

1. Donald Hearn and M. Pauline Baker, Computer Graphics, PHI, 2e, 1996
2. Rafael C. Gonzalez and Richard E. Woods, Digital Image Processing. Pearson, 4e, 2017

References

- 1) William M. Newman and Robert F. Sproull, Principles of Interactive Computer Graphics. McGraw Hill, 2001

- 2) Zhigang Xiang and Roy Plastock, Computer Graphics (Schaum's outline Series), McGraw Hill, 2019.
- 3) David F. Rogers , Procedural Elements for Computer Graphics, Tata McGraw Hill, 2001.
- 4) M. Sonka, V. Hlavac, and R. Boyle, Image Processing, Analysis, and Machine Vision, Thomson India Edition, 4e, 2017.

Course Level Assessment Questions

Course Outcome 1 (CO1):

1. Compare the working principle of raster scan systems and random scan systems.
2. How much time is spent scanning across each row of pixels during screen refresh on a raster system with resolution of 1280*1024 and a refresh rate of 60 frames per second?

Course Outcome 2 (CO2):

1. Rasterize the line with end points (2,3) and (5,8) using Bresenham's line drawing algorithm.
2. Explain how the 4-connected area filling approach differs from 8-connected area filling in boundary filling algorithm

Course Outcome 3 (CO3):

1. Rotate a triangle ABC 45 degree counter clockwise about the pivot point (10,3), where the position vector of the coordinate ABC is given as A(4,1), B(5,2) and C(4,3).
2. Given a clipping window A(20,20), B(60,20), C(60,40) and D(20,40). Using Cohen Sutherland algorithm, find the visible portion of the line segment joining the points P(40,80) and Q(120,30)

Course Outcome 4 (CO4):

1. Explain scan line algorithm for detecting visible surfaces in an object.

Course Outcome 5 (CO5):

1. Give an image representation model and describe how the representation changes in grayscale, binary and colour images.
2. Consider an image segment shown below.

3 1 2 1 (q)

2 2 0 2

1 2 1 1

(p) 1 0 1 2

- (a) Let $V=\{0,1\}$ and compute the length of the shortest 4-, 8- and m- path between p and q. If a particular path does not exist between these two points, explain why?
- (b) Repeat for $V=\{1,2\}$.

3. The spatial resolution of an image is given by 128 X 128. What are its storage requirements if it is represented by 64 gray levels?

Course Outcome 6 (CO6):

1. A skilled medical technician is charged with the job of inspecting a certain class of monochrome images generated by electronic microscope. To facilitate the inspection, the technician uses image processing aids. However when he examines the images he finds the following problems.
 - (a) Presence of bright isolated dots that are not of interest.
 - (b) Lack of sharpness
 - (c) Poor contrast

Identify the sequence of preprocessing steps that the technician may use to overcome the above mentioned problems and explain it.

2. A 4x4, 4 bits/pixel original image is given by

| | | | |
|----|----|----|----|
| 10 | 12 | 8 | 9 |
| 10 | 12 | 12 | 14 |
| 12 | 13 | 10 | 9 |
| 14 | 12 | 10 | 12 |

- (a) Apply histogram equalisation to the image by rounding the resulting image pixels to integers
 - (b) Sketch the histogram of the original image and the histogram-equalised image.
3. You have Sobel operator and Laplacian operator for edge detection. Which operator will you select for edge detection in the case of noisy image? Explain. **(Assignment)**

Model Question Paper

QP CODE:

Reg No: _____

Name: _____

PAGES : 4

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

SIXTH SEMESTER B.TECH DEGREE EXAMINATION, MONTH & YEAR

Course Code: CST 304

Course Name: Computer Graphics and Image Processing

Max. Marks : 100

Duration: 3 Hours

PART A

Answer All Questions. Each Question Carries 3 Marks

1. Justify the approach of using integer arithmetic in Bresenham's line drawing algorithm.
2. Consider a raster system with a resolution of 1024×1024 . What is the size of the raster needed to store 4 bits per pixel? How much storage is needed if 8 bits per pixel are to be stored?
3. Show that two successive reflections about either of the coordinate axes is equivalent to a single rotation about the coordinate origin.
4. Determine a sequence of basic transformations that are equivalent to the x-direction shearing matrix.
5. Find the window to viewport normalization transformation with window lower left corner at (1,1) and upper right corner at (2,6).
6. Find the orthographic projection of a unit cube onto the $x=0$, $y=0$ and $z=0$ plane.
7. Define Sampling and Quantization of an image.

8. Give any three applications of digital image processing.
9. A captured image appears very dark because of wrong lens aperture setting. Describe an enhancement technique which is appropriate to enhance such an image.
10. Suggest an approach of thresholding that should be used in case of uniform illumination. (10x3=30)

Part B

(Answer any one question from each module. Each question carries 14 Marks)

11. (a) Write Midpoint circle drawing algorithm and use it to plot a circle with radius=20 and center is (50,30). (10)
- (b) Draw the architecture of raster scan display systems and explain its working principle. (4)

OR

12. (a) Derive the initial decision parameter of Bresenham's line drawing algorithm and use the algorithm to rasterize a line with endpoints (2,2) and (10,10). (10)
- (b) Explain the working principle of color CRT monitors with suitable illustrations. (4)
13. (a) Compare boundary fill algorithm and flood fill algorithm. (5)
- (b) Reflect a triangle ABC about the line $3x-4y+8=0$. The position vector of the coordinate ABC is given as A(4,1), B(5,2) and C(4,3). (9)

OR

14. (a) Explain the need of using vanishing points in projections. (4)
- (b) Explain Cohen-Sutherland line clipping algorithm. Use the algorithm to clip line P1(70, 20) and P2(100,10) against a window lower left hand corner (50,10) and upper right hand corner (80,40). (10)
15. (a) Describe Sutherland Hodegman polygon clipping algorithm and what are its (7)

limitations.

- (b) Explain how visible surfaces can be detected using depth buffer algorithm. (7)

OR

16. (a) Describe Sutherland Hodegman polygon clipping algorithm and what are its limitations. (7)

- (b) Explain how visible surfaces can be detected using depth buffer algorithm. (7)

17. (a) Explain the components of an image processing system with suitable diagram (9)

- (b) Define Resolution of an image. Explain the spatial and gray level resolution of an image with an example. (5)

OR

18. (a) Define 4-adjacency, 8 adjacency and m-adjacency. Consider the image segment shown. (7)

4 2 3 2 (q)
3 3 1 3
2 3 2 2

(p) 2 1 2 3

Let $V=\{1,2\}$ and compute the length of the shortest 4-, 8- and m- path between p and q. If a particular path does not exist between these two points, explain why?

- (b) Using any one application, explain the steps involved in image processing. (7)

19. (a) A 5x5 image patch is shown below. Compute the value of the marked pixel if it is smoothened by a 3x3 average filter and median filter. (4)

$$f(m,n) = \begin{pmatrix} 0 & 1 & 2 & 3 & 2 \\ 5 & 6 & 7 & 8 & 4 \\ 4 & 3 & \textcircled{2} & 1 & 2 \\ 8 & 7 & 6 & 5 & 3 \\ 1 & 5 & 3 & 7 & 6 \end{pmatrix}$$

- (b) Define Image segmentation and describe in detail method of edge and region based segmentation technique. (10)

OR

20. (a) Distinguish between smoothing and sharpening filters in terms of (10)
- (i) Functionality
 - (ii) Types
 - (iii) Applications
 - (iv) Mask Coefficients
- (b) Describe how an image is segmented using split and merge technique in association with the region adjacency graph. (8)

Teaching Plan

| No | Contents | No of Lecture Hrs (45 hrs) |
|--|--|----------------------------|
| Module – 1 (Basics of Computer Graphics and Algorithms) (9 hrs) | | |
| 1.1 | Basics of Computer Graphics and applications | 1 hour |
| 1.2 | Refresh Cathode Ray Tubes | 1 hour |
| 1.3 | Random Scan Displays and systems | 1 hour |
| 1.4 | Raster scan displays and systems | 1 hour |
| 1.5 | DDA Line drawing Algorithm | 1 hour |
| 1.6 | Bresenham's line drawing algorithm | 1 hour |
| 1.7 | Midpoint Circle generation algorithm | 1 hour |
| 1.8 | Bresenham's Circle generation algorithm | 1 hour |
| 1.9 | Illustration of line drawing and circle drawing algorithms | 1 hour |
| Module - 2 (Filled Area Primitives and transformations) (9 hrs) | | |
| 2.1 | Scan line polygon filling | 1 hour |
| 2.2 | Boundary filling and flood filling | 1 hour |
| 2.3 | Basic 2D transformations-Translation | 1 hour |

| | | |
|--|---|--------|
| 2.4 | Basic 2D transformations- Rotation and Scaling | 1 hour |
| 2.5 | Reflection and Shearing | 1 hour |
| 2.6 | Composite transformations | 1 hour |
| 2.7 | Matrix representations and homogeneous coordinates | 1 hour |
| 2.8 | Basic 3D transformation-Translation and scaling | 1 hour |
| 2.9 | Basic 3D transformation-Rotation | 1 hour |
| Module - 3 (Clipping and Projections) (8 hrs) | | |
| 3.1 | Window to viewport transformation | 1 hour |
| 3.2 | Cohen Sutherland Line clipping algorithm | 1 hour |
| 3.3 | Sutherland Hodgeman Polygon clipping algorithm | 1 hour |
| 3.4 | Practice problems on Clipping algorithms | 1 hour |
| 3.5 | Three dimensional viewing pipeline, Projections-Parallel projections | 1 hour |
| 3.6 | Projections- Perspective projections | 1 hour |
| 3.7 | Visible surface detection algorithms- Depth buffer algorithm | 1 hour |
| 3.8 | Scan line visible surface detection algorithm | 1 hour |
| Module - 4 (Fundamentals of Digital Image Processing) (8 hrs) | | |
| 4.1 | Introduction to Image processing-Image as a 2D data, Image representation-Gray scale, Binary and Colour images. | 1 hour |
| 4.2 | Fundamental steps in image processing and applications | 1 hour |
| 4.3 | Components of image processing system | 1 hour |
| 4.4 | Coordinate conventions, Sampling and quantization, Spatial and Gray Level Resolution | 1 hour |
| 4.5 | Basic relationship between pixels – neighbourhood, adjacency, connectivity | 1 hour |
| 4.6 | Illustration of basic relationship between pixels– neighbourhood, | 1 hour |

| | | |
|--|---|---------|
| | adjacency, connectivity | |
| 4.7 | Fundamentals of spatial domain - Convolution operation | 1 hour |
| 4.8 | Illustration of Convolution operation | 1 hour |
| Module - 5 (Image Enhancement in spatial domain and Image Segmentation) (11 hrs) | | |
| 5.1 | Basic gray level transformation functions- Log transformations. | 1 hour |
| 5.2 | Power-Law transformations, Contrast stretching | 1 hour |
| 5.3 | Histogram equalization | 1 hour |
| 5.4 | Illustration of Histogram equalization | 1 hour |
| 5.5 | Basics of spatial filtering, Smoothing spatial filter- Linear and nonlinear filters | 1 hour |
| 5.6 | Sharpening spatial filtering-Gradient filter mask | 1 hour |
| 5.7 | Sharpening spatial filtering-Laplacian filter mask | 1 hour |
| 5.8 | Fundamentals of Image Segmentation, Basics of Intensity thresholding, Basic Global Thresholding | 1 hour |
| 5.9 | Region Based Approach- Region Growing, Region Splitting and Merging | 1 hour1 |
| 5.10 | Basics of Edge Detection | 1 hour |
| 5.11 | Sobel and Prewitt edge detection masks | 1 hour |

| CST 306 | ALGORITHM ANALYSIS AND DESIGN | Category | L | T | P | Credit | Year of Introduction |
|------------|-------------------------------------|----------|---|---|---|--------|-------------------------|
| | | PCC | 3 | 1 | 0 | 4 | 2019 |

Preamble:

The course introduces students to the design of computer algorithms, as well as analysis of algorithms. Algorithm design and analysis provide the theoretical backbone of computer science and are a must in the daily work of the successful programmer. The goal of this course is to provide a solid background in the design and analysis of the major classes of algorithms. At the end of the course students will be able to develop their own versions for a given computational task and to compare and contrast their performance.

Prerequisite:

Strong Foundation in Mathematics, Programming in C, Data Structures and Graph Theory.

Course Outcomes: After the completion of the course the student will be able to

| CO# | CO |
|-----|---|
| CO1 | Analyze any given algorithm and express its time and space complexities in asymptotic notations. (Cognitive Level: Apply) |
| CO2 | Derive recurrence equations and solve it using Iteration, Recurrence Tree, Substitution and Master's Method to compute time complexity of algorithms. (Cognitive Level: Apply) |
| CO3 | Illustrate Graph traversal algorithms & applications and Advanced Data structures like AVL trees and Disjoint set operations. (Cognitive Level: Apply) |
| CO4 | Demonstrate Divide-and-conquer, Greedy Strategy, Dynamic programming, Branch-and Bound and Backtracking algorithm design techniques (Cognitive Level: Apply) |
| CO5 | Classify a problem as computationally tractable or intractable, and discuss strategies to address intractability (Cognitive Level: Understand) |
| CO6 | Identify the suitable design strategy to solve a given problem. (Cognitive Level: Analyze) |

Mapping of course outcomes with program outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | | | | | | | | | | | | |
| CO2 | | | | | | | | | | | | |
| CO3 | | | | | | | | | | | | |
| CO4 | | | | | | | | | | | | |
| CO5 | | | | | | | | | | | | √ |
| CO6 | | | | | | | | | | | | |

| Abstract POs defined by National Board of Accreditation | | | |
|---|--|------|--------------------------------|
| PO# | Broad PO | PO# | Broad PO |
| PO1 | Engineering Knowledge | PO7 | Environment and Sustainability |
| PO2 | Problem Analysis | PO8 | Ethics |
| PO3 | Design/Development of solutions | PO9 | Individual and team work |
| PO4 | Conduct investigations of complex problems | PO10 | Communication |
| PO5 | Modern tool usage | PO11 | Project Management and Finance |
| PO6 | The Engineer and Society | PO12 | Life long learning |

Assessment Pattern

| Bloom's Category | Continuous Assessment Tests | | End Semester Examination Marks (%) |
|------------------|-----------------------------|------------|------------------------------------|
| | Test 1 (%) | Test 2 (%) | |
| Remember | 30 | 30 | 30 |
| Understand | 30 | 30 | 30 |
| Apply | 40 | 40 | 40 |

| | | | |
|----------|--|--|--|
| Analyze | | | |
| Evaluate | | | |
| Create | | | |

Mark Distribution

| Total Marks | CIE Marks | ESE Marks | ESE Duration |
|-------------|-----------|-----------|--------------|
| 150 | 50 | 100 | 3 |

Continuous Internal Evaluation Pattern:

| | |
|---|----------|
| Attendance | 10 marks |
| Continuous Assessment Tests (Average of Series Tests 1 & 2) | 25 marks |
| Continuous Assessment Assignment | 15 marks |

Internal Examination Pattern:

Each of the two internal examinations has to be conducted out of 50 marks. First series test shall be preferably conducted after completing the first half of the syllabus and the second series test shall be preferably conducted after completing remaining part of the syllabus. There will be two parts: Part A and Part B. Part A contains 5 questions (preferably, 2 questions each from the completed modules and 1 question from the partly completed module), having 3 marks for each question adding up to 15 marks for part A. Students should answer all questions from Part A. Part B contains 7 questions (preferably, 3 questions each from the completed modules and 1 question from the partly completed module), each with 7 marks. Out of the 7 questions, a student should answer any 5.

End Semester Examination Pattern:

There will be two parts; Part A and Part B. Part A contains 10 questions with 2 questions from each module, having 3 marks for each question. Students should answer all questions. Part B contains 2 full questions from each module of which student should answer any one. Each question can have maximum 2 sub-divisions and carries 14 marks.

Syllabus

Module-1 (Introduction to Algorithm Analysis)

Characteristics of Algorithms, Criteria for Analysing Algorithms, Time and Space Complexity - Best, Worst and Average Case Complexities, Asymptotic Notations - Big-Oh (O), Big- Omega (Ω), Big-Theta (Θ), Little-oh (o) and Little- Omega (ω) and their properties. Classifying functions by their asymptotic growth rate, Time and Space Complexity Calculation of simple algorithms.

Analysis of Recursive Algorithms: Recurrence Equations, Solving Recurrence Equations – Iteration Method, Recursion Tree Method, Substitution method and Master’s Theorem (Proof not required).

Module-2 (Advanced Data Structures and Graph Algorithms)

Self Balancing Tree - AVL Trees (Insertion and deletion operations with all rotations in detail, algorithms not expected); Disjoint Sets- Disjoint set operations, Union and find algorithms.

DFS and BFS traversals - Analysis, Strongly Connected Components of a Directed graph, Topological Sorting.

Module-3 (Divide & Conquer and Greedy Strategy)

The Control Abstraction of Divide and Conquer- 2-way Merge sort, Strassen’s Algorithm for Matrix Multiplication-Analysis. The Control Abstraction of Greedy Strategy- Fractional Knapsack Problem, Minimum Cost Spanning Tree Computation- Kruskal’s Algorithms - Analysis, Single Source Shortest Path Algorithm - Dijkstra’s Algorithm-Analysis.

Module-4 (Dynamic Programming, Back Tracking and Branch & Bound))

The Control Abstraction- The Optimality Principle- Matrix Chain Multiplication-Analysis, All Pairs Shortest Path Algorithm - Floyd-Warshall Algorithm-Analysis. The Control Abstraction of Back Tracking – The N Queen’s Problem. Branch and Bound Algorithm for Travelling Salesman Problem.

Module-5 (Introduction to Complexity Theory)

Tractable and Intractable Problems, Complexity Classes – P, NP, NP- Hard and NP-Complete Classes- NP Completeness proof of Clique Problem and Vertex Cover Problem- Approximation algorithms- Bin Packing, Graph Coloring. Randomized Algorithms (Definitions of Monte Carlo and Las Vegas algorithms), Randomized version of Quick Sort algorithm with analysis.

Text Books

1. T.H.Cormen, C.E.Leiserson, R.L.Rivest, C. Stein, Introduction to Algorithms, 2nd Edition, Prentice-Hall India (2001)
2. Ellis Horowitz, Sartaj Sahni, Sanguthevar Rajasekaran, “Fundamentals of Computer Algorithms”, 2nd Edition, Orient Longman Universities Press (2008)

3. Sara Baase and Allen Van Gelder —Computer Algorithms, Introduction to Design and Analysis, 3rd Edition, Pearson Education (2009)

Reference Books

1. Jon Kleinberg, Eva Tardos, “Algorithm Design”, First Edition, Pearson (2005)
2. Robert Sedgewick, Kevin Wayne, “Algorithms”, 4th Edition Pearson (2011)
3. Gilles Brassard, Paul Bratley, “Fundamentals of Algorithmics”, Pearson (1996)
4. Steven S. Skiena, “The Algorithm Design Manual”, 2nd Edition, Springer (2008)

Course Level Assessment Questions

Course Outcome 1 (CO1):

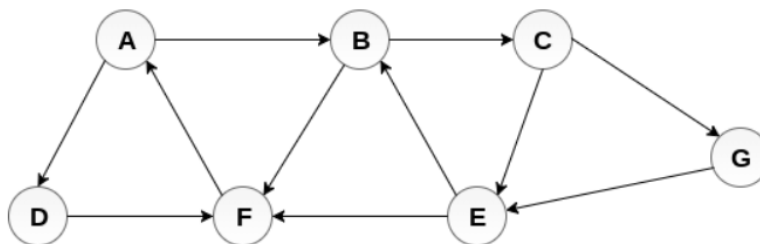
1. Is $2^{n+1} = O(2^n)$? Is $2^{2n} = O(2^n)$? Justify your answer.
2. What is the need of asymptotic analysis in calculating time complexity? What are the notations used for asymptotic analysis?
3. Calculate the time complexity for addition of two matrices.
4. Define time complexity and space complexity. Write an algorithm for adding n natural numbers and analyse the time and space requirements of the algorithm.

Course Outcome 2 (CO2):

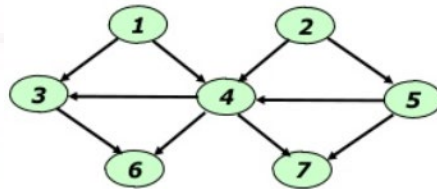
1. State Master’s theorem for solving recurrences.
2. Solve the recurrence $T(n) = 3T(n-2)$, using iteration method
3. State the conditions in recurrences where Master Theorem is not applicable.
4. Solve the following recurrence equations using Master’s theorem.
 - a) $T(n) = 8T(n/2) + 100n^2$
 - b) $T(n) = 2T(n/2) + 10n$
5. Using Recursion Tree method, Solve $T(n) = 2T(n/10) + T(9n/10) + n$. Assume constant time for small values of n .

Course Outcome 3 (CO3):

1. Explain the rotations performed for insertion in AVL tree with example.
2. Write down BFS algorithm and analyse the time complexity. Perform BFS traversal on the given graph starting from node A. If multiple node choices are available for next travel, choose the next node in alphabetical order.

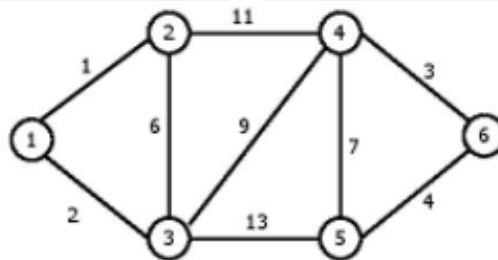


3. Find the minimum and maximum height of any AVL-tree with 7 nodes? Assume that the height of a tree with a single node is 0. (3)
4. Find any three topological orderings of the given graph.

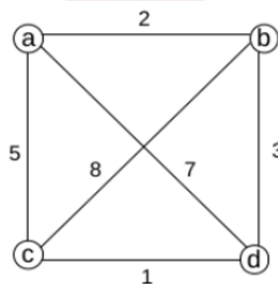


Course Outcome 4 (CO4):

1. Give the control abstraction for Divide and Conquer method.
2. Construct the minimum spanning tree for the given graph using Kruskal's algorithm. Analyse the complexity of the algorithm.



3. Compare Divide and Conquer and Dynamic programming methodologies
4. What is Principle of Optimality?
5. Define Travelling Salesman Problem (TSP). Apply branch and bound algorithm to solve TSP for the following graph, assuming the start city as 'a'. Draw the state space tree.



Course Outcome 5 (CO5):

1. Compare Tractable and Intractable Problems
2. With the help of suitable code sequence convince Vertex Cover Problem is an example of NP-Complete Problem

3. Explain Vertex Cover problem using an example. Suggest an algorithm for finding Vertex Cover of a graph.
4. Write short notes on approximation algorithms.
5. Compare Conventional quick sort algorithm and Randomized quicksort with the help of a suitable example?

Course Outcome 6 (CO6): (CO attainment through assignment only, not meant for examinations)

Choosing the best algorithm design strategy for a given problem after applying applicable design strategies – Sample Problems Given.

1. Finding the Smallest and Largest elements in an array of 'n' numbers
2. Fibonacci Sequence Generation.
3. Merge Sort
4. Travelling Sales Man Problem
5. 0/1 Knapsack Problem

Model Question Paper

QP CODE:

Reg No: _____

Name: _____

PAGES : 4

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

SIXTH SEMESTER B.TECH DEGREE EXAMINATION, MONTH & YEAR

Course Code: CST 306

Course Name: Algorithm Analysis and Design

Max. Marks : 100

Duration: 3 Hours

PART A

Answer All Questions. Each Question Carries 3 Marks

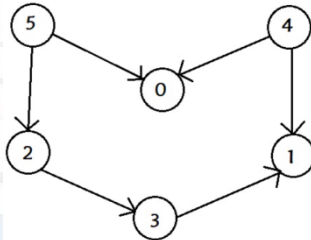
1. Define asymptotic notation? Arrange the following functions in increasing order of asymptotic growth rate.
 n^3 , 2^n , $\log n^3$, 2^{100} , $n^2 \log n$, n^n , $\log n$, $n^{0.3}$, $2^{\log n}$

2. State Master's Theorem. Find the solution to the following recurrence equations using Master's theorem.

a) $T(n) = 8T(n/2) + 100n^2$

b) $T(n) = 2T(n/2) + 10n$

3. Find any two topological ordering of the DAG given below.



4. Show the UNION operation using linked list representation of disjoint sets.
5. Write the control abstraction of greedy strategy to solve a problem.
6. Write an algorithm based on divide-and-conquer strategy to search an element in a given list. Assume that the elements of list are in sorted order.
7. List the sequence of steps to be followed in Dynamic Programming approach.
8. Illustrate how optimal substructure property could be maintained in Floyd-Warshall algorithm.
9. Differentiate between P and NP problems.
10. Specify the relevance of approximation algorithms.

(10x3=30)

Part B

(Answer any one question from each module. Each question carries 14 Marks)

11. (a) Define Big O, Big Ω and Big Θ Notation and illustrate them graphically. (7)
- (b) Solve the following recurrence equation using recursion tree method (7)
- $$T(n) = T(n/3) + T(2n/3) + n, \text{ where } n > 1$$
- $$T(n) = 1, \text{ Otherwise}$$

OR

12. (a) Explain the iteration method for solving recurrences and solve the following recurrence equation using iteration method. (7)

$$T(n) = 3T(n/3) + n; T(1) = 1$$

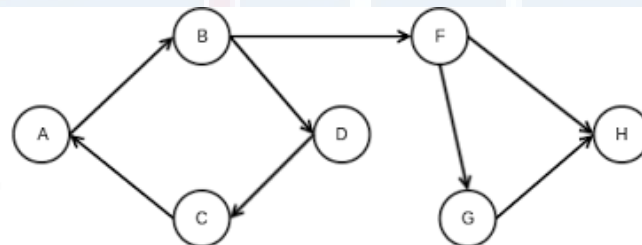
- (b) Determine the time complexities of the following two functions fun1() and fun2(). (7)

```
i)  int fun1(int n)
    {
        if (n <= 1) return n;
        return 2*fun1(n-1);
    }
```

```
ii) int fun2 (int n)
    {
        if (n <= 1) return n;
        return fun2 (n-1) + fun2 (n-1)
    }
```

13. (a) Write DFS algorithm and analyse its time complexity. Illustrate the classification of edges in DFS traversal. (7)

- (b) Find the strongly connected components of the digraph given below: (7)



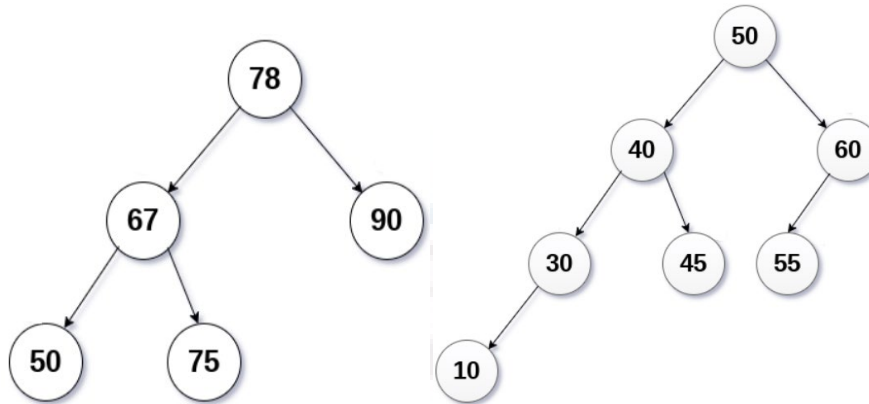
OR

14. (a) Illustrate the advantage of height balanced binary search trees over binary search trees? Explain various rotations in AVL trees with example. (7)

- (b) Perform the following operations in the given AVL trees. (7)

i) Insert 70

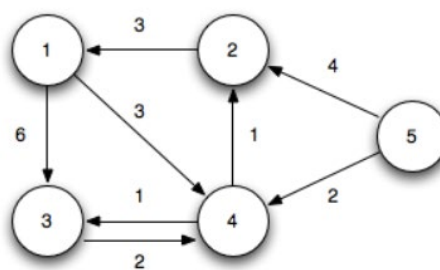
ii) Delete 55



15. (a) State Fractional Knapsack Problem and write Greedy Algorithm for Fractional Knapsack Problem. (7)
- (b) Find the optimal solution for the following Fractional Knapsack problem. (7)
 Given the number of items(n) = 7, capacity of sack(m) = 15,
 $W = \{2, 3, 5, 7, 1, 4, 1\}$ and $P = \{10, 5, 15, 7, 6, 18, 3\}$

OR

16. (a) Write and explain merge sort algorithm using divide and conquer strategy using the data $\{30, 19, 35, 3, 9, 46, 10\}$. Also analyse the time complexity. (7)
- (b) Write the pseudo code for Dijkstra's algorithm. Compute the shortest distance from vertex 1 to all other vertices using Dijkstra's algorithm. (7)

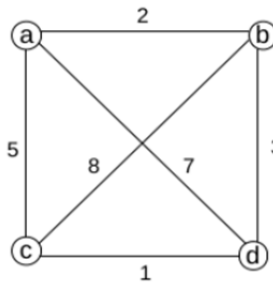


17. (a) Write Floyd-Warshall algorithm and analyse its complexity. (5)
- (b) Write and explain the algorithm to find the optimal parenthesization of matrix chain product whose sequence of dimension is $4 \times 10, 10 \times 3, 3 \times 12, 12 \times 20$. (9)

OR

18. (a) Explain the concept of Backtracking method using 4 Queens problem. (7)

- (b) Define Travelling Salesman Problem (TSP). Apply branch and bound algorithm to solve TSP for the following graph, assuming the start city as 'a'. Draw the state space tree. (7)



19. (a) State bin packing problem? Explain the first fit decreasing strategy (7)

- (b) Prove that the Clique problem is NP-Complete. (7)

OR

20. (a) Explain the need for randomized algorithms. Differentiate Las Vegas and Monte Carlo algorithms. (6)

- (b) Explain randomized quicksort and analyse the expected running time of randomized quicksort with the help of a suitable example? (9)

Teaching Plan

| No | Topic | No. of Hours (45 hrs) |
|--|---|--------------------------|
| Module -1 (Introduction to Algorithm Analysis) 9 hrs. | | |
| 1.1 | Introduction to Algorithm Analysis: Characteristics of Algorithms. | 1 hour |
| 1.2 | Criteria for Analysing Algorithms, Time and Space Complexity - Best, Worst and Average Case Complexities. | 1 hour |
| 1.3 | Asymptotic Notations - Properties of Big-Oh (O), Big- Omega (Ω), Big-Theta (Θ), Little-Oh (o) and Little- Omega (ω). | 1 hour |
| 1.4 | Illustration of Asymptotic Notations | 1 hour |

| | | |
|---|--|--------|
| 1.5 | Classifying functions by their asymptotic growth rate | 1 hour |
| 1.6 | Time and Space Complexity Calculation of algorithms/code segments. | 1 hour |
| 1.7 | Analysis of Recursive Algorithms: Recurrence Equations, Solving Recurrence Equations – Iteration Method. | 1 hour |
| 1.8 | Recursion Tree Method | 1 hour |
| 1.9 | Substitution method and Master's Theorem and its Illustration. | 1 hour |
| Module-2 (Advanced Data Structures and Graph Algorithms) 10 Hrs. | | |
| 2.1 | Self Balancing Trees - Properties of AVL Trees, Rotations of AVL Trees | 1 hour |
| 2.2 | AVL Trees Insertion and Illustration | 1 hour |
| 2.3 | AVL Trees Deletion and Illustration | 1 hour |
| 2.4 | Disjoint set operations. | 1 hour |
| 2.5 | Union and find algorithms. | 1 hour |
| 2.6 | Illustration of Union and find algorithms | 1 hour |
| 2.7 | Graph Algorithms: BFS traversal, Analysis. | 1 hour |
| 2.8 | DFS traversal, Analysis. | 1 hour |
| 2.9 | Strongly connected components of a Directed graph. | 1 hour |
| 2.10 | Topological Sorting. | 1 hour |
| Module-3 (Divide & Conquer and Greedy Method) 8 Hrs | | |
| 3.1 | Divide and Conquer: The Control Abstraction. | 1 hour |
| 3.2 | 2-way Merge Sort, Analysis. | 1 hour |
| 3.3 | Strassen's Algorithm for Matrix Multiplication, Analysis | 1 hour |

| | | |
|--|---|--------|
| 3.4 | Greedy Strategy: The Control Abstraction. | 1 hour |
| 3.5 | Fractional Knapsack Problem. | 1 hour |
| 3.6 | Minimum Cost Spanning Tree Computation- Kruskal's Algorithm, Analysis. | 1 hour |
| 3.7 | Single Source Shortest Path Algorithm - Dijkstra's Algorithm | 1 hour |
| 3.8 | Illustration of Dijkstra's Algorithm-Analysis. | 1 hour |
| Module-4 (Dynamic Programming, Back Tracking and Branch and Bound) 8 Hrs. | | |
| 4.1 | Dynamic Programming: The Control Abstraction, The Optimality Principle. | 1 hour |
| 4.2 | Matrix Chain Multiplication-Analysis. | 1 hour |
| 4.3 | Illustration of Matrix Chain Multiplication-Analysis. | 1 hour |
| 4.4 | All Pairs Shortest Path Algorithm- Analysis and Illustration of Floyd-Warshall Algorithm. | 1 hour |
| 4.5 | Back Tracking: The Control Abstraction . | 1 hour |
| 4.6 | Back Tracking: The Control Abstraction – The N Queen's Problem. | 1 hour |
| 4.7 | Branch and Bound:- Travelling salesman problem. | 1 hour |
| 4.8 | Branch and Bound:- Travelling salesman problem. | 1 hour |
| Module-5 (Introduction to Complexity Theory) 10 Hrs | | |
| 5.1 | Introduction to Complexity Theory: Tractable and Intractable Problems. | 1 hour |
| 5.2 | Complexity Classes – P, NP. | 1 hour |
| 5.3 | NP- Hard and NP-Complete Problems. | 1 hour |
| 5.4 | NP Completeness Proof of Clique Problem. | 1 hour |

| | | |
|------|--|--------|
| 5.5 | NP Completeness Proof of Vertex Cover Problem. | 1 hour |
| 5.6 | Approximation algorithms- Bin Packing Algorithm and Illustration. | 1 hour |
| 5.7 | Graph Colouring Algorithm and Illustration. | 1 hour |
| 5.8 | Randomized Algorithms (definitions of Monte Carlo and Las Vegas algorithms). | 1 hour |
| 5.9 | Randomized Version of Quick Sort Algorithm with Analysis. | 1 hour |
| 5.10 | Illustration of Randomized Version of Quick Sort Algorithm with Analysis. | 1 hour |

| | | | | | | | |
|----------------|--|-----------------|----------|----------|----------|---------------|-----------------------------|
| CST 312 | FOUNDATIONS OF MACHINE LEARNING | Category | L | T | P | Credit | Year of Introduction |
| | | PEC | 2 | 1 | 0 | 3 | 2019 |

Preamble:

This course enables the learners to understand the mathematical foundations of Machine Learning concepts. This course covers Linear Algebra, Probability and Distributions. Concepts in this course help the learners to identify the inherent assumptions & limitations of the current methodologies and develop new Machine Learning solutions.

Prerequisite: A sound background in higher secondary school Mathematics.

Course Outcomes: After the completion of the course the student will be able to

| | |
|-------------|---|
| CO 1 | Illustrate operations and applications of linear equations, matrix algebra, vector spaces, eigen values & eigenvectors (Cognitive Knowledge Level: Apply) |
| CO 2 | Illustrate the concepts of orthogonality & diagonalization. (Cognitive Knowledge Level: Apply) |
| CO 3 | Solve computational problems using probability and random variables. (Cognitive Knowledge Level: Apply) |
| CO 4 | Identify an appropriate probability distribution for a given discrete or continuous random variable and use its properties. (Cognitive Knowledge Level: Apply) |
| CO 5 | Illustrate moment generating function, law of large numbers and central limit theorems (Cognitive Knowledge Level: Apply) |

Mapping of course outcomes with program outcomes

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|
| CO 1 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |
| CO 2 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |
| CO 3 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |
| CO 4 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |

| | | | | | | | | | | | |
|------|---|---|---|---|--|--|--|--|--|--|---|
| CO 5 | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ |
|------|---|---|---|---|--|--|--|--|--|--|---|

| Abstract POs defined by National Board of Accreditation | | | |
|---|--|------|--------------------------------|
| PO# | Broad PO | PO# | Broad PO |
| PO1 | Engineering Knowledge | PO7 | Environment and Sustainability |
| PO2 | Problem Analysis | PO8 | Ethics |
| PO3 | Design/Development of solutions | PO9 | Individual and team work |
| PO4 | Conduct investigations of complex problems | PO10 | Communication |
| PO5 | Modern tool usage | PO11 | Project Management and Finance |
| PO6 | The Engineer and Society | PO12 | Life long learning |

Assessment Pattern

| Bloom's Category | Continuous Assessment Tests | | End Semester Examination |
|------------------|-----------------------------|-----|--------------------------|
| | 1 | 2 | |
| Remember | 30% | 30% | 30% |
| Understand | 30% | 30% | 30% |
| Apply | 40% | 40% | 40% |
| Analyse | | | |
| Evaluate | | | |
| Create | | | |

Mark Distribution

| Total Marks | CIE Marks | ESE Marks | ESE Duration |
|--------------------|------------------|------------------|---------------------|
| 150 | 50 | 100 | 3 hours |

Continuous Internal Evaluation Pattern:

Attendance : 10 marks

Continuous Assessment Tests : 25 marks

Continuous Assessment Assignment : 15 marks

Internal Examination Pattern:

Each of the two internal examinations has to be conducted out of 50 marks

First Internal Examination shall be preferably conducted after completing the first half of the syllabus and the Second Internal Examination shall be preferably conducted after completing remaining part of the syllabus.

There will be two parts: Part A and Part B. Part A contains 5 questions (preferably, 2 questions each from the completed modules and 1 question from the partly covered module), having 3 marks for each question adding up to 15 marks for part A. Students should answer all questions from Part A. Part B contains 7 questions (preferably, 3 questions each from the completed modules and 1 question from the partly covered module), each with 7 marks. Out of the 7 questions in Part B, a student should answer any 5.

End Semester Examination Pattern:

There will be two parts; Part A and Part B. Part A contain 10 questions with 2 questions from each module, having 3 marks for each question. Students should answer all questions. Part B contains 2 questions from each module of which student should answer anyone. Each question can have maximum 2 sub-divisions and carry 14 marks.

Syllabus

Module 1 (LINEAR ALGEBRA)

Systems of Linear Equations – Matrices, Solving Systems of Linear Equations. Vector Spaces - Linear Independence, Basis and Rank, Linear Mappings.

Module 2 (LINEAR ALGEBRA)

Norms - Inner Products, Lengths and Distances, Angles and Orthogonality. Orthonormal Basis, Orthogonal Complement, Orthogonal Projections. Matrix Decompositions - Eigenvalues and Eigenvectors, Eigen decomposition and Diagonalization.

Module 3 (PROBABILITY AND DISTRIBUTIONS)

Probability Space - Sample Spaces, Probability Measures, Computing Probabilities, Conditional Probability, Baye's Rule, Independence. Random Variables - Discrete Random Variables (Bernoulli Random Variables, Binomial Distribution, Geometric and Poisson Distribution, Continuous Random Variables (Exponential Density, Gamma Density, Normal Distribution, Beta Density)

Module 4 (RANDOM VARIABLES)

Functions of a Random Variable. Joint Distributions - Independent Random Variables, Conditional Distributions, Functions of Jointly Distributed Random Variables.

Expected Values - Expected Value of a Random Variable, Expectations of Functions of Random Variables, Expectations of Linear Combinations of Random Variables, Variance and Standard Deviation, Covariance and Correlation, Conditional Expectation

Module 5 (LIMIT THEOREMS)

Moment-Generating Function. Limit Theorems(Proof not expected) - Law of Large Numbers, Convergence in Distribution and the Central Limit Theorem. Distributions derived from the Normal Distribution - Chi-square, t, and F Distributions, Sample Mean and the Sample Variance.

Text book:

1. Marc Peter Deisenroth, A. Aldo Faisal, Cheng Soon Ong, Mathematics for Machine Learning, Cambridge University Press (freely available at [https://mml – book.github.io](https://mml-book.github.io))
2. John A. Rice, Mathematical Statistics and Data Analysis, University of California, Berkeley, Third edition, published by Cengage.

Reference books:

1. Gilbert Strang, Linear Algebra and Its Applications, 4th Edition,
2. Axler, Sheldon, Linear Algebra Done Right, 2015 Springer
3. Stephen Boyd and Lieven Vandenberghe, Introduction to Applied Linear Algebra, 2018 published by Cambridge University Press

Sample Course Level Assessment Questions**Course Outcome 1 (CO1):**

1. Find the set S of all solutions in x of the following inhomogeneous linear systems $Ax = b$, where A and b are defined as follows:

$$A = \begin{bmatrix} 1 & -1 & 0 & 0 & 1 \\ 1 & 1 & 0 & -3 & 0 \\ 2 & -1 & 0 & 1 & -1 \\ -1 & 2 & 0 & -2 & -1 \end{bmatrix}, \quad b = \begin{bmatrix} 3 \\ 6 \\ 5 \\ -1 \end{bmatrix}$$

2. Determine the inverses of the following matrix if possible

$$A = \begin{bmatrix} 1 & 0 & 1 & 0 \\ 0 & 1 & 1 & 0 \\ 1 & 1 & 0 & 1 \\ 1 & 1 & 1 & 0 \end{bmatrix}$$

3. Are the following sets of vectors linearly independent?

$$x_1 = \begin{bmatrix} 2 \\ -1 \\ 3 \end{bmatrix}, \quad x_2 = \begin{bmatrix} 1 \\ 1 \\ -2 \end{bmatrix}, \quad x_3 = \begin{bmatrix} 3 \\ -3 \\ 8 \end{bmatrix}$$

4. A set of n linearly independent vectors in R^n forms a basis. Does the set of vectors $(2, 4, -3)$, $(0, 1, 1)$, $(0, 1, -1)$ form a basis for R^3 ? Explain your reasons.

Course Outcome 2 (CO2):

1. Determine which of the following sets are orthogonal sets.

$$\left\{ \begin{bmatrix} 3 \\ 1 \\ 1 \end{bmatrix}, \begin{bmatrix} -1 \\ 2 \\ 1 \end{bmatrix}, \begin{bmatrix} -1/2 \\ -2 \\ 7/2 \end{bmatrix} \right\} \quad \left\{ \begin{bmatrix} 1 \\ -1 \\ 1 \end{bmatrix}, \begin{bmatrix} 2 \\ 1 \\ -1 \end{bmatrix}, \begin{bmatrix} 3 \\ 0 \\ -3 \end{bmatrix} \right\} \quad \left\{ \begin{bmatrix} 3 \\ -2 \\ 1 \\ 3 \end{bmatrix}, \begin{bmatrix} -1 \\ 3 \\ -3 \\ 4 \end{bmatrix}, \begin{bmatrix} 3 \\ 8 \\ 7 \\ 0 \end{bmatrix} \right\}$$

2. Find the characteristic equation, eigenvalues, and eigenspaces corresponding to each eigenvalue of the following matrix.

$$\begin{bmatrix} 2 & 0 & 4 \\ 0 & 3 & 0 \\ 0 & 1 & 2 \end{bmatrix}$$

3. Diagonalize the following matrix, if possible

$$\begin{bmatrix} 3 & 0 & 0 & 0 \\ 0 & 2 & 0 & 0 \\ 0 & 0 & 2 & 0 \\ 1 & 0 & 0 & 3 \end{bmatrix}$$

Course Outcome 2 (CO3):

1. Let J and T be independent events, where $P(J)=0.4$ and $P(T)=0.7$.
 - i. Find $P(J \cap T)$
 - ii. Find $P(J \cup T)$
 - iii. Find $P(J \cap T')$
2. Let A and B be events such that $P(A)=0.45$, $P(B)=0.35$ and $P(A \cup B)=0.5$. Find $P(A/B)$.
3. A random variable R has the probability distribution as shown in the following table:

| | | | | | |
|---------------|------------|----------|----------|-------------|-------------|
| r | 1 | 2 | 3 | 4 | 5 |
| P(R=r) | 0.2 | a | b | 0.25 | 0.15 |

- i. Given that $E(R)=2.85$, find a and b .
 - ii. Find $P(R>2)$.
4. A biased coin (with probability of obtaining a head equal to $p > 0$) is tossed repeatedly and independently until the first head is observed. Compute the probability that the first head appears at an even numbered toss.
 5. Two players A and B are competing at a quiz game involving a series of questions. On any individual question, the probabilities that A and B give the correct answer are p and q respectively, for all questions, with outcomes for different questions being independent. The game finishes when a player wins by answering a question correctly. Compute the probability that A wins if
 - i. A answers the first question,
 - ii. B answers the first question.
 6. A coin for which $P(\text{heads}) = p$ is tossed until two successive tails are obtained. Find the probability that the experiment is completed on the n^{th} toss.

Course Outcome- 3 (CO4):

1. An urn contains p black balls, q white balls, and r red balls; and n balls are chosen without replacement.
 - a. Find the joint distribution of the numbers of black, white, and red balls in the sample.
 - b. Find the joint distribution of the numbers of black and white balls in the sample.
 - c. Find the marginal distribution of the number of white balls in the sample.
2. Suppose that two components have independent exponentially distributed lifetimes, T_1 and T_2 , with parameters α and β , respectively. Find (a) $P(T_1 > T_2)$ and (b) $P(T_1 > 2 T_2)$.
3. Let Z_1 and Z_2 be independent random variables each having the standard normal distribution. Define the random variables X and Y by $X = Z_1 + 3Z_2$ and $Y = Z_1 + Z_2$. Argue that the joint distribution of (X, Y) is a bivariate normal distribution. What are the parameters of this distribution?

4. Given a continuous random variable x , with cumulative distribution function $F_x(x)$, show that the random variable $y = F_x(x)$ is uniformly distributed.
5. You roll a fair dice twice. Let the random variable X be the product of the outcomes of the two rolls. What is the probability mass function of X ? What are the expected values and the standard deviation of X ?
6. Let X be a continuous random variable with the density function $f(x) = 2x, 0 \leq x \leq 1$
 - a. Find $E(X)$.
 - b. Find $E(X^2)$ and $Var(X)$.

Course Outcome 5 (CO5):

1. Find the moment-generating function of a Bernoulli random variable, and use it to find the mean, variance, and third moment.
2. Use moment-generating functions to show that if X and Y are independent, then $Var(aX + bY) = a^2 Var(X) + b^2 Var(Y)$.
3. Suppose that you bet Rs 5 on each of a sequence of 50 independent fair games. Use the central limit theorem to approximate the probability that you will lose more than Rs 75.
4. Suppose that the number of insurance claims, N , filed in a year is Poisson distributed with $E(N) = 10,000$. Use the normal approximation to the Poisson to approximate $P(N > 10,200)$.

Model Question paper

QP Code :

Total Pages: 4

Reg No.: _____

Name: _____

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY**SIXTH SEMESTER B.TECH DEGREE EXAMINATION (ELECTIVE), MONTH and YEAR****Course Code: CST 312****Course Name: FOUNDATIONS OF MACHINE LEARNING**

Max. Marks: 100

Duration: 3 Hours

PART A*Answer all questions, each carries 3 marks.*

- 1 Show that with the usual operation of scalar multiplication but with addition on reals given by $x \# y = 2(x + y)$ is not a vector space.
- 2 Are the following vectors linearly independent? Justify your answer.

$$x_1 = \begin{bmatrix} 2 \\ -1 \\ 3 \end{bmatrix}, \quad x_2 = \begin{bmatrix} 1 \\ 1 \\ -2 \end{bmatrix}, \quad x_3 = \begin{bmatrix} 3 \\ -3 \\ 8 \end{bmatrix}$$

- 3 Find the eigenvalues of the following matrix in terms of k. Can you find an eigenvector corresponding to each of the eigenvalues?

$$\begin{bmatrix} 1 & k \\ 2 & 1 \end{bmatrix}$$

- 4 Find a unit vector in \mathbf{R}^2 that is orthogonal to $(-1, 2)$.
- 5 The first three digits of a telephone number are 452. If all the sequences of the remaining four digits are equally likely, what is the probability that a randomly selected telephone number contains seven distinct digits?

- 6 Show that if two events A and B are independent, then A and B' are independent.
- 7 Prove that X and Y are independent if and only if $f_{X|Y}(x|y) = f_X(x)$ for all x and y .
- 8 If X is a discrete uniform random variable, i.e., $P(X = k) = 1/n$ for $k = 1, 2, \dots, n$, find $E(X)$ and $Var(X)$.
- 9 Compare the Poisson cdf and the normal approximation for (a) $\lambda = 10$, (b) $\lambda = 20$, and (c) $\lambda = 40$.
- 10 State law of large numbers. 10 x 3 = 30

PART B

Answer any one Question from each module. Each question carries 14 Marks

- 11 a) Find all solutions to the system of linear equations (8)

$$\begin{aligned} -4x + 5z &= -2 \\ -3x - 3y + 5z &= 3 \\ -x + 2y + 2z &= -1 \end{aligned}$$

- b) Consider the transformation $T(x, y) = (x + y, x + 2y, 2x + 3y)$. Obtain $\ker T$ and use this to calculate the nullity. Also find the transformation matrix for T . (6)

OR

- 12 a) Consider the following linear mapping (8)

$$\Phi : \mathbb{R}^3 \rightarrow \mathbb{R}^4$$

$$\Phi \left(\begin{bmatrix} x_1 \\ x_2 \\ x_3 \end{bmatrix} \right) = \begin{bmatrix} 3x_1 + 2x_2 + x_3 \\ x_1 + x_2 + x_3 \\ x_1 - 3x_2 \\ 2x_1 + 3x_2 + x_3 \end{bmatrix}$$

- i. Find the transformation matrix T .
- ii. Determine $\text{rank}(T)$.

iii. Compute the kernel and image of the mapping and find their dimension

- b) Prove that all vectors orthogonal to $[2, -3, 1]^T$ forms a subspace W of R^3 . What is $\dim(W)$ and why? (6)

- 13 a) Find an orthonormal basis of R^3 consisting of eigenvectors for the following matrix (8)

$$\begin{bmatrix} 1 & 0 & -2 \\ 0 & 5 & 0 \\ -2 & 0 & 4 \end{bmatrix}$$

- b) Find a 3×3 orthogonal matrix S and a 3×3 diagonal matrix D such that $A = SDS^T$ (6)

OR

- 14 a) Find an orthogonal basis for the subspace of R^4 spanned by $\{w_1 = (1, 1, 3, 2), w_2 = (1, -2, 0, -1), w_3 = (0, 2, 1, 2)\}$. (8)

- b) Find the characteristic equation, eigenvalues, and eigenspaces corresponding to each eigenvalue of the following matrix (6)

$$\begin{bmatrix} 2 & 0 & 4 \\ 0 & 3 & 0 \\ 0 & 1 & 2 \end{bmatrix}$$

- 15 a) Three players play 10 independent rounds of a game, and each player has probability $1/3$ of winning each round. Find the joint distribution of the numbers of games won by each of the three players. (7)

- b) An experiment consists of throwing a fair coin four times. Find the probability mass function and the cumulative distribution function of the following random variables: (7)

- i. the number of heads before the first tail
- ii. the number of heads following the first tail
- iii. the number of heads minus the number of tails
- iv. the number of tails times the number of heads.

OR

- 16 a) A factory runs three shifts. On a given day, 1% of the items produced by the first shift are defective, 2% of the second shift's items are defective, and 5% of the third shift's items are defective. If the shifts all have the same productivity, what percentage of the items produced in a day are defective? If an item is defective, what is the probability that it was produced by the third shift? (8)
- b) Show that if A and B are two independent events, then $P(A \cup B) = P(A) + P(B) - P(A)P(B)$ (6)
- 17 a) Find the joint density of $X + Y$ and X/Y , where X and Y are independent exponential random variables with parameter λ . Show that $X + Y$ and X/Y are independent. (8)
- b) Let X be a discrete random variable that takes on values 0, 1, 2 with probabilities $1/2$, $3/8$, $1/8$, respectively. (6)
- i. Find $E(X)$ and $\text{Var}(X)$.
 - ii. Let $Y = X^2$. Find the probability mass function of Y and use it to find $E(Y)$.
- 18 a) A random square has a side length that is a uniform $[0, 1]$ random variable. Find the expected area of the square. (7)
- b) Let X be a continuous random variable with probability density function on $0 \leq x \leq 1$ defined by $f(x) = 3x^2$. Find the pdf of $Y = X^2$. (7)
- 19 a) Using the fact that the mean of the chi-squared distribution is $(n-1)$, prove that $E(S^2) = \sigma^2$. (7)
- b) i. Random samples of size 36 are taken from an infinite population whose mean is 80 and standard deviation is 18. Find the mean and standard error of the (7)

sampling distribution.

ii. Why is the Central Limit Theorem so important to statistical analysis?

OR

20 a) A six-sided die is rolled 100 times. Using the normal approximation, find the probability that the face showing a six turns up between 15 and 20 times. Find the probability that the sum of the face values of the 100 trials is less than 300. **(8)**

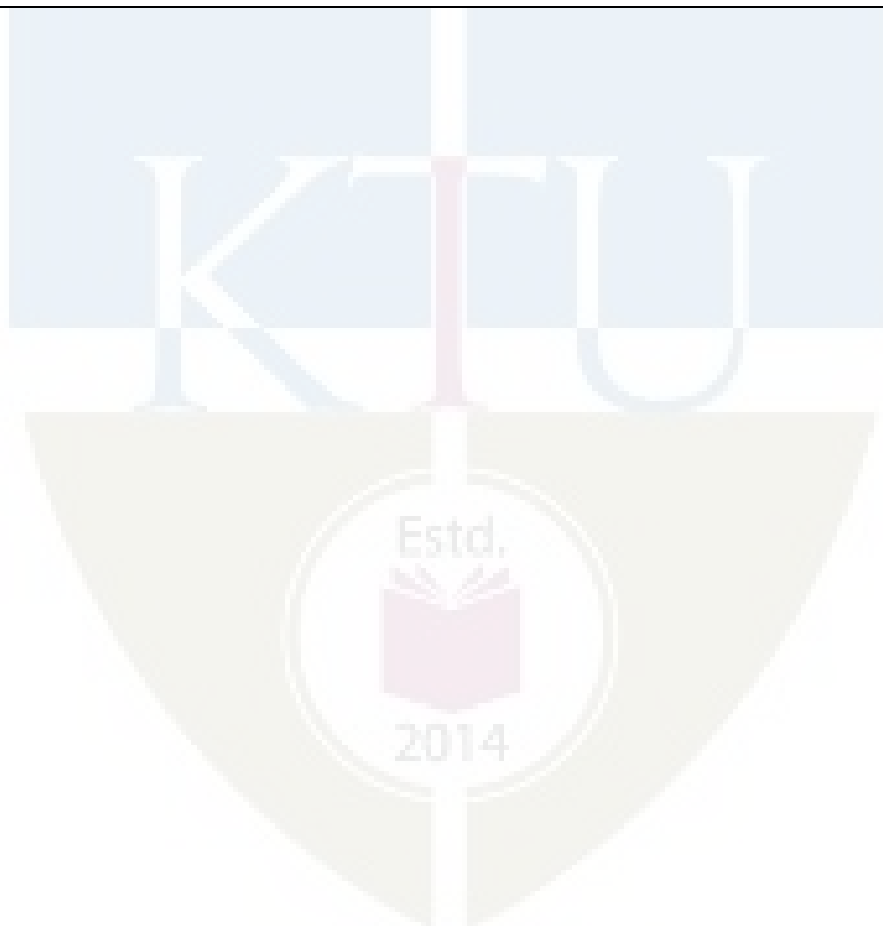
b) Determine an interval **(a, b)** such that $P[a \leq t \leq b] = 0.80$, and that 10% of the area is on each side of **a** and **b**, assuming that the sample is of size 21. **(6)**



| Teaching Plan | | |
|---------------|--|----------------------|
| No | Topic | No. of Lectures (35) |
| 1 | Module-1 (LINEAR ALGEBRA) TB-1(Ch 2,3,4) (6 hours) | |
| 1.1 | Systems of Linear Equations – Matrices, Solving Systems of Linear Equations. | 1 hour |
| 1.2 | Vector Spaces, sub space | 1 hour |
| 1.3 | Linear Independence, | 1 hour |
| 1.4 | Basis and Rank | 1 hour |
| 1.5. | Linear Mappings- Kernel, Range | 1 hour |
| 1.6. | Linear Mappings- Rank, Nullity | |
| 2 | Module-2 (LINEAR ALGEBRA) (6 hours) | |
| 2.1. | Norms, Inner Products, Lengths and Distances, Angles and Orthogonality, | 1 hour |
| 2.2 | Orthonormal Basis, Orthogonal Complement, | 1 hour |
| 2.3 | Orthogonal Projections | 1 hour |
| 2.4. | Eigenvalues and Eigenvectors | 1 hour |
| 2.5. | Eigen decomposition | 1 hour |
| 2.6. | Eigen Diagonalization | 1 hour |
| 3. | Module-3 (PROBABILITY AND DISTRIBUTIONS) TB-2(Ch 1,2) (9 hours) | |

| | | |
|-----------|--|--------|
| | | |
| 3.1 | Sample Spaces, Probability Measures, Computing Probabilities | 1 hour |
| 3.2 | Conditional Probability, | 1 hour |
| 3.3 | Baye's Rule | 1 hour |
| 3.4 | Independence of events | 1 hour |
| 3.5 | Discrete Random Variables -Bernoulli Random Variables, Binomial Distribution | 1 hour |
| 3.6 | Discrete Random Variables -Geometric Distribution | 1 hour |
| 3.7 | Discrete Random Variables -Poisson Distribution | 1 hour |
| 3.8 | Continuous Random Variables - Exponential Density, Gamma Density, | 1 hour |
| 3.9 | Continuous Random Variables - Normal Distribution, Beta Density | 1 hour |
| 4. | Module-4 (RANDOM VARIABLES) TB-2 (Ch 3, 4, 5, 6) (9 hours) | |
| 4.1 | Functions of a Random Variable | 1 hour |
| 4.2 | Joint Distributions - Independent Random Variables | 1 hour |
| 4.3 | Conditional Distributions | 1 hour |
| 4.4 | Functions of Jointly Distributed Random Variables | 1 hour |
| 4.5 | Expected Value of a Random Variable, | 1 hour |
| 4.6 | Expectations of Functions of Random Variables, | 1 hour |
| 4.7 | Expectations of Linear Combinations of Random Variables | 1 hour |
| 4.6 | Variance and Standard Deviation | 1 hour |
| 4.9 | Covariance and Correlation | 1 hour |

| | | |
|----------|---|--------|
| 5 | Module-5 (LIMIT THEOREMS) (6 hours) | |
| 5.1 | Conditional Expectation, | 1 hour |
| 5.2 | Moment-Generating Function | 1 hour |
| 5.3 | Limit Theorems(Proof not expected) - Law of Large Numbers, | 1 hour |
| 5.4 | Convergence in Distribution and the Central Limit Theorem. | 1 hour |
| 5.5 | Distributions derived from the Normal Distribution - Chi-square and, and F Distributions, | 1 hour |
| 5.6 | Distributions derived from the Normal Distribution - Sample Mean and the Sample Variance. | 1 hour |



| CST 322 | DATA ANALYTICS | Category | L | T | P | Credits | Year of Introduction |
|------------|-------------------|----------|---|---|---|---------|----------------------|
| | | PEC | 2 | 1 | 0 | 3 | 2019 |

Preamble:

This course helps the learner to understand the basic concepts of data analytics. This course covers mathematics for data analytics, predictive and descriptive analytics of data, Big data and its applications, techniques for managing big data and data analysis & visualization using R programming tool. It enables the learners to perform data analysis on a real world scenario using appropriate tools.

Prerequisite: NIL

Course Outcomes: After the completion of the course the student will be able to

| CO# | Course Outcomes |
|-----|---|
| CO1 | Illustrate the mathematical concepts for data analytics (Cognitive Knowledge Level: Apply) |
| CO2 | Explain the basic concepts of data analytics (Cognitive Knowledge Level: Understand) |
| CO3 | Illustrate various predictive and descriptive analytics algorithms (Cognitive Knowledge Level: Apply) |
| CO4 | Describe the key concepts and applications of Big Data Analytics (Cognitive Knowledge Level: Understand) |
| CO5 | Demonstrate the usage of Map Reduce paradigm for Big Data Analytics (Cognitive Knowledge Level: Apply) |
| CO6 | Use R programming tool to perform data analysis and visualization (Cognitive Knowledge Level: Apply) |

Mapping of course outcomes with program outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |
| CO2 | ✓ | ✓ | ✓ | | | | | | | | | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |
| CO4 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |
| CO5 | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ |
| CO6 | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ |

| Abstract POs Defined by National Board of Accreditation | | | |
|---|--|------|--------------------------------|
| PO# | Broad PO | PO# | Broad PO |
| PO1 | Engineering Knowledge | PO7 | Environment and Sustainability |
| PO2 | Problem Analysis | PO8 | Ethics |
| PO3 | Design/Development of solutions | PO9 | Individual and team work |
| PO4 | Conduct investigations of complex problems | PO10 | Communication |
| PO5 | Modern tool usage | PO11 | Project Management and Finance |
| PO6 | The Engineer and Society | PO12 | Lifelong learning |

Assessment Pattern

| Bloom's Category | Continuous Assessment Tests | | End Semester Examination Marks (%) |
|-------------------------|------------------------------------|-------------------|---|
| | Test 1 (%) | Test 2 (%) | |
| Remember | 30 | 30 | 30 |
| Understand | 40 | 40 | 40 |
| Apply | 30 | 30 | 30 |

Mark Distribution

| Total Marks | CIE Marks | ESE Marks | ESE Duration |
|--------------------|------------------|------------------|---------------------|
| 150 | 50 | 100 | 3 |

Continuous Internal Evaluation Pattern:

| | |
|--|----------|
| Attendance | 10 marks |
| Continuous Assessment Tests (Average of Series Tests 1& 2) | 25 marks |
| Continuous Assessment Assignment | 15 marks |

Internal Examination Pattern:

Each of the two internal examinations has to be conducted out of 50 marks. The first series test shall be preferably conducted after completing the first half of the syllabus and the second series test shall be preferably conducted after completing the remaining part of the syllabus. There will be two parts: Part A and Part B. Part A contains 5 questions (preferably, 2 questions each from the completed modules and 1 question from the partly completed module), having 3 marks for each question adding up to 15 marks for part A. Students should answer all questions from Part A. Part B contains 7 questions (preferably, 3 questions each from the completed modules and 1 question

from the partly completed module), each with 7 marks. Out of the 7 questions, a student should answer any 5.

End Semester Examination Pattern:

There will be two parts; Part A and Part B. Part A contains 10 questions with 2 questions from each module, having 3 marks for each question. Students should answer all questions. Part B contains 2 full questions from each module of which students should answer any one. Each question can have a maximum 2 sub-divisions and carries 14 marks.

Syllabus

Module – 1 (Mathematics for Data Analytics)

Descriptive statistics - Measures of central tendency and dispersion, Association of two variables - Discrete variables, Ordinal and Continuous variable, Probability calculus - probability distributions, Inductive statistics - Point estimation, Interval estimation, Hypothesis Testing - Basic definitions, t-test

Module - 2 (Introduction to Data Analytics)

Introduction to Data Analysis - Analytics, Analytics Process Model, Analytical Model Requirements. Data Analytics Life Cycle overview. Basics of data collection, sampling, preprocessing and dimensionality reduction

Module - 3 (Predictive and Descriptive Analytics)

Supervised Learning - Classification, Naive Bayes, KNN, Linear Regression. Unsupervised Learning - Clustering, Hierarchical algorithms – Agglomerative algorithm, Partitional algorithms - K- Means. Association Rule Mining - Apriori algorithm

Module - 4 (Big Data Analytics)

Big Data Overview – State of the practice in analytics, Example Applications - Credit Risk Modeling, Business Process Analytics. Big Data Analytics using Map Reduce and Apache Hadoop, Developing and Executing a HadoopMapReduce Program.

Module - 5 (R programming for Data Analysis)

Overview of modern data analytic tools. Data Analysis Using R - Introduction to R - R Graphical User Interfaces, Data Import and Export, Attribute and Data Types, Descriptive Statistics, Exploratory Data Analysis - Visualization Before Analysis, Dirty Data, Visualizing a Single Variable, Examining Multiple Variables, Data Exploration Versus Presentation, Statistical Methods for Evaluation

Text Book

1. Bart Baesens," Analytics in a Big Data World: The Essential Guide to Data Science and its Business Intelligence and Analytic Trends", John Wiley & Sons, 2013.
2. David Dietrich, "EMC Education Services, Data Science and Big Data Analytics: Discovering, Analyzing, Visualizing and Presenting Data", John Wiley & Sons, 2015.
3. Jaiwei Han, MichelineKamber, "Data Mining Concepts and Techniques", Elsevier, 2006.
4. Christian Heumann and Michael Schomaker, "Introduction to Statistics and DataAnalysis", Springer, 2016

References

1. Margaret H. Dunham, Data Mining: Introductory and Advanced Topics. Pearson, 2012.
2. Michael Berthold, David J. Hand, Intelligent Data Analysis, Springer, 2007.

Course Level Assessment Questions**Course Outcome 1 (CO1):**

1. Explain the measures of central tendency.
2. Drive the mean and variance of normal distribution.
3. Collect sample data associated with a real world scenario, and identify central tendency and dispersion measures. Explain your inferences.

Course Outcome 2 (CO2):

1. Explain the life cycle of Data Analytics.
2. Discuss in detail the relevance of data sampling.

Course Outcome 3 (CO3):

1. The following table shows the midterm and final exam marks obtained for students in a database course.

| X (Midterm exam) | Y (Final exam) |
|------------------|----------------|
| 72 | 84 |
| 50 | 63 |

| | |
|----|----|
| 81 | 77 |
| 74 | 78 |
| 94 | 90 |
| 86 | 75 |
| 59 | 49 |
| 83 | 79 |
| 65 | 77 |
| 33 | 52 |
| 88 | 74 |
| 81 | 90 |

- Use the method of least squares to find an equation for the prediction of a student's final exam marks based on the student's midterm grade in the course.
 - Predict the final exam marks of a student who received an 86 on the midterm exam.
- Perform knn classification on the following dataset and predict the class for the data point X ($P1 = 3$, $P2 = 7$), assuming the value of k as 3.

| P1 | P2 | Class |
|----|----|-------|
| 7 | 7 | False |
| 7 | 4 | False |
| 3 | 4 | True |
| 1 | 4 | True |

Course Outcome 4 (CO4):

- List down the characteristics of Big Data.
- Illustrate process discovery task in business analytics using the scenario of insurance claim handling process. Draw the annotated process map.

Course Outcome 5 (CO5):

1. Explain how fault tolerance is achieved in HDFS.
2. Write down the pseudocode for Map and Reduce functions to solve any one data analytic problem.

Course Outcome 6 (CO6):

1. Illustrate any three R functions used in data analytics.
2. Explain the different categories of attributes and data types in R.

Model Question Paper**QP CODE:****Reg No:** _____**Name :** _____**PAGES : 4****APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY****SIXTH SEMESTER B.TECH DEGREE EXAMINATION, MONTH & YEAR****Course Code: CST 322****Course Name: Data Analytics****Max.Marks :100****Duration: 3 Hrs****PART A****(Answer all Questions. Each question carries 3 Marks)**

1. Outline the errors that arise in hypothesis testing.
2. The number of members of a millionaires' club were as follows:

| Year | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---------|------|------|------|------|------|------|
| Members | 23 | 24 | 27 | 25 | 30 | 28 |

- (a)What is the average growth rate of the membership?
- (b)Based on the results of (a), how many members would one expect in 2018?

3. List and explain any two methods for dealing with missing values in a dataset.
4. Consider the following data (in increasing order) for the attribute age: 13, 15, 16, 16, 19, 20, 20, 21, 22, 22, 25, 25, 25, 25, 30, 33, 33, 35, 35, 35, 35, 36, 40, 45, 46, 52, 70. Sketch an example for stratified sampling using samples of size 5 and the strata “youth,” “middle-aged,” and “senior.”
5. Why is k nearest neighbor classifier called a lazy learner?
6. Find the absolute support, relative support and confidence of the rule (bread \Rightarrow jam) in the following set of transactions
 T1 {bread, butter}, T2 {bread, jam, milk}
 T3 {Milk, curd}, T4 {bread, jam}
7. Explain the 3 Vs of Big Data.
8. Discuss the application of big data analytics in credit risk modeling.
9. Why is Exploratory Data Analysis important in business application ?
10. Explain how box plots be used for data summarization.

(10x3=30)

Part B**(Answer any one question from each module. Each question carries 14 Marks)**

11. (a) Illustrate the Maximum Likelihood Estimation of Bernoulli distribution. (8)
- (b) A hiking enthusiast has a new app for his smartphone which summarizes his hikes by using a GPS device. Let us look at the distance hiked (in km) and maximum altitude (in m) for the last 10 hikes: (6)

| | | | | | | | | | | |
|----------|------|------|------|------|-----|------|------|------|------|------|
| Distance | 12.5 | 29.9 | 14.8 | 18.7 | 7.6 | 16.2 | 16.5 | 27.4 | 12.1 | 17.5 |
| Altitude | 342 | 1245 | 502 | 555 | 398 | 670 | 796 | 912 | 238 | 466 |

Calculate the arithmetic mean and median for both distance and altitude.

OR

12. (a) Explain the steps in conducting a hypothesis test. (8)

- (b) A total of 150 customers of a petrol station are asked about their satisfaction with their car and motorbike insurance. The results are summarized below: Determine and interpret Pearson's χ^2 statistic and Cramer's V. (6)

| | Satisfied | Unsatisfied | Total |
|---------------------|-----------|-------------|-------|
| Car | 33 | 25 | 58 |
| Car (Diesel engine) | 29 | 31 | 60 |
| Motor bike | 12 | 20 | 32 |
| Total | 74 | 76 | 150 |

13. (a) Explain the data analytical process model. (8)

- (b) Discuss the methods for handling noisy data. Consider the following sorted data for price (in dollars) 4, 8, 15, 21, 21, 24, 25, 28, 34. (6)
Illustrate smoothing by bin means and bin boundaries

OR

14. (a) a) What is the need for sampling in data analytics? Discuss the different sampling techniques. (8)

- (b) Use these methods to *normalize* the following group of data: (6)

200, 300, 400, 600, 1000

- (i) min-max normalization by setting $min = 0$ and $max = 1$
(ii) z-score normalization
(iii) normalization by decimal scaling .

15. (a) A database has five transactions. Let min_sup be 60% and min_conf be 80%.

| <i>TID</i> | <i>items_bought</i> |
|------------|---------------------|
| T100 | {M, O, N, K, E, Y} |
| T200 | {D, O, N, K, E, Y} |
| T300 | {M, A, K, E} |
| T400 | {M, U, C, K, Y} |
| T500 | {C, O, O, K, I, E} |

(a) Find all frequent itemsets using Apriori algorithm (10)

(b) Generate strong association rules from any one 3 itemset. (4)

OR

16. (a) Explain agglomerative hierarchical clustering with an example. (8)

(b) Suppose that the data mining task is to cluster points (with (x, y) representing location) into three clusters, where the points are A1(2,10), A2 (2,5), A3 (8,4), B1 (5,8), B2 (7,5), B3 (6,4), C1(1,2), C2 (4,9). The distance function is Euclidean distance. Suppose initially we assign A1, B1, and C1 as the center of each cluster, respectively. Use the k-means algorithm to show only

(a) The three cluster centers after the first round of execution.

(b) The final three clusters.

17. (a) Illustrate the working of a Map Reduce program with example. (8)

(b) Explain the data analytic architecture with a diagram. (6)

OR

18. (a) Discuss the architecture of HDFS and its features. (8)

(b) Illustrate the use of big data analytics in credit risk modeling. (6)

19. (a) List and explain the R functions used in descriptive statistics. (8)

(b) Explain hypothesis testing using ANOVA. (6)

OR

20. (a) Discuss the data visualization for multiple variables in R (8)

(b) Describe the R functions used for cleaning dirty data. (6)

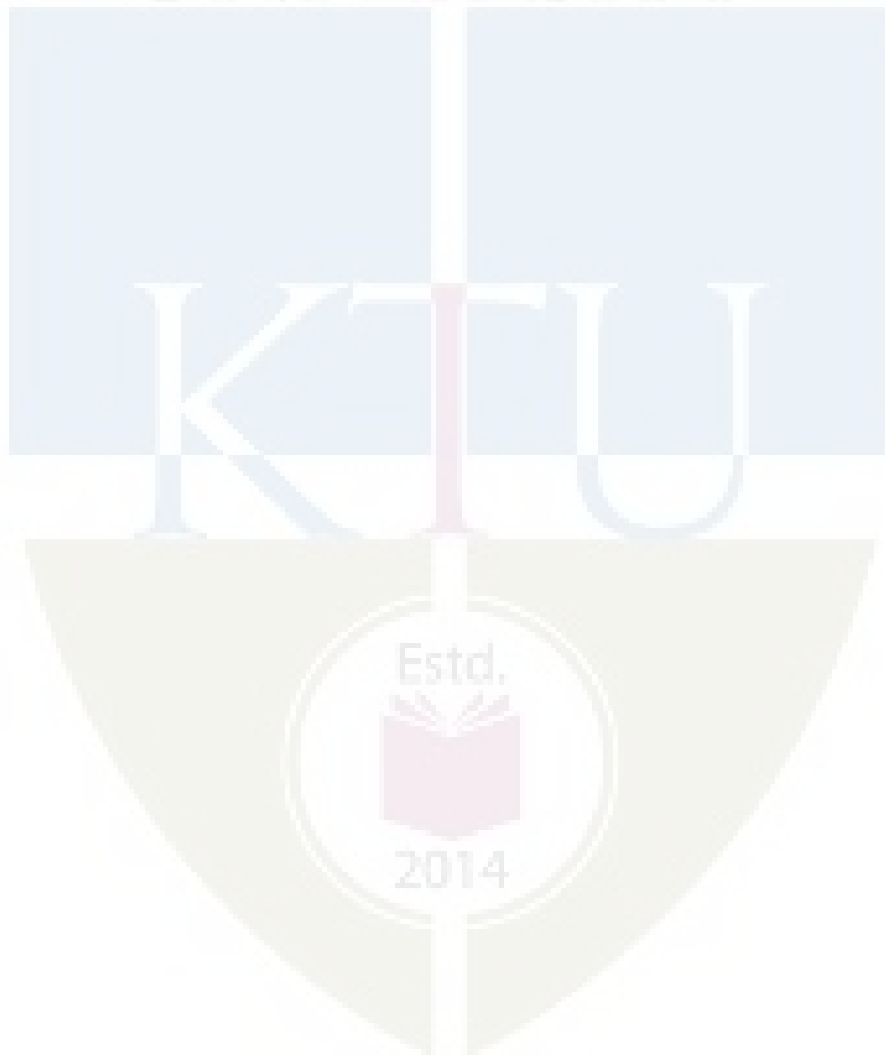
(5 x 14 = 70)

Teaching Plan

| No | Contents | No of Lecture Hrs |
|--|---|-------------------|
| Module – 1(Mathematics for Data Analytics) (7 hrs) | | |
| 1.1 | Descriptive statistics - Measures of central tendency | 1 |
| 1.2 | Measures of dispersion | 1 |
| 1.3 | Association of two variables - Discrete Variables | 1 |
| 1.4 | Association of two variables - Ordinal and Continuous variable | 1 |
| 1.5 | Probability calculus - Probability distributions | 1 |
| 1.6 | Inductive statistics - Point estimation, Interval estimation | 1 |
| 1.7 | Hypothesis Testing - Basic definitions, t-test | 1 |
| Module – 2 (Introduction to Data Analytics) (6 hrs) | | |
| 2.1 | Introduction to Data Analysis –Analytics, Analytics process model | 1 |
| 2.3 | Analytical model requirements | 1 |
| 2.4 | Data Analytics Life Cycle overview | 1 |
| 2.5 | Basics of data collection | 1 |
| 2.6 | Basics of sampling and preprocessing | 1 |
| 2.7 | Dimensionality reduction | 1 |
| Module - 3 (Predictive and Descriptive Analytics) (8 hrs) | | |
| 3.1 | Supervised Learning, Naive Bayes classification | 1 |
| 3.2 | KNN algorithm | 1 |

| | | |
|---|--|---|
| 3.3 | Linear Regression | 1 |
| 3.4 | Unsupervised Learning- Clustering | 1 |
| 3.5 | Hierarchical algorithms Agglomerative algorithm | 1 |
| 3.6 | Partitional algorithms -K- Means | 1 |
| 3.7 | Association Rule Mining | 1 |
| 3.8 | Apriori algorithm | 1 |
| Module - 4 (Big Data Analytics) (7 hrs) | | |
| 4.1 | Big Data Overview – State of the practice in analytics. | 1 |
| 4.2 | Example Applications - Credit Risk Modeling | 1 |
| 4.3 | Business Process Analytics. | 1 |
| 4.4 | Big Data Analytics using Map Reduce and Apache Hadoop | 1 |
| 4.5 | Big Data Analytics using Map Reduce and Apache Hadoop | 1 |
| 4.6 | Developing and Executing a Hadoop MapReduce Program | 1 |
| 4.7 | Developing and Executing a Hadoop MapReduce Program | 1 |
| Module - 5 (R programming for Data Analysis) (8 hrs) | | |
| 5.1 | Overview of modern data analytic tools, Introduction to R, R Graphical User Interfaces | 1 |
| 5.2 | Data Import and Export, Attribute and Data Types | 1 |

| | | |
|-----|--|---|
| 5.3 | Descriptive Statistics | 1 |
| 5.4 | Exploratory Data Analysis, Visualization Before Analysis | 1 |
| 5.5 | Dirty Data, Visualizing a Single Variable | 1 |
| 5.6 | Examining Multiple Variable | 1 |
| 5.7 | Data Exploration Versus Presentation | 1 |
| 5.8 | Statistical Methods for Evaluation | 1 |



| CST 332 | FOUNDATIONS OF SECURITY IN COMPUTING | Category | L | T | P | Credit | Year Of Introduction |
|------------|--|----------|---|---|---|--------|-------------------------|
| | | PEC | 2 | 1 | 0 | 3 | 2019 |

Preamble: The purpose of this course is to create awareness among learners about the fundamentals of security and number theory. This course covers Integer & Modular Arithmetic, Primes & Congruences, Discrete Logarithms & Elliptic Curve Arithmetic and an overview of computer security. The concepts covered in this course enable the learners in effective use of cryptographic algorithms and to identify the security threats in computing.

Prerequisite: A sound knowledge in Mathematics, Discrete Computational Structures, Operating Systems and Database Systems.

Course Outcomes: After the completion of the course, the student will be able to

| | |
|------------|---|
| CO1 | Illustrate the operations and properties of algebraic structures, integer arithmetic and modular arithmetic. (Cognitive Knowledge Level: Understand) |
| CO2 | Use the concepts of prime numbers and factorization for ensuring security in computing systems (Cognitive Knowledge Level: Apply) |
| CO3 | Illustrate the concepts of Linear Congruence, Primitive Roots, Discrete Logarithms and Elliptic Curve Arithmetic (Cognitive Knowledge Level: Apply) |
| CO4 | Summarize the threats and attacks related to computer and program security (Cognitive Knowledge Level: Understand) |
| CO5 | Outline the key aspects of operating system and database security (Cognitive Knowledge Level: Understand) |

Mapping of course outcomes with program outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | ✓ | ✓ | ✓ | | | | | | | | | ✓ |
| CO2 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |
| CO4 | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | | | ✓ |
| CO5 | ✓ | ✓ | ✓ | | | ✓ | | ✓ | | | | ✓ |

| Abstract POs defined by National Board of Accreditation | | | |
|---|--|------|--------------------------------|
| PO# | Broad PO | PO# | Broad PO |
| PO1 | Engineering Knowledge | PO7 | Environment and Sustainability |
| PO2 | Problem Analysis | PO8 | Ethics |
| PO3 | Design/Development of solutions | PO9 | Individual and team work |
| PO4 | Conduct investigations of complex problems | PO10 | Communication |
| PO5 | Modern tool usage | PO11 | Project Management and Finance |
| PO6 | The Engineer and Society | PO12 | Life long learning |

Assessment Pattern

| Bloom's Category | Test 1 (%) | Test 2 (%) | End Semester Examination (%) |
|------------------|------------|------------|------------------------------|
| Remember | 30 | 30 | 30 |
| Understand | 30 | 30 | 30 |
| Apply | 40 | 40 | 40 |
| Analyse | | | |

| | | | |
|----------|--|--|--|
| Evaluate | | | |
| Create | | | |

Mark Distribution

| Total Marks | CIE Marks | ESE Marks | ESE Duration |
|-------------|-----------|-----------|--------------|
| 150 | 50 | 100 | 3 |

Continuous Internal Evaluation Pattern:

Attendance : 10 marks

Continuous Assessment Test : 25 marks

Continuous Assessment Assignment : 15 marks

Internal Examination Pattern:

Each of the two internal examinations has to be conducted out of 50 marks. First series test shall be preferably conducted after completing the first half of the syllabus and the second series test shall be preferably conducted after completing remaining part of the syllabus. There will be two parts: Part A and Part B. Part A contains 5 questions (preferably, 2 questions each from the completed modules and 1 question from the partly completed module), having 3 marks for each question adding up to 15 marks for part A. Students should answer all questions from Part A. Part B contains 7 questions (preferably, 3 questions each from the completed modules and 1 question from the partly completed module), each with 7 marks. Out of the 7 questions, a student should answer any 5.

End Semester Examination Pattern:

There will be two parts; Part A and Part B. Part A contains 10 questions with 2 questions from each module, having 3 marks for each question. Students should answer all questions. Part B contains 2 questions from each module of which a student should answer any one. Each question can have maximum 2 sub-divisions and carries 14 marks.

Syllabus**Module-1 (Modular Arithmetic)**

Integer arithmetic - Integer division, Divisibility, Greatest Common Divisor (GCD), Euclid's algorithm for GCD, Extended Euclid's algorithm, Linear Diophantine Equations. Modular

arithmetic - Operations, Properties. Algebraic structures - Groups, Rings, Fields, Finite fields, $GF(p)$, $GF(2^n)$.

Module-2 (Prime Numbers and Factorization)

Prime numbers - Prime numbers and prime-power factorization, Fermat and Mersenne primes, Fermat's theorem, Applications, Euler's theorem, Euler's totient function, Applications. Primality testing – Deterministic algorithms and Probabilistic algorithms. Factorization - Fermat's factorization, Pollard p-1 method.

Module-3 (Linear Congruence, Primitive Roots and Elliptic Curve Arithmetic)

Linear congruence - Simultaneous linear congruence, Chinese Remainder Theorem (CRT). Congruence with a prime - Power modulus, Arithmetic modulo p, Pseudoprimes and Carmichael numbers, Solving congruence modulo prime powers. Primitive roots - Existence of primitive roots for primes, Discrete logarithms. Elliptic curve arithmetic – Prime curves, Binary curves, Addition of two points, Multiplication of a point by a constant.

Module-4 (Computer and Program Security)

Introduction to computer security – Threats, Vulnerabilities, Controls. Browser attack types, Web attacks targeting users, Email attack types. Introduction to program security - Non-malicious programming oversights, Malware.

Module-5 (Operating System and Database Security)

Operating system security – Security in operating system, Security in design of operating system. Database security – Security requirements of databases, Reliability and integrity, Database disclosure.

Text Books

1. Behrouz A Forouzan, Cryptography and Network Security, 3/e, Tata McGraw-Hill.
2. Charles P Pfleeger, Shari Lawrence Pfleeger, Jonathan Margulies, Security in Computing, 5/e, Prentice Hall.
3. G.A. Jones & J.M. Jones, Elementary Number Theory, Springer UTM, 2007

References

1. William Stallings, Cryptography and Network Security Principles and Practices, 4/e, Pearson Ed.

Sample Course Level Assessment Questions**Course Outcome 1 (CO1):**

1. Find the n- bit word that is represented by the polynomial $x^2 + 1$ in $GF(2^5)$.
2. Solve the linear Diophantine equation $21x + 14y = 35$.

Course Outcome 2 (CO2):

1. Prove that a Carmichael number cannot be the product of two distinct primes.
2. Use the Pollard p-1 method to find a factor of 57247159 with the bound $B=8$.

Course Outcome 3 (CO3):

1. Find an integer that has a remainder of 3 when divided by 7 and 13, but is divisible by 12.
2. In the elliptic curve $E(1,2)$ over the field $GF(11)$, find the equation of the curve and all the points on the curve.

Course Outcome 4 (CO4):

1. List three controls that could be applied to detect or prevent off-by-one errors.
2. How does fake email messages act as spam?

Course Outcome 5 (CO5):

1. Discuss the importance of auditability and access control in database security.
2. Explain the various factors which can make data sensitive.

Model Question Paper

QP CODE:

PAGES: ____

Reg No: _____

Name: _____

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

SIXTH SEMESTER B.TECH DEGREE EXAMINATION, MONTH & YEAR

Course Code: CST 332

Course Name : FOUNDATIONS OF SECURITY IN COMPUTING

Max Marks: 100

Duration: 3 Hours

PART A

(Answer All Questions. Each question carries 3 marks)

1. List the four properties of divisibility with examples.
2. Find gcd (401,700) using Euclid's algorithm.
3. Use Fermat's Little theorem to show that 91 is not a prime.
4. If m is relatively prime to n , show that $\Phi(mn) = \Phi(m) \Phi(n)$.
5. Solve the congruence relation $103x \equiv 57 \pmod{211}$.
6. Find a solution for the congruence $3x \equiv 5 \pmod{7^3}$
7. What are the problems created by an off-by-one error?
8. How does a clickjacking attack succeed?
9. Explain the significance of correctness and completeness in the design of operating systems.
10. How does the two-phase update technique help the database manager in handling failures? (10x3=30)

Part B

(Answer any one question from each module. Each question carries 14 Marks)

11. (a) For the group $G = \langle \mathbb{Z}_6^*, x \rangle$, prove that it is an Abelian group. Also show the result of 5×1 and $1 \div 5$. (6)

(b) Find a particular and the general solution to the following linear Diophantine equations. (8)

i) $19x + 13y = 20$ ii) $40x + 16y = 88$

OR

12. (a) Describe the properties of modular arithmetic and modulo operator. (6)

(b) Using Extended Euclidean algorithm, find the multiplicative inverse of (i) 131 in \mathbb{Z}_{180} and (ii) 23 in \mathbb{Z}_{100} . (8)

13. (a) State and prove Fermat's theorem. (6)

(b) Explain Fermat's factorization method and use it to factor 809009. (8)

OR

14. (a) Define Euler's totient function. Prove that, $\phi(pq) = (p-1)(q-1)$ where p and q are prime numbers. (7)

(b) Define Fermat primes. Show that any two distinct Fermat numbers are relatively prime. (7)

15. (a) Using Chinese Remainder Theorem, solve the system of congruence, $x \equiv 2 \pmod{3}$, $x \equiv 3 \pmod{5}$, $x \equiv 2 \pmod{7}$. (7)

(b) Define Carmichael number and show that a Carmichael number must be the product of at least three distinct primes. (7)

OR

16. (a) For the group $G = \langle \mathbb{Z}_{19}^*, x \rangle$, find the primitive roots in the group. (6)

(b) Consider the elliptic curve $y^2 = x^3 + x + 1$ defined over \mathbb{Z}_{23} . If $P = (3, 10)$ and $Q = (9, 7)$ are two points on the elliptic curve, find $2P$ and $P + Q$. (8)

17. (a) Distinguish the terms vulnerability, threat and control. (4)

(b) With the help of suitable examples, explain the security problems created by incomplete mediation and time-of-check to time-of-use. (10)

OR

18. (a) Differentiate between man-in-the-browser attack and page-in-the-middle attack. (4)

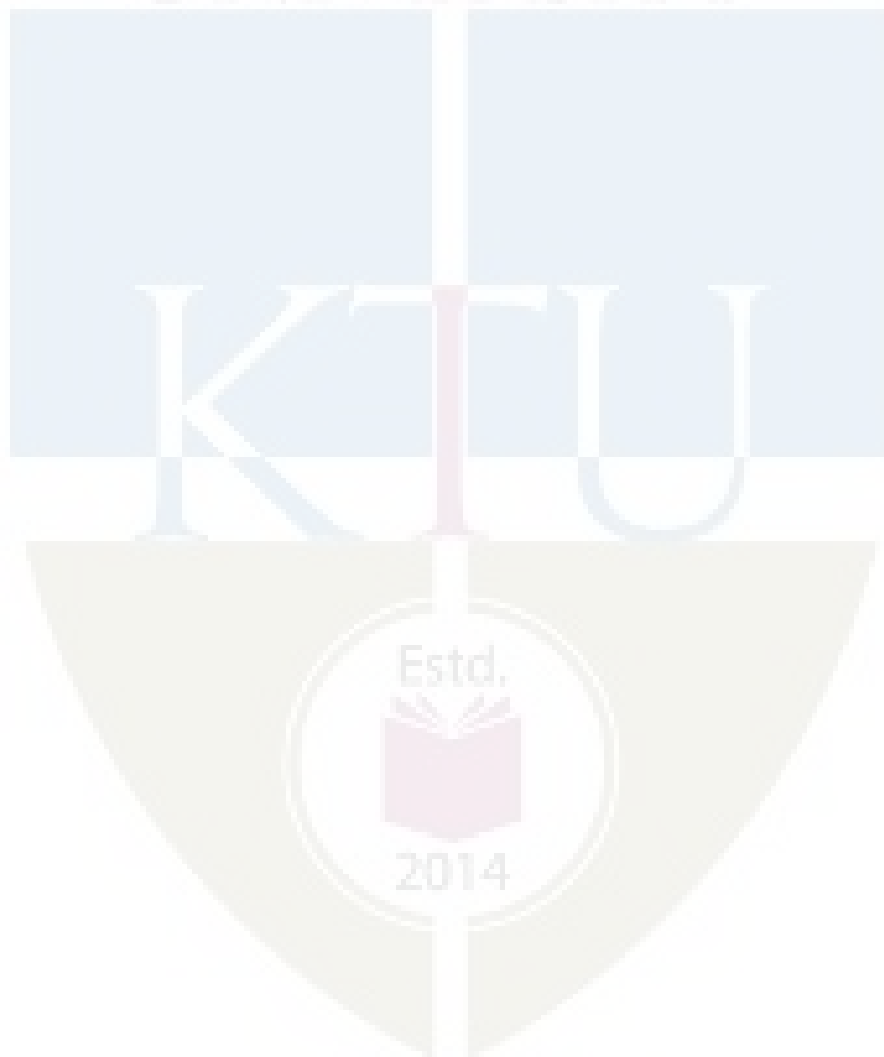
- (b) Explain the four aspects of malicious code infection. (10)
19. (a) List any six computer security related functions addressed by operating systems. (6)
- (b) How does a kernelized design support in enforcing security mechanisms? (8)
- OR**
20. (a) Explain any four security requirements of databases. (4)
- (b) How can database disclosure be prevented? With the help of suitable examples, explain any six types of disclosure. (10)

Teaching Plan

| No | Contents | No.of Lecture Hrs |
|---|---|-------------------|
| Module-1 (Modular Arithmetic) (6 hrs) | | |
| 1.1 | Integer arithmetic, Integer division, Divisibility, Greatest Common Divisor (GCD) | 1 |
| 1.2 | Euclid's algorithm for GCD, Extended Euclid's algorithm | 1 |
| 1.3 | Linear Diophantine Equations | 1 |
| 1.4 | Modular arithmetic operations, Properties of modular arithmetic | 1 |
| 1.5 | Groups, Rings and Fields | 1 |
| 1.6 | Finite fields – $GF(p)$, $GF(2^n)$ | 1 |
| Module-2 (Prime Numbers and Factorization) (7 hrs) | | |
| 2.1 | Prime numbers and prime-power factorization | 1 |
| 2.2 | Fermat and Mersenne primes | 1 |
| 2.3 | Fermat's theorem, Applications – Exponentiation, Multiplicative inverse | 1 |
| 2.4 | Euler's theorem, Euler's totient function, Applications | 1 |
| 2.5 | Primality testing – Deterministic algorithms – Divisibility algorithm | 1 |

| | | |
|---|--|---|
| 2.6 | Primality testing – Probabilistic algorithms-Fermat test, Square root test, Miller - Rabin test | 1 |
| 2.7 | Factorization - Fermat's factorization, Pollard p-1 method | 1 |
| Module-3 (Linear Congruence, Primitive Roots and Elliptic Curve Arithmetic) (7 hrs) | | |
| 3.1 | Linear congruence, Simultaneous linear congruence | 1 |
| 3.2 | Chinese Remainder Theorem (CRT) | 1 |
| 3.3 | Congruence with a Prime-Power Modulus, Arithmetic modulo p | 1 |
| 3.4 | Pseudo-primes and Carmichael numbers | 1 |
| 3.5 | Solving congruence modulo prime powers | 1 |
| 3.6 | Primitive roots, Existence of primitive roots for primes, Discrete logarithms | 1 |
| 3.7 | Elliptic curve arithmetic – Prime curves, Binary curves, Addition of two points, Multiplication of a point by a constant | 1 |
| Module-4 (Computer and Program Security) (7 hrs) (Text book2: Chapters 1, 3, 4) | | |
| 4.1 | Threats, Vulnerabilities, Controls | 1 |
| 4.2 | Browser attack types | 1 |
| 4.3 | Web attacks targeting users | 1 |
| 4.4 | Email attack types | 1 |
| 4.5 | Non-malicious programming oversights (Lecture 1) | 1 |
| 4.6 | Non-malicious programming oversights (Lecture 2) | 1 |
| 4.7 | Malware – Four aspects of infection | 1 |
| Module-5 (Operating System and Database Security) (8 hrs)(Text book2: Chapters 5, 7) | | |
| 5.1 | Security in operating system (Lecture 1) | 1 |
| 5.2 | Security in operating system (Lecture 2) | 1 |
| 5.3 | Security in design of operating system (Lecture 1) | 1 |

| | | |
|-----|--|---|
| 5.4 | Security in design of operating system (Lecture 2) | 1 |
| 5.5 | Security requirements of databases | 1 |
| 5.6 | Reliability & integrity | 1 |
| 5.7 | Database disclosure (Lecture 1) | 1 |
| 5.8 | Database disclosure (Lecture 2) | 1 |



| CST 342 | AUTOMATED VERIFICATION | Category | L | T | P | CREDIT | YEAR OF INTRODUCTION |
|------------|---------------------------|----------|---|---|---|--------|-------------------------|
| | | PEC | 2 | 1 | 0 | 3 | 2019 |

Preamble: This course is intended to impart the basic theory and algorithm for an automatic verification process namely model checking. This course covers finite-state modelling of hardware/software, linear-time properties, classification of linear-time properties, Linear Temporal Logic (LTL) - a formal language for property specification, LTL model checking algorithm and model checking case studies. This course enables the learners to prove correctness of a hardware/software used in safety critical systems in domains such as avionics, health care and automotive.

Prerequisite: NIL

Course Outcomes: After the completion of the course the student will be able to

| | |
|-----|---|
| CO1 | Illustrate an application for model checking. (Cognitive Knowledge Level: Understand) |
| CO2 | Describe finite-state modelling for hardware and software. (Cognitive Knowledge Level: Understand) |
| CO3 | Identify linear-time properties required to represent the requirements of a system. (Cognitive Knowledge Level: Apply) |
| CO4 | Specify a given linear-time property in Linear Temporal Logic (LTL). (Cognitive Knowledge Level: Apply) |
| CO5 | Perform LTL model checking using the tool Symbolic Analysis Laboratory (SAL). (Cognitive Knowledge Level: Apply) |

Mapping of course outcomes with program outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | | | | | | | | | | | | |
| CO2 | | | | | | | | | | | | |
| CO3 | | | | | | | | | | | | |
| CO4 | | | | | | | | | | | | |
| CO5 | | | | | | | | | | | | |

| Abstract POs defined by National Board of Accreditation | | | |
|---|--|------|--------------------------------|
| PO# | Broad PO | PO# | Broad PO |
| PO1 | Engineering Knowledge | PO7 | Environment and Sustainability |
| PO2 | Problem Analysis | PO8 | Ethics |
| PO3 | Design/Development of solutions | PO9 | Individual and team work |
| PO4 | Conduct investigations of complex problems | PO10 | Communication |
| PO5 | Modern tool usage | PO11 | Project Management and Finance |
| PO6 | The Engineer and Society | PO12 | Life long learning |

Assessment Pattern

| Bloom's Category | Continuous Assessment Tests | | End Semester Examination Marks |
|-------------------------|------------------------------------|-----------------------|---------------------------------------|
| | Test 1 (Marks) | Test 2 (Marks) | |
| Remember | 30 | 30 | 30 |
| Understand | 30 | 30 | 30 |
| Apply | 40 | 40 | 40 |
| Analyze | | | |
| Evaluate | | | |
| Create | | | |

Mark Distribution

| Total Marks | CIE Marks | ESE Marks | ESE Duration |
|--------------------|------------------|------------------|---------------------|
| 150 | 50 | 100 | 3 hours |

Continuous Internal Evaluation Pattern:

Attendance : 10 marks

Continuous Assessment Test : 25 marks

Continuous Assessment Assignment : 15 marks (Out 15, 10 marks shall be given for a model checking project to be implemented in SAL.)

Internal Examination Pattern:

Each of the two internal examinations has to be conducted out of 50 marks. First series test shall be preferably conducted after completing the first half of the syllabus and the second series test shall be preferably conducted after completing remaining part of the syllabus. There will be two parts: Part A and Part B. Part A contains 5 questions (preferably, 2 questions each from the completed modules and 1 question from the partly completed module), having 3 marks for each

question adding up to 15 marks for part A. Students should answer all questions from Part A. Part B contains 7 questions (preferably, 3 questions each from the completed modules and 1 question from the partly completed module), each with 7 marks. Out of the 7 questions, a student should answer any 5.

End Semester Examination Pattern:

There will be two parts; Part A and Part B. Part A contains 10 questions with 2 questions from each module, having 3 marks for each question. Students should answer all questions. Part B contains 2 questions from each module of which a student should answer any one. Each question can have maximum 2 sub-divisions and carries 14 marks.

Syllabus

Module - 1 (Introduction to Model Checking)

System Verification – Hardware and Software Verification, Model Checking, Characteristics of Model Checking.

Transition Systems – Transition System, Direct Predecessors and Successors, Terminal State, Deterministic Transition System.

Executions - Execution Fragment, Maximal and Initial Execution Fragment, Execution, Reachable States.

Module - 2 (Linear Time Properties)

Linear-Time (LT) Properties - Deadlock. Linear-Time Behavior - Paths and State Graph, Path Fragment, Maximal and Initial Path Fragment, Path. Traces - Trace and Trace Fragment, LT Properties - LT Property, Satisfaction Relation for LT Properties, Trace Equivalence and LT Properties. Safety Properties and Invariants - Invariants, Safety Properties, Trace Equivalence and Safety properties. Liveness Properties - Liveness Property, Safety vs. Liveness Properties. Fairness - Fairness, Unconditional, Weak and Strong Fairness, Fairness Strategies, Fairness and Safety. (Definition and examples only for all topics - no proof required).

Module - 3 (Regular Properties)

Regular Properties - Model Checking Regular Safety properties - Regular Safety property, Verifying Regular Safety Properties. Automata on Infinite Words - ω -Regular Languages and Properties, Nondeterministic Buchi Automata (NBA), Deterministic Buchi Automata (DBA),

Generalised Buchi Automata (Definitions only). Model Checking ω -Regular Properties - Persistence Properties and Product, Nested Depth-First Search (Only algorithms required).

Module - 4 (Linear Time Logic)

Linear Temporal Logic (LTL) - Syntax, Semantics, Equivalence of LTL Formulae, Weak Until, Release and Positive Normal Form, Fairness, Safety and Liveness in LTL (Definitions only). Automata Based LTL Model Checking (Algorithms and examples only).

Module - 5 (Model Checking in SAL)

Introduction - Introduction to the tool Symbolic Analysis Laboratory (SAL).

The Language of SAL - The expression language, The transition Language, The module language, SAL Contexts.

SAL Examples - Mutual Exclusion, Peterson's Protocol, Synchronous Bus Arbiter, Bounded Bakery protocol, Bakery Protocol, Traffic Signalling System.

Text Books

1. Christel Baier and Joost-Pieter Katoen, Principles of Model Checking, The MIT Press. (Modules 1 - 4)
2. Leonardo de Moura, Sam Owre and N. Shankar, The SAL Language Manual, SRI International (<http://sal.csl.sri.com/doc/language-report.pdf>, Chapters 1, 3, 4, 5, 6, 7) (Module 5)

Reference Materials

1. SAL Examples (<http://sal.csl.sri.com/examples.shtml>) (Module 5)

Sample Course Level Assessment Questions

Course Outcome 1 (CO1):

1. Illustrate how model checking can make a system design reliable, based on a required set of properties/constraints.

Course Outcome 2 (CO2):

1. Consider a message delivery system. The sender s is trying to send a series of messages to the receiver r in such a way that the $(i+1)^{st}$ message is sent only after the i^{th} message is delivered. There is a possibility of error in sending a message and in that case, s keeps on

trying until it is able to send the message. Show a finite state transition system modeling this system.

Course Outcome 3 (CO3):

1. Consider a shared memory segment s protected using a mutex lock variable m . Two processes p_1 and p_2 are trying to access s . List the Linear Time properties of the system which will ensure safety, liveness and fairness.

Course Outcome 4 (CO4):

1. Show the LTL specifications of the safety, liveness and fairness properties listed for the assessment question given in CO3.

Course Outcome 5 (CO5):

1. Model the system mentioned in the question given in CO3 in SAL and verify that the system is correct with respect to the LTL properties shown as the answer for CO4.

Model Question paper

QP CODE:

PAGES: 3

Reg No: _____

Name : _____

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

SIXTH SEMESTER B.TECH DEGREE EXAMINATION, MONTH & YEAR

Course Code: CST342

Course Name: Automated Verification

Max.Marks:100

Duration: 3 Hours

PART A

Answer all questions. Each question carries 3 marks.

1. Define model checking. Show the schematic diagram of the model checking approach.
2. Show a transition system modeling a coffee/Tea vending machine.

3. Define invariant as a Linear Time (LT) property. Give an example
4. List any three Linear Time properties in the Mutual Exclusion problem of processes.
5. Illustrate the construction of a product automaton from two automata.
6. Differentiate between Deterministic Buchi Automaton and Non-deterministic Buchi Automaton.
7. Specify the following statements about traffic lights in Linear Temporal Logic (LTL).
 - a. Once red, the light can not become green immediately.
 - b. Once red, the light always becomes green eventually after being yellow for some time.
8. What is Positive Normal Form (PNF) in LTL? Give an example.
9. List any three applications of the tool Symbolic Analysis Laboratory (SAL).
10. What is a SAL context? Give an example.

(10x3=30)**Part B****(Answer any one question from each module. Each question carries 14 Marks)**

11. (a) Explain in detail the various phases of the model checking process. **(8)**
 - (b) Explain the strengths and weaknesses of model checking. **(6)**
- OR**
12. (a) Define and illustrate the following terms of a transition system. **(14)**
 - a. Execution Fragment
 - b. Maximal and Initial Execution Fragment
 - c. Execution
 - d. Reachable States

13. (a) With an example, explain the satisfaction relation for LT properties. (7)

(b) What is trace equivalence in Transition Systems? Give an example to show that if two transition systems satisfy the trace equivalence property, then they satisfy the same set of LT properties. (7)

OR

14. (a) Give the transition system for the fault tolerant variant of the dining philosophers problem. (4)

(b) With a suitable example, explain the algorithms to check whether a Transition System satisfies an invariant or not. (10)

15. (a) Explain Regular Safety Properties with a suitable example. (7)

(b) Illustrate an algorithm for verifying Regular Safety Properties. (7)

OR

16. (a) Explain ω -Regular Properties. (4)

(b) Illustrate how ω -Regular Properties are verified. (10)

17. (a) Explain the syntax of Linear Temporal Logic (LTL). (7)

(b) Explain the semantics of LTL. (7)

OR

18. (a) With an example, give the difference between until and weak until in LTL. (4)

(b) With a suitable example, explain automata based LTL model checking. (10)

19. (a) Explain Peterson's protocol. What are the LTL properties to be verified to ensure its correctness? (8)

(b) Write a SAL script for the verification of Peterson's protocol. (6)

OR

20. (a) Show the SAL model corresponding to Bakery protocol. (8)

(b) List any three Linear Time properties of this model and show their LTL (6)

Teaching Plan

| Module 1 (Introduction to Model Checking) | | 4 Hours |
|--|--|----------------|
| 1.1 | System Verification – Hardware and Software Verification, Model Checking, Model Checking | 1 Hour |
| 1.2 | Transition Systems – Transition System, Direct Predecessors and Successors, Terminal State, Deterministic Transition System | 1 Hour |
| 1.3 | Executions - Execution Fragment, Maximal and Initial Execution Fragment | 1 Hour |
| 1.4 | Execution, Reachable States | 1 Hour |
| Module 2 (Linear Time Properties) | | 8 Hours |
| 2.1 | Linear-Time (LT) Properties - Deadlock | 1 Hour |
| 2.2 | Linear-Time Behavior - Paths and State Graph, Path Fragment, Maximal and Initial Path Fragment, Path | 1 Hour |
| 2.3 | Traces - Trace and Trace Fragment | 1 Hour |
| 2.4 | LT Property, Satisfaction Relation for LT Properties, Trace Equivalence and LT Properties | 1 Hour |
| 2.5 | Invariants | 1 Hour |
| 2.6 | Safety Properties, Trace Equivalence and Safety properties | 1 Hour |
| 2.7 | Liveness Property, Safety vs. Liveness Properties | 1 Hour |
| 2.8 | Fairness, Unconditional, Weak and Strong Fairness, Fairness Strategies, Fairness and Safety | 1 Hour |
| Module 3 (Regular Properties) | | 9 Hours |
| 3.1 | Regular Properties - Model Checking Regular Safety properties - Regular Safety property | 1 Hour |
| 3.2 | Verifying Regular Safety Properties | 1 Hour |
| 3.3 | Automata on Infinite Words - ω -Regular Languages and Properties | 2 Hour |

| | | |
|---|---|----------------|
| 3.4 | Nondeterministic Buchi Automata (NBA), Deterministic Buchi Automata (DBA), Generalised Buchi Automata | 1 Hour |
| 3.5 | Model Checking ω -Regular Properties - Persistence Properties and Product - Lecture 1 | 1 Hour |
| 3.6 | Persistence Properties and Product - Lecture 2 | 1 Hour |
| 3.7 | Nested Depth-First Search (Lecture 1) | 1 Hour |
| 3.8 | Nested Depth-First Search (Lecture 2) | 1 Hour |
| Module 4 (Linear Time Logic) | | 7 Hours |
| 4.1 | Linear Temporal Logic – Linear Temporal Logic (LTL) - Syntax | 1 Hour |
| 4.2 | Semantics - Lecture 1 | 1 Hour |
| 4.3 | Equivalence of LTL Formulae, Weak Until | 1 Hour |
| 4.4 | Release and Positive Normal Form | 1 Hour |
| 4.5 | Fairness, Safety and Liveness in LTL | 1 Hour |
| 4.6 | Automata Based LTL Model Checking (Lecture 1) | 1 Hour |
| 4.7 | Automata Based LTL Model Checking (Lecture 2) | 1 Hour |
| Module 5 (Model Checking in SAL) | | 7 Hours |
| 5.1 | Introduction - Introduction to the tool Symbolic Analysis Laboratory (SAL). | 1 Hour |
| 5.2 | The Language of SAL - The expression language, The transition Language | 1 Hour |
| 5.3 | The module language, SAL Contexts. | 1 Hour |
| 5.4 | SAL Examples - Mutual Exclusion | 1 Hour |
| 5.5 | Peterson's Protocol, Synchronous Bus Arbiter | 1 Hour |
| 5.6 | Bounded Bakery protocol, Bakery Protocol | 1 Hour |
| 5.7 | Traffic Signalling System | 1 Hour |

| CST 362 | PROGRAMMING IN PYTHON | Category | L | T | P | Credit | Year of Introduction |
|------------|--------------------------|----------|---|---|---|--------|-------------------------|
| | | PEC | 2 | 1 | 0 | 3 | 2019 |

Preamble: The objective of the course is to equip the learners to develop multi-module software solutions for real world computational problems using Python. It encompasses the Python programming environment, syntax, data representations, intermediate level features, GUI programming, Object Oriented Programming and data processing. This course lays the foundation to develop modular software solutions including complex interactive applications, network applications, and data-driven intelligent applications.

Prerequisite: Basic knowledge in Computational Problem Solving, A course in any programming language.

Course Outcomes: After the completion of the course the student will be able to

| | |
|-----|---|
| CO1 | Write, test and debug Python programs (Cognitive Knowledge level: Apply) |
| CO2 | Illustrate uses of conditional (if, if-else and if-elif-else) and iterative (while and for) statements in Python programs. (Cognitive Knowledge level: Apply) |
| CO3 | Develop programs by utilizing the Python programming constructs such as Lists, Tuples, Sets and Dictionaries. (Cognitive Knowledge level: Apply) |
| CO4 | Develop graphical user interface for solutions using Python libraries. (Cognitive Knowledge level: Apply) |
| CO5 | Implement Object Oriented programs with exception handling. (Cognitive Knowledge level: Apply) |
| CO6 | Write programs in Python to process data stored in files by utilizing Numpy, Matplotlib, and Pandas. (Cognitive Knowledge level: Apply) |

Mapping of course outcomes with program outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | ✓ | ✓ | ✓ | | ✓ | | | | | | | ✓ |
| CO2 | ✓ | ✓ | ✓ | | | | | | | | | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ |
| CO4 | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ |
| CO5 | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ |
| CO6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ |

Abstract POs defined by National Board of Accreditation

| #PO | Broad PO | #PO | Broad PO |
|-----|--|------|--------------------------------|
| PO1 | Engineering Knowledge | PO7 | Environment and Sustainability |
| PO2 | Problem Analysis | PO8 | Ethics |
| PO3 | Design/Development of solutions | PO9 | Individual and team work |
| PO4 | Conduct investigations of complex problems | PO10 | Communication |
| PO5 | Modern tool usage | PO11 | Project Management and Finance |
| PO6 | The Engineer and Society | PO12 | Life long learning |

Assessment Pattern

| Bloom's Category | Test 1 (<i>Marks in percentage</i>) | Test 2 (<i>Marks in percentage</i>) | End Semester Examination Marks |
|------------------|---------------------------------------|---------------------------------------|--------------------------------|
| Remember | 20 | 20 | 20 |

| | | | |
|------------|----|----|----|
| Understand | 35 | 35 | 35 |
| Apply | 45 | 45 | 45 |
| Analyse | | | |
| Evaluate | | | |
| Create | | | |

Mark Distribution

| Total Marks | CIE Marks | ESE Marks | ESE Duration |
|-------------|-----------|-----------|--------------|
| 150 | 50 | 100 | 3 |

Continuous Internal Evaluation Pattern:

Attendance : 10 marks

Continuous Assessment Test : 25 marks

Continuous Assessment Assignment : 15 marks

Internal Examination Pattern:

Each of the two internal examinations has to be conducted out of 50 marks. The first series test shall be preferably conducted after completing the first half of the syllabus and the second series test shall be preferably conducted after completing the remaining part of the syllabus. There will be two parts: Part A and Part B. Part A contains 5 questions (preferably, 2 questions each from the completed modules and 1 question from the partly completed module), having 3 marks for each question adding up to 15 marks for part A. Students should answer all questions from Part A. Part B contains 7 questions (preferably, 3 questions each from the completed modules and 1 question from the partly completed module), each with 7 marks. Out of the 7 questions, a student should answer any 5.

End Semester Examination Pattern:

There will be two parts; Part A and Part B. Part A contains 10 questions with 2 questions from each module, having 3 marks for each question. Students should answer all questions. Part B

contains 2 questions from each module of which a student should answer any one. Each question can have a maximum of 2 sub-divisions and carries 14 marks.

SYLLABUS

Module -1 (Programming Environment and Python Basics) (6 hours)

Getting started with Python programming – Interactive shell, IDLE, iPython Notebooks, Detecting and correcting syntax errors, How Python works. The software development process – A case study. Basic coding skills – strings, assignment, and comments, Numeric data types and character sets, Expressions, Using inbuilt functions and modules. Control statements – Iteration with for/while loop, Formatting text for output, A case study, Selection structure (if-else, switch-case), Conditional iteration with while, A case study, Testing control statements, Lazy evaluation.

Module -2 (Building Python Programs) (8 hours)

Strings and text files – Accessing characters, substrings, Data encryption, Strings and number system, String methods, Text files, A case study on text analysis. Design with Functions – Functions as Abstraction Mechanisms, Problem solving with top-down design, Design with recursive functions, Managing a program's namespace, Higher-Order Functions. Lists - Basic list Operations and functions, List of lists, Slicing, Searching and sorting list, List comprehension. Work with tuples. Sets. Work with dates and times, A case study with lists. Dictionaries - Dictionary functions, dictionary literals, adding and removing keys, accessing and replacing values, traversing dictionaries, reverse lookup. Case Study – Data Structure Selection.

Module -3 (Graphics) (7 hours)

Graphics – Terminal-based programs, Simple Graphics using Turtle, Operations, 2D Shapes, Colors and RGB Systems, A case study. Image Processing – Basic image processing with inbuilt functions. Graphical User Interfaces – Event-driven programming, Coding simple GUI-based programs : Windows, Labels, Displaying images, Input text entry, Popup dialog boxes, Command buttons, A case study.

Module -4 (Object Oriented Programming) (7 hours)

Design with classes - Objects and Classes, Methods, Instance variables, Constructor, Accessor and Mutator, Data-Modeling Examples, Structuring classes with inheritance and polymorphism. Abstract classes, Interfaces, Exceptions - Handle a single exception, handle multiple exceptions.

Module -5 (Data Processing) (9 hours)

The os and sys modules, NumPy - Basics, Creating arrays, Arithmetic, Slicing, Matrix Operations, Random numbers. Plotting and visualization. Matplotlib - Basic plot, Ticks, Labels, and Legends. Working with CSV files. – Pandas - Reading, Manipulating, and Processing Data. Introduction to Micro services using Flask.

Text Books:

1. Kenneth A Lambert., Fundamentals of Python : First Programs, 2/e, Cengage Publishing, 2016
2. Wes McKinney, Python for Data Analysis, 2/e, Shroff / O'Reilly Publishers, 2017
3. Flask: Building Python web services, Jack Stouffer, Shalabh Aggarwal, Gareth Dwyer, PACKT Publishing Limited, 2018

Reference Books:

1. Zed A Shaw, Learn Python 3 The Hard Way, Addison-Wesley, 2017
2. Allen B. Downey, Think Python: How to Think Like a Computer Scientist, 2/e, Schroff, 2016
3. Michael Urban and Joel Murach, Python Programming, Shroff/Murach, 2016
4. Charles Severance. Python for Informatics: Exploring Information,

Sample Course Level Assessment Questions**Course Outcome1(CO1):**

1. What is type conversion? How is it done in Python?
2. Write a note on the Python editors.

Course Outcome 2(CO2):

1. Write a Python program which takes a positive integer **n** as input and finds the sum of cubes all positive even numbers less than or equal to the number.
2. What is printed when the below code is executed?

```
mysum = 0
for i in range(5, 11, 2):
    mysum += i
    if mysum == 5:
        break
    mysum += 1
print(mysum)
```

What would be the output if 'break' is replaced with 'continue' in the above code fragment?

Course Outcome 3(CO3):

1. Given is a list of words, *wordlist*, and a string, *name*. Write a Python function which takes *wordlist* and *name* as input and returns a tuple. The first element of the output tuple is the number of words in the *wordlist* which have *name* as a substring in it. The second element of

the tuple is a list showing the index at which the *name* occurs in each of the words of the *wordlist* and a 0 if it doesn't occur.

2. What is the value of L after you run the code below?

```
L = ["life", "answer", 42, 0]
for thing in L:
    if thing == 0:
        L[thing] = "universe"
    elif thing == 42:
        L[1] = "everything"
```

Course Outcome 4(CO4):

1. A bouncy program is defined as follows – The program computes and displays the total distance traveled by a ball, given three inputs—the initial height from which it is dropped, its bounciness index, and the number of bounces. Given the inputs write a GUI-based program to compute the total distance traveled.
2. Write a Python program to find the quadrant of a point, say (x,y).

Course Outcome 5(CO5):

1. Write a Python program to implement the addition, subtraction, and multiplication of complex numbers using classes. Use constructors to create objects. The input to the program consist of real and imaginary parts of the complex numbers.
2. Explain inheritance in Python using suitable examples.

Course Outcome 6(CO6):

1. Given a file “auto.csv” of automobile data with the fields *index*, *company*, *body-style*, *wheel-base*, *length*, *engine-type*, *num-of-cylinders*, *horsepower*, *average-mileage*, and *price*, write python code to
 1. Clean and Update the CSV file
 2. Print total cars of all companies
 3. Find the average mileage of all companies
 4. Find the highest priced car of all companies.
2. Given two matrices A and B, write a program to find the product of A and B^T .

Model Question Paper

QP CODE:

PAGES:

Reg No: _____

Name: _____

**APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY SIXTH SEMESTER B.TECH
DEGREE EXAMINATION, MONTH & YEAR**

Course Code: CST 362

Course name : PROGRAMMING IN PYTHON

Max Marks: 100

Duration: 3 Hours

PART-A

(Answer All Questions. Each question carries 3 marks)

1. Write a Python program to reverse a number and also find the sum of digits of the number. Prompt the user for input.
2. Explain the concept of scope and lifetime of variables in Python programming language, with a suitable example.
3. Illustrate format specifiers and escape sequences with examples.
4. Compare tuples, lists, and dictionaries with examples.
5. Describe the following dictionary methods with an example.
i. *get()* ii. *Keys()* iii. *pop()* iv. *update()* v. *values()* vi. *items()*
6. Differentiate the terminal-based and GUI-based programming in Python.
7. What is polymorphism? Give an example in the context of OOP in Python.
8. How is exception handling accomplished in Python programs?
9. Explain the **os** and **os.path** modules in Python with examples. Also, discuss the *walk()* and *getcwd()* methods of the **os** module.
10. What are the important characteristics of CSV file format.

PART-B

(Answer any one full question from each module)

11. (a) Write a Python code to check whether a given year is a leap year or not (6)
 [An year is a leap year if it's divisible by 4 but not divisible by 100 except for those divisible by 400].
- (b) What are the possible errors in a Python program. Write a Python (8)
 program to print the value of $2^{2n} + n + 5$ for n provided by the user.

OR

12. (a) Write a Python program to find the value for $\sin(x)$ up to n terms using the (6)
 series

$$\sin(x) = \frac{x}{1!} - \frac{x^3}{3!} + \frac{x^5}{5!} - \frac{x^7}{7!} + \dots \quad \text{where } x \text{ is in degrees}$$

- (b) Write a Python code to determine whether the given string is a Palindrome (8)
 or not using slicing. Do not use any string function.
13. (a) Write a Python code to create a function called *list_of_frequency* that takes a (5)
 string and prints the letters in non-increasing order of the frequency of their
 occurrences. Use dictionaries.
- (b) Write a Python program to read a list of numbers and sort the list in a non- (9)
 decreasing order without using any built in functions. Separate function
 should be written to sort the list wherein the name of the list is passed as the
 parameter.

OR

14. (a) Illustrate the following Set methods with an example. (6)
 i. *intersection()* ii. *Union()* iii. *Issubset()* iv. *Difference()* v. *update()* vi.
discard()
- (b) Write a Python program to check the validity of a password given by the (8)
 user.

The Password should satisfy the following criteria:

1. Contains at least one letter between **a** and **z**
2. Contains at least one number between **0** and **9**
3. Contains at least one letter between **A** and **Z**
4. Contains at least one special character from **!, @, #, \$, %**
5. Minimum length of password: **6**

15. (a) Write a program to draw a hexagon using turtle. (5)
 (b) Write a note on the image processing function in Python. (9)

OR

16. (a) Describe the features of event driven programming. (4)
 (b) Write a GUI-based program that allows the user to convert temperature values between degrees Fahrenheit and degrees Celsius. The interface should have labeled entry fields for these two values. These components should be arranged in a grid where the labels occupy the first row and the corresponding fields occupy the second row. At start-up, the Fahrenheit field should contain 32.0, and the Celsius field should contain 0.0. The third row in the window contains two command buttons, labeled >>>> and <<<<. When the user presses the first button, the program should use the data in the Fahrenheit field to compute the Celsius value, which should then be output to the Celsius field. The second button should perform the inverse function. (10)
17. (a) How can a class be instantiated in Python? Write a Python program to express the instances as return values to define a class RECTANGLE with parameters *height*, *width*, *corner_x*, and *corner_y* and member functions to find center, area, and perimeter of an instance. (10)
 (b) Explain inheritance in Python. Give examples for each type of inheritance. (4)

OR

18. (a) Write a Python class named **Circle** constructed by a radius and two methods which will compute the area and the perimeter of a given circle (6)
 (b) Write Python program to create a class called as **Complex** and implement __add__() method to add two complex numbers. Display the result by overloading the + Operator. (8)
19. (a) Write a Python program to add two matrices and also find the transpose of the resultant matrix. (8)
 (b) Given a file “auto.csv” of automobile data with the fields *index*, *company*, *body-style*, *wheel-base*, *length*, *engine-type*, *num-of-cylinders*, *horsepower*, *average-mileage*, and *price*, write Python codes using Pandas to
 1) Clean and Update the CSV file
 2) Print total cars of all companies (6)

- 3) Find the average mileage of all companies
- 4) Find the highest priced car of all companies.

OR

20. (a) Write Python program to write the data given below to a CSV file. (5)

| SN | Name | Country | Contribution | Year |
|----|------------------|-------------|----------------|------|
| 1 | Linus Torvalds | Finland | Linux Kernel | 1991 |
| 2 | Tim Berners-Lee | England | World Wide Web | 1990 |
| 3 | Guido van Rossum | Netherlands | Python | 1991 |

- (b) Given the sales information of a company as CSV file with the following fields *month_number*, *facecream*, *facewash*, *toothpaste*, *bathingsoap*, *shampoo*, *moisturizer*, *total_units*, *total_profit*. Write Python codes to visualize the data as follows (9)

- 1) Toothpaste sales data of each month and show it using a scatter plot
- 2) Face cream and face wash product sales data and show it using the bar chart

Calculate total sale data for last year for each product and show it using a Pie chart.

(14X5=70)

Teaching Plan

| Module 1: Programming Environment and Python Basics | | (6 hours) |
|---|---|-----------|
| 1.1 | Getting started with Python programming – Interactive shell, IDLE, iPython Notebooks, Detecting and correcting syntax errors, How Python works. | 1 hour |
| 1.2 | The software development process – A case study. | 1 hour |
| 1.3 | Basic coding skills – strings, assignment, and comments, Numeric data types and character sets | 1 hour |
| 1.4 | Expressions, Using inbuilt functions and modules. | 1 hour |
| 1.5 | Control statements – Definite Iteration with for loop, Formatting text for output, Selection structure (if-else, switch-case), Conditional iteration with | 1 hour |

| | | |
|---|--|------------------|
| | while loop, A case study | |
| 1.6 | Testing the control statements, Lazy evaluation. | 1 hour |
| Module 2: Building Python Programs | | (8 hours) |
| 2.1 | Strings – Accessing characters, substrings, Data encryption, Strings and number system, String methods, | 1 hour |
| 2.2 | Text files, A case study on text analysis. | 1 hour |
| 2.3 | Design with Functions – Functions as Abstraction Mechanisms, Problem solving with top-down design, | 1 hour |
| 2.4 | Design with recursive functions, Managing a program’s namespace, Higher-Order Functions. | 1 hour |
| 2.5 | Lists - Basic list Operations and functions, List of lists, Slicing, Searching and sorting list, List comprehension. | 1 hour |
| 2.6 | Work with tuples. Sets. Work with dates and times, A case study with lists. | 1 hour |
| 2.7 | Dictionaries - Dictionary functions, dictionary literals, adding and removing keys, accessing and replacing values, traversing dictionaries, reverse lookup. | 1 hour |
| 2.8 | Case Study - Data Structure Selection. | 1 hour |
| Module 3: Graphics | | (7 hours) |
| 3.1 | Graphics – Simple Graphics using Turtle, Operations, 2D Shapes, | 1 hour |
| 3.2 | Colors and RGB Systems, A case study. | 1 hour |
| 3.3 | Image Processing – Basic image processing with inbuilt functions. | 1 hour |
| 3.4 | Graphical User Interfaces – Event-driven programming | 1 hour |
| 3.5 | Coding simple GUI-based programs : Windows, Labels, Displaying images, | 1 hour |
| 3.6 | Coding simple GUI-based programs : Input text entry, Popup dialog boxes, Command buttons | 1 hour |
| 3.7 | A case study - GUI | 1 hour |

| | | |
|--|--|------------------|
| Module 4: Object Oriented Programming | | (7 hours) |
| 4.1 | Design with classes : Objects and Classes, Methods, Instance Variables | 1 hour |
| 4.2 | Constructor, Accessors, and Mutators | 1 hour |
| 4.3 | Structuring classes with Inheritance | 1 hour |
| 4.4 | Polymorphism | 1 hour |
| 4.5 | Abstract Classes | 1 hour |
| 4.6 | Interfaces | 1 hour |
| 4.7 | Exceptions : Handle a single exception, handle multiple exceptions | 1 hour |
| Module 5: Data Processing | | (9 hours) |
| 5.1 | The <i>os</i> and <i>sys</i> modules, NumPy : Basics, Creating arrays, Arithmetic, Slicing | 1 hour |
| 5.2 | Matrix Operations, Random numbers. | 1 hour |
| 5.3 | Matplotlib : Basic plot, Ticks, Labels, and Legends | 1 hour |
| 5.4 | Working with CSV files | 1 hour |
| 5.5 | Pandas : Reading, Manipulating | 1 hour |
| 5.6 | Pandas : Processing Data and Visualize. | 1 hour |
| 5.7 | Introduction to Microservices using Flask | 1 hour |
| 5.8 | Introduction to Microservices using Flask | 1 hour |
| 5.9 | Introduction to Microservices using Flask | 1 hour |

| CST 372 | DATA AND COMPUTER COMMUNICATION | Category | L | T | P | Credits | Year of Introduction |
|------------|---------------------------------------|----------|---|---|---|---------|-------------------------|
| | | PEC | 2 | 1 | 0 | 3 | 2019 |

Preamble:

The purpose of this course is to prepare learners to understand the communication entities and the associated issues in data transmission. This course covers fundamental concepts of data transmission in digital and analog form, transmission media, concepts of encoding, multiplexing, spread spectrum and switching methods. This course helps the learner to gain insight into the important aspects of data communication and computer networking systems and enables to apply in practical applications.

Prerequisite: NIL

Course Outcomes: After the completion of the course the student will be able to

| CO# | Course Outcomes |
|-----|--|
| CO1 | Identify the characteristics of signals for analog and digital transmissions (Cognitive knowledge: Apply) |
| CO2 | Identify the issues in data transmission (Cognitive knowledge: Apply) |
| CO3 | Select transmission media based on characteristics and propagation modes (Cognitive knowledge: Apply) |
| CO4 | Choose appropriate signal encoding techniques for a given scenario (Cognitive knowledge: Apply) |
| CO5 | Illustrate multiplexing and spread spectrum technologies (Cognitive knowledge: Apply) |
| CO6 | Use error detection, correction and switching techniques in data communication (Cognitive knowledge: Apply) |

Mapping of course outcomes with program outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | ✓ | ✓ | ✓ | | | | | | | | | ✓ |
| CO2 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |
| CO3 | ✓ | | ✓ | | | | | | | | | ✓ |
| CO4 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |
| CO5 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |
| CO6 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ |

| Abstract POs defined by National Board of Accreditation | | | |
|---|--|------|--------------------------------|
| PO# | Broad PO | PO# | Broad PO |
| PO1 | Engineering Knowledge | PO7 | Environment and Sustainability |
| PO2 | Problem Analysis | PO8 | Ethics |
| PO3 | Design/Development of solutions | PO9 | Individual and team work |
| PO4 | Conduct investigations of complex problems | PO10 | Communication |
| PO5 | Modern tool usage | PO11 | Project Management and Finance |
| PO6 | The Engineer and Society | PO12 | Lifelong learning |

Assessment Pattern

| Bloom's Category | Continuous Assessment Tests | | End Semester Examination (%) |
|------------------|-----------------------------|------------|------------------------------|
| | Test 1 (%) | Test 2 (%) | |
| Remember | 30 | 30 | 30 |
| Understand | 30 | 30 | 30 |
| Apply | 40 | 40 | 40 |

| | | | |
|----------|--|--|--|
| Analyze | | | |
| Evaluate | | | |
| Create | | | |

Mark Distribution

| Total Marks | CIE Marks | ESE Marks | ESE Duration |
|-------------|-----------|-----------|--------------|
| 150 | 50 | 100 | 3 |

Continuous Internal Evaluation Pattern:

Attendance : **10 marks**

Continuous Assessment Test : **25 marks**

Continuous Assessment Assignment : **15 marks**

Internal Examination Pattern:

Each of the two internal examinations has to be conducted out of 50 marks. The first series test shall be preferably conducted after completing the first half of the syllabus and the second series test shall be preferably conducted after completing the remaining part of the syllabus. There will be two parts: Part A and Part B. Part A contains 5 questions (preferably, 2 questions each from the completed modules and 1 question from the partly completed module), having 3 marks for each question adding up to 15 marks for part A. Students should answer all questions from Part A. Part B contains 7 questions (preferably, 3 questions each from the completed modules and 1 question from the partly completed module), each with 7 marks. Out of the 7 questions, a student should answer any 5.

End Semester Examination Pattern:

There will be two parts; Part A and Part B. Part A contains 10 questions with 2 questions from each module, having 3 marks for each question. Students should answer all questions. Part B contains 2 questions from each module of which a student should answer any one. Each question can have maximum 2 sub-divisions and carries 14 marks.

Syllabus

Module-1 (Data Transmission Basics)

Communication model - Simplex, Half duplex, Full duplex transmission. Periodic analog signals - Sine wave, Amplitude, Phase, Wavelength, Time and frequency domain, Bandwidth. Analog & digital data and signals. Transmission impairments - Attenuation, Delay distortion, Noise. Data rate limits - Noiseless channel, Nyquist bandwidth, Noisy channel, Shannon's capacity formula.

Module-2 (Transmission Media)

Guided transmission media - Twisted pair, Coaxial cable, Optical fiber. Unguided media - Radio waves, Terrestrial microwave, Satellite microwave, Infrared. Wireless propagation - Ground wave propagation, Sky wave propagation, Line-of-Sight (LoS) propagation.

Module-3 (Digital Transmission and Analog Transmission)

Digital data to digital signal – Non-Return-to-Zero (NRZ), Return-to-Zero (RZ), Multilevel binary, Biphasic. Analog data to digital signal - Sampling theorem, Pulse Code Modulation (PCM), Delta Modulation (DM). Digital data to analog signal - Amplitude Shift Keying (ASK), Frequency Shift Keying (FSK), Phase Shift Keying (PSK). Analog data to analog signal - Amplitude Modulation (AM), Frequency Modulation (FM), Phase Modulation (PM).

Module-4 (Multiplexing and Spread Spectrum)

Multiplexing - Frequency Division Multiplexing (FDM), Wavelength Division Multiplexing (WDM), Time Division Multiplexing (TDM), Characteristics, Synchronous TDM, Statistical TDM. Spread spectrum techniques - Direct Sequence Spread Spectrum (DSSS), Frequency Hopping Spread Spectrum (FHSS), Code Division Multiplexing, Code Division Multiple Access (CDMA).

Module-5 (Error Detection, Correction and Switching)

Digital data communication techniques - Asynchronous transmission, Synchronous transmission. Detecting and correcting errors - Types of errors, Parity check, Checksum, Cyclic Redundancy Check (CRC), Forward Error Correction (FEC), Hamming distance, Hamming code. Basic principles of switching - Circuit switching, Packet switching, Message switching.

Text Books

1. Forouzan B. A., Data Communications and Networking, 5/e, McGraw Hill, 2013.
2. William Stallings, Data and Computer Communication 9/e, Pearson Education, Inc.

References

1. Schiller J., Mobile Communications, 2/e, Pearson Education, 2009.
2. Curt M. White, Fundamentals of Networking and Communication 7/e, Cengage learning.

Course Level Assessment Questions**Course Outcome 1 (CO1):**

1. If the spectrum of a channel is between 3 MHz and 4 MHz and $\text{SNR}_{\text{dB}} = 24 \text{ dB}$, calculate the Shannon capacity.
2. Assume that a periodic signal is composed of five sine waves with frequencies 200, 400, 600, 800 and 1000 Hz. Determine the bandwidth. Draw the spectrum assuming all components have a maximum amplitude of 5 V.

Course Outcome 2 (CO2):

1. Given a receiver with an effective noise temperature of 294 K and a bandwidth of 10 MHz. Find the thermal noise level at the receiver side in dBW.
2. The loss in a cable is usually defined in decibels per kilometer (dB/km). If the signal at the beginning of a cable with -0.3 dB/km has a power of 2 mW, determine the power of the signal at 5 km.

Course Outcome 3 (CO3):

1. Explain the reflective property of a parabolic antenna.
2. Two separate frequencies are used for uplink and downlink transmission in satellite communication. Give reason.

Course Outcome 4 (CO4):

1. Encode the data sequence 101011100 using Multilevel binary and Biphasic schemes.
2. Encode the data bits 00101101110001 using 2B1Q encoding scheme. Assume negative original level.

Course Outcome 5 (CO5):

1. The frequency spectrum of input signals will move to high frequency bands by the FDM process. Justify.
2. Four channels are multiplexed using TDM. If each channel sends 100 bytes/sec and we multiplex one byte per channel, determine the frame size, duration of a frame, frame rate and bit rate of link.

Course Outcome 6 (CO6):

1. Using the divisor polynomial $x^4 + x + 1$, determine the Cyclic Redundancy Check (CRC) for the dataword 10110100. Also, perform the checking at the receiver side.
2. How many redundancy bits are required to generate the Hamming code for a 7-bit data? Assuming even parity, generate the Hamming code for the 7-bit dataword 1001101. If the fifth bit from the left of the received codeword is changed to 0, can

this be detected? Give reasons for your answer.

Model Question Paper

QP CODE: _____

PAGES: 3

Reg No: _____

Name: _____

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

SIXTH SEMESTER B.TECH DEGREE EXAMINATION, MONTH & YEAR

Course Code: CST 372

Course Name : Data and Computer Communication

Max Marks: 100

Duration: 3 Hours

PART A

(Answer All Questions. Each question carries 3 marks)

1. Define bandwidth. Find the lowest frequency, if a periodic signal has a bandwidth of 20 Hz and the highest frequency is 60 Hz. Draw the spectrum if the signal contains all frequencies of the same amplitude.
2. Assume that a TV picture is to be transmitted over a channel with 4.5 MHz bandwidth and a 35 dB Signal-to-Noise-Ratio. Find the capacity of the channel.
3. How does twisting affect the performance in a twisted pair cable?
4. Which wireless propagation method is suitable for satellite communication? Justify your answer.
5. Explain the two main distortions that can occur in a delta modulated waveform. How can it be avoided?
6. Illustrate the equivalent square wave pattern of the bit string 01001101 using Non-Return-to-Zero (NRZ) - Level and NRZ-Invert encoding schemes.
7. Apply Direct Sequence Spread Spectrum to the data 101 using the Barker sequence 10110111000. Show the encoding and decoding steps.
8. Compare synchronous and statistical time division multiplexing.
9. Find the minimum hamming distance for the following cases:
 - a) Detection of two errors

- b) Correction of two errors
- c) Detection of three errors

10. Find the parity bit for simple even parity check for the following.

(10x3=30)

- a) 1001010
- b) 0001100
- c) 1000000

Part B

(Answer any one question from each module. Each question carries 14 Marks)

11. (a) With the help of suitable figures, distinguish between time and frequency domain representations. (4)

(b) Describe the different types of transmission impairments. (10)

OR

12. (a) Calculate the bandwidth, if a periodic signal is decomposed into 4 sine waves with frequencies 50 Hz, 100 Hz, 150 Hz and 200 Hz. Draw the spectrum, assuming all components having an amplitude in the range 6-12 V and all are multiples of two in the increasing order. (6)

(b) Distinguish between Nyquist bandwidth and Shannon capacity. Consider a noiseless channel with a bandwidth of 3000 Hz transmitting a signal with (i) Two signal levels (ii) Four signal levels. Determine the maximum bit rate in both cases. (8)

13. (a) For a parabolic reflective antenna operating at 12 GHz with a diameter of 2 m, calculate the effective area and the antenna gain. (6)

(b) List any four advantages and disadvantages of twisted pair, coaxial cable and fiber optic cable. (8)

OR

14. (a) Compare the features of terrestrial microwave and satellite microwave. (6)

(b) With the help of suitable diagrams, differentiate Multi-mode and Single-mode optical fibres. How are the rays propagated in Step-index and Graded-index Multi-mode fibres? (8)

15. (a) Distinguish between data rate and signal rate. (4)
- (b) How is polar encoding done? Encode the pattern 010011001110 using the two Biphase schemes. (10)

OR

16. (a) Show the equivalent analog sine wave pattern of the bit string 010011010 using Amplitude Shift Keying, Frequency Shift Keying and Phase Shift Keying. (4)
- (b) State Sampling theorem. Explain Pulse Code Modulation with suitable figures. (10)
17. (a) Four channels are multiplexed using Time Division Multiplexing. If each channel sends 100 bytes/sec and we multiplex one byte per channel, determine the frame size, duration of a frame, frame rate and bit rate of the link. (6)
- (b) Explain the working of Frequency Hopping Spread Spectrum with an example. (8)

OR

18. (a) Explain any three techniques by which the disparity in input data rate is handled by Time Division Multiplexing. Give examples. (4)
- (b) Suppose Alice and Bob are communicating using Code Division Multiple Access. Alice uses the code $[+1 +1]$ and Bob uses the code $[+1 -1]$. Alice sends a data bit 0 and Bob sends a data bit 1. Show the data in the channel and how they can detect what the other person has sent. (10)
19. (a) Explain two-dimensional parity check with examples. (4)
- (b) Describe the need for a switch in a communication system. What are the different phases in circuit switching? (10)

OR

20. (a) Explain the virtual circuit approach of packet switching with a suitable example. (6)
- (b) Find the Hamming code for the data word 1011001. Assume odd parity. (8)

Teaching Plan

| No | Contents | No. of Lecture Hrs (35 hrs) |
|--|---|-----------------------------|
| Module-1 (Data Transmission Basics) (6 hrs) | | |
| 1.1 | Introduction, Communication model, Simplex, Half duplex, Full duplex transmission, Periodic analog signals, Sine wave, Amplitude, Phase, Wavelength | 1 |
| 1.2 | Time and frequency domain, Bandwidth | 1 |
| 1.3 | Analog & digital data and signals | 1 |
| 1.4 | Transmission impairments, Attenuation, Delay distortion, Noise | 1 |
| 1.5 | Data rate limits, Noiseless channel, Nyquist bandwidth | 1 |
| 1.6 | Noisy channel, Shannon's capacity formula | 1 |
| Module-2 (Transmission Media) (6 hrs) | | |
| 2.1 | Guided transmission media, Twisted pair, Coaxial cable | 1 |
| 2.2 | Optical fiber | 1 |
| 2.3 | Unguided media, Radio waves | 1 |
| 2.4 | Terrestrial microwave, Satellite microwave | 1 |
| 2.5 | Infrared | 1 |
| 2.6 | Wireless Propagation, Ground wave, Sky wave, Line-of-Sight (LoS) propagation | 1 |
| Module-3 (Digital Transmission and Analog Transmission) (8 hrs) | | |
| 3.1 | Digital data to digital signal, Non-Return-to-Zero (NRZ), Return-to-Zero (RZ) | 1 |
| 3.2 | Multilevel binary and Biphase | 1 |
| 3.3 | Analog data to digital signal, Sampling theorem, Pulse Code Modulation (PCM) | 1 |

| | | |
|---|---|---|
| 3.4 | Delta Modulation (DM) | 1 |
| 3.5 | Digital data to analog signal, Amplitude Shift Keying (ASK) | 1 |
| 3.6 | Frequency Shift Keying (FSK), Phase Shift Keying (PSK) | 1 |
| 3.7 | Analog data to analog signal, Amplitude Modulation (AM) | 1 |
| 3.8 | Frequency Modulation (FM), Phase Modulation (PM) | 1 |
| Module-4 (Multiplexing and Spread Spectrum) (7 hrs) | | |
| 4.1 | Multiplexing, Frequency Division Multiplexing (FDM), Wavelength Division Multiplexing (WDM) | 1 |
| 4.2 | Time Division Multiplexing (TDM), Characteristics, Synchronous TDM, Statistical TDM | 1 |
| 4.3 | Spread spectrum techniques, Direct Sequence Spread Spectrum (DSSS) | 1 |
| 4.4 | Frequency Hopping Spread Spectrum (FHSS) | 1 |
| 4.5 | Code Division Multiplexing | 1 |
| 4.6 | Code Division Multiple Access (CDMA) (Lecture 1) | 1 |
| 4.7 | CDMA (Lecture 2) | 1 |
| Module-5 (Error Detection, Correction and Switching) (8 hrs) | | |
| 5.1 | Digital data communication techniques, Asynchronous & Synchronous transmission | 1 |
| 5.2 | Detecting and correcting errors, Types of errors, Parity check, Checksum | 1 |
| 5.3 | Cyclic Redundancy Check (CRC) | 1 |
| 5.4 | Forward Error Correction (FEC), Hamming distance | 1 |
| 5.5 | Hamming code | 1 |
| 5.6 | Basic principles of switching, Circuit switching | 1 |
| 5.7 | Packet switching | 1 |
| 5.8 | Message switching | 1 |

| | | | | | | |
|----------------|---|-----------------|----------|----------|----------|---------------|
| HUT 300 | Industrial Economics & Foreign Trade | Category | L | T | P | CREDIT |
| | | HSMC | 3 | 0 | 0 | 3 |

Preamble: To equip the students to take industrial decisions and to create awareness of economic environment.

Prerequisite: Nil

Course Outcomes: After the completion of the course the student will be able to

| | |
|------------|---|
| CO1 | Explain the problem of scarcity of resources and consumer behaviour, and to evaluate the impact of government policies on the general economic welfare. (Cognitive knowledge level: Understand) |
| CO2 | Take appropriate decisions regarding volume of output and to evaluate the social cost of production. (Cognitive knowledge level: Apply) |
| CO3 | Determine the functional requirement of a firm under various competitive conditions. (Cognitive knowledge level: Analyse) |
| CO4 | Examine the overall performance of the economy, and the regulation of economic fluctuations and its impact on various sections in the society. (Cognitive knowledge level: Analyse) |
| CO5 | Determine the impact of changes in global economic policies on the business opportunities of a firm. (Cognitive knowledge level: Analyse) |

Mapping of course outcomes with program outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|
| CO1 | 2 | | | | | | | | | | 3 | |
| CO2 | 2 | 2 | | | 2 | 2 | 3 | | | | 3 | |
| CO3 | 2 | 2 | 1 | | | | | | | | 3 | |
| CO4 | 2 | 2 | 1 | | | 1 | | | | | 3 | |
| CO5 | 2 | 2 | 1 | | | | | | | | 3 | |

| Abstract POs defined by National Board of Accreditation | | | |
|---|--|------|--------------------------------|
| PO# | Broad PO | PO# | Broad PO |
| PO1 | Engineering Knowledge | PO7 | Environment and Sustainability |
| PO2 | Problem Analysis | PO8 | Ethics |
| PO3 | Design/Development of solutions | PO9 | Individual and team work |
| PO4 | Conduct investigations of complex problems | PO10 | Communication |
| PO5 | Modern tool usage | PO11 | Project Management and Finance |
| PO6 | The Engineer and Society | PO12 | Lifelong learning |

Assessment Pattern

| Bloom's Category | Continuous Assessment Tests | | End Semester Examination Marks |
|------------------|-----------------------------|----------------|--------------------------------|
| | Test 1 (Marks) | Test 2 (Marks) | |
| Remember | 15 | 15 | 30 |
| Understand | 20 | 20 | 40 |
| Apply | 15 | 15 | 30 |

Mark Distribution

| Total Marks | CIE Marks | ESE Marks | ESE Duration |
|-------------|-----------|-----------|--------------|
| 150 | 50 | 100 | 3 hours |

Continuous Internal Evaluation Pattern:

| | |
|--|------------|
| Attendance | : 10 marks |
| Continuous Assessment - Test (2 numbers) | : 25 marks |
| Continuous Assessment - Assignment | : 15 marks |

Internal Examination Pattern:

Each of the two internal examinations has to be conducted out of 50 marks. First series test shall be preferably conducted after completing the first half of the syllabus and the second series test shall be preferably conducted after completing remaining part of the syllabus. There will be two parts: Part A and Part B. Part A contains 5 questions (preferably, 2 questions each from the completed modules and 1 question from the partly completed module), having 3 marks for each question adding up to 15 marks for part A. Students should answer all questions from Part A. Part B contains 7 questions (preferably, 3 questions each from the completed modules and 1 question from the partly completed module), each with 7 marks. Out of the 7 questions, a student should answer any 5.

End Semester Examination Pattern:

There will be two parts; Part A and Part B.

| | |
|--------|------------|
| Part A | : 30 marks |
| Part B | : 70 marks |

Part A contains 10 questions with 2 questions from each module, having 3 marks for each question. Students should answer all questions. Part B contains 2 questions from each module of which a student should answer any one. Each question can have maximum 3 sub-divisions and carries 14 marks.

SYLLABUS

HUT 300 Industrial Economics & Foreign Trade

Module 1 (Basic Concepts and Demand and Supply Analysis)

Scarcity and choice - Basic economic problems- PPC – Firms and its objectives – types of firms – Utility – Law of diminishing marginal utility – Demand and its determinants – law of demand – elasticity of demand – measurement of elasticity and its applications – Supply, law of supply and determinants of supply – Equilibrium – Changes in demand and supply and its effects – Consumer surplus and producer surplus (Concepts) – Taxation and deadweight loss.

Module 2 (Production and cost)

Production function – law of variable proportion – economies of scale – internal and external economies – Isoquants, isocost line and producer's equilibrium – Expansion path – Technical progress and its implications – Cobb-Douglas production function - Cost concepts – Social cost: private cost and external cost – Explicit and implicit cost – sunk cost - Short run cost curves - long run cost curves – Revenue (concepts) – Shutdown point – Break-even point.

Module 3 (Market Structure)

Perfect and imperfect competition – monopoly, regulation of monopoly, monopolistic completion (features and equilibrium of a firm) – oligopoly – Kinked demand curve – Collusive oligopoly (meaning) – Non-price competition – Product pricing – Cost plus pricing – Target return pricing – Penetration pricing – Predatory pricing – Going rate pricing – Price skimming.

Module 4 (Macroeconomic concepts)

Circular flow of economic activities – Stock and flow – Final goods and intermediate goods - Gross Domestic Product - National Income – Three sectors of an economy- Methods of measuring national income – Inflation- causes and effects – Measures to control inflation- Monetary and fiscal policies – Business financing- Bonds and shares -Money market and Capital market – Stock market – Demat account and Trading account - SENSEX and NIFTY.

Module 5 (International Trade)

Advantages and disadvantages of international trade - Absolute and Comparative advantage theory - Heckscher - Ohlin theory - Balance of payments – Components – Balance of Payments

deficit and devaluation – Trade policy – Free trade versus protection – Tariff and non-tariff barriers.

Reference Materials

1. Gregory N Mankiw, 'Principles of Micro Economics', Cengage Publications
2. Gregory N Mankiw, 'Principles of Macro Economics', Cengage Publications
3. Dwivedi D N, 'Macro Economics', Tata McGraw Hill, New Delhi.
4. Mithani D M, 'Managerial Economics', Himalaya Publishing House, Mumbai.
5. Francis Cherunilam, 'International Economics', McGraw Hill, New Delhi.

Sample Course Level Assessment Questions

Course Outcome 1 (CO1):

1. Why does the problem of choice arise?
2. What are the central problems?
3. How do we solve the basic economic problems?
4. What is the relation between price and demand?
5. Explain deadweight loss due to the imposition of a tax.

Course Outcome 2 (CO2):

1. What is shutdown point?
2. What do you mean by producer equilibrium?
3. Explain break-even point;
4. Suppose a chemical factory is functioning in a residential area. What are the external costs?

Course Outcome 3 (CO3):

1. Explain the equilibrium of a firm under monopolistic competition.
2. Why is a monopolist called price maker?
3. What are the methods of non-price competition under oligopoly?

4. What is collusive oligopoly?

Course Outcome 4 (CO4):

1. What is the significance of national income estimation?
2. How is GDP estimated?
3. What are the measures to control inflation?
4. How does inflation affect fixed income group and wage earners?

Course Outcome 5 (CO5):

1. What is devaluation?
2. Suppose a foreign country imposes a tariff on Indian goods. How does it affect India's exports?
3. What is free trade?
4. What are the arguments in favour of protection?

Model Question paper

QP CODE:

PAGES:3

Reg No:_____

Name :_____

**APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY FIFTH /SIXTH SEMESTER
B.TECH DEGREE EXAMINATION, MONTH & YEAR**

Course Code: HUT 300

Course Name: Industrial Economics & Foreign Trade

Max.Marks:100

Duration: 3 Hours

PART A

Answer all Questions. Each question carries 3 Marks

1. Why does an economic problem arise?
2. What should be the percentage change in price of a product if the sale is to be increased by 50 percent and its price elasticity of demand is 2?
3. In the production function $Q = 2L^{1/2}K^{1/2}$ if $L=36$ how many units of capital are needed to produce 60 units of output?
4. Suppose in the short run $AVC < P < AC$. Will this firm produce or shut down? Give reason.
5. What is predatory pricing?
6. What do you mean by non- price competition under oligopoly?
7. What are the important economic activities under primary sector?
8. Distinguish between a bond and share?
9. What are the major components of balance of payments?

10. What is devaluation?

(10 x 3 = 30 marks)

PART B

(Answer one full question from each module, each question carries 14 marks)

MODULE I

11. a) Prepare a utility schedule showing units of consumption, total utility and marginal utility, and explain the law of diminishing marginal utility. Point out any three limitations of the law.
- b) How is elasticity of demand measured according to the percentage method? How is the measurement of elasticity of demand useful for the government?

Or

12. a) Explain the concepts consumer surplus and producer surplus.
- b) Suppose the government imposes a tax on a commodity where the tax burden is met by the consumers. Draw a diagram and explain dead weight loss. Mark consumer surplus, producer surplus, tax revenue and dead weight loss in the diagram.

MODULE II

13. a) What are the advantages of large-scale production?
- b) Explain Producer equilibrium with the help of isoquants and isocost line. What is expansion path?

Or

14. a) Explain break-even analysis with the help of a diagram.
- b) Suppose the monthly fixed cost of a firm is Rs. 40000 and its monthly total variable cost is Rs. 60000.
- If the monthly sales is Rs. 120000 estimate contribution and break-even sales.
 - If the firm wants to get a monthly profit of Rs.40000, what should be the sales?
- c) The total cost function of a firm is given as $TC=100+50Q - 11Q^2+Q^3$. Find marginal cost when output equals 5 units.

MODULE III

15. a) What are the features of monopolistic competition?
b) Explain the equilibrium of a firm earning supernormal profit under monopolistic competition.

Or

16. a) Make comparison between perfect competition and monopoly.
b) Explain price rigidity under oligopoly with the help of a kinked demand curve.

MODULE IV

17. a) How is national income estimated under product method and expenditure method?
b) Estimate GDPmp, GNPmp and National income

| | |
|---------------------------------|-----------------------|
| Private consumption expenditure | = 2000 (in 000 cores) |
| Government Consumption | = 500 |
| NFIA | = -(300) |
| Investment | = 800 |
| Net=exports | =700 |
| Depreciation | = 400 |
| Net-indirect tax | = 300 |

Or

18. a) What are the monetary and fiscal policy measures to control inflation?
b) What is SENSEX?

MODULE V

19. a) What are the advantages of disadvantages of foreign trade?
b) Explain the comparative cost advantage.

Or

20. a) What are the arguments in favour protection?
b) Examine the tariff and non-tariff barriers to international trade.

(5 × 14 = 70 marks)

Teaching Plan

| Module 1 (Basic concepts and Demand and Supply Analysis) | | 7 Hours |
|---|--|----------------|
| 1.1 | Scarcity and choice – Basic economic problems - PPC | 1 Hour |
| 1.2 | Firms and its objectives – types of firms | 1 Hour |
| 1.3 | Utility – Law of diminishing marginal utility – Demand – law of demand | 1 Hour |
| 1.4 | Measurement of elasticity and its applications | 1 Hour |
| 1.5 | Supply, law of supply and determinants of supply | 1 Hour |
| 1.6 | Equilibrium – changes in demand and supply and its effects | 1 Hour |
| 1.7 | Consumer surplus and producer surplus (Concepts) – Taxation and deadweight loss. | 1 Hour |
| Module 2 (Production and cost) | | 7 Hours |
| 2.1 | Productions function – law of variable proportion | 1 Hour |
| 2.2 | Economies of scale – internal and external economies | 1 Hour |
| 2.3 | producers equilibrium – Expansion path | 1 Hour |
| 2.4 | Technical progress and its implications – cob Douglas Production function | 1 Hour |
| 2.5 | Cost concepts – social cost: private cost and external cost – Explicit and implicit cost – sunk cost | 1 Hour |
| 2.6 | Short run cost curves & Long run cost curves | 1 Hour |
| 2.7 | Revenue (concepts) – shutdown point – Break-even point. | 1 Hour |
| Module 3 (Market Structure) | | 6 hours |
| 3.1 | Equilibrium of a firm, MC – MR approach and TC – TR approach | 1 Hour |
| 3.2 | Perfect competition & Imperfect competition | 1 Hour |
| 3.3 | Monopoly – Regulation of monopoly – Monopolistic competition | 1 Hour |
| 3.4 | Oligopoly – kinked demand curve | 1 Hour |
| 3.5 | Collusive oligopoly (meaning) – Non price competition | 1 Hour |
| 3.6 | Cost plus pricing – Target return pricing – Penetration, Predatory pricing – Going rate pricing – price skimming | 1 Hour |

| Module 4 (Macroeconomic concepts) | | 7 Hours |
|--|--|----------------|
| 4.1 | Circular flow of economic activities | 1 Hour |
| 4.2 | Stock and flow – Final goods and intermediate goods – Gross Domestic Product - National income – Three sectors of an economy | 1 Hour |
| 4.3 | Methods of measuring national income | 1 Hour |
| 4.4 | Inflation – Demand pull and cost push – Causes and effects | 1 Hour |
| 4.5 | Measures to control inflation – Monetary and fiscal policies | 1 Hour |
| 4.6 | Business financing – Bonds and shares – Money market and capital market | 1 Hour |
| 4.7 | Stock market – Demat account and Trading account – SENSEX and NIFTY | 1 Hour |
| Module 5 (International Trade) | | 8 Hours |
| 5.1 | Advantages and disadvantages of international trade | 1 Hour |
| 5.2 | Absolute and comparative advantage theory | 2 Hour |
| 5.3 | Heckscher – Ohlin theory | 1 Hour |
| 5.4 | Balance of payments - components | 1 Hour |
| 5.5 | Balance of payments deficit and devaluation | 1 Hour |
| 5.6 | Trade policy – Free trade versus protection | 1 Hour |
| 5.7 | Tariff and non tariff barriers. | 1 Hour |

| CST 308 | COMPREHENSIVE COURSE WORK | Category | L | T | P | Credit | Year of Introduction |
|---------|------------------------------|----------|---|---|---|--------|-------------------------|
| | | PCC | 1 | 0 | 0 | 1 | 2019 |

Preamble:

The objective of this Course work is to ensure the comprehensive knowledge of each student in the most fundamental core courses in the curriculum. Six core courses credited from Semesters 3, 4 and 5 are chosen for the detailed study in this course work. This course helps the learner to become competent in cracking GATE, placement tests and other competitive examinations

Prerequisite:

1. Discrete Mathematical Structures
2. Data Structures
3. Operating Systems
4. Computer Organization And Architecture
5. Database Management Systems
6. Formal Languages And Automata Theory

Course Outcomes: After the completion of the course the student will be able to

| | |
|-------|---|
| CO1 | Comprehend the concepts of discrete mathematical structures (Cognitive Knowledge Level: Understand) |
| CO2 : | Comprehend the concepts and applications of data structures (Cognitive Knowledge Level: Understand) |
| CO3 : | Comprehend the concepts, functions and algorithms in Operating System (Cognitive Knowledge Level: Understand) |
| CO4 : | Comprehend the organization and architecture of computer systems (Cognitive Knowledge Level: Understand) |
| CO5 : | Comprehend the fundamental principles of database design and manipulation (Cognitive Knowledge Level: Understand) |
| CO6 : | Comprehend the concepts in formal languages and automata theory Cognitive Knowledge Level: Understand) |

Mapping of course outcomes with program outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | | | | | | | | | | | | |
| CO2 | | | | | | | | | | | | |
| CO3 | | | | | | | | | | | | |
| CO4 | | | | | | | | | | | | |
| CO5 | | | | | | | | | | | | |

Assessment Pattern

| Bloom's Category | End Semester Examination |
|------------------|--------------------------|
| Remember | 10 |
| Understand | 20 |
| Apply | 20 |
| Analyse | |
| Evaluate | |
| Create | |

Mark distribution

| Total Marks | CIE | ESE | ESE Duration |
|-------------|-----|-----|--------------|
| 50 | 0 | 50 | 1 hour |

End Semester Examination Pattern: Objective Questions with multiple choice (Four). Question paper include fifty questions of one mark each covering the five identified courses.

Syllabus

Full Syllabus of all six selected Courses.

1. Discrete Mathematical Structures
2. Data Structures
3. Operating Systems
4. Computer Organization And Architecture
5. Database Management Systems
6. Formal Languages And Automata Theory

Course Contents and Lecture Schedule

| No | Topic | No. of Lectures |
|----------|--|-----------------|
| 1 | DISCRETE MATHEMATICAL STRUCTURES (14 hours) | |
| 1.1 | Mock Test on Module 1 and Module 2 | 1 hour |
| 1.2 | Mock Test on Module 3, Module 4 and Module 5 | 1 hour |
| 2 | DATA STRUCTURES | |
| 2.1 | Mock Test on Module 1, Module 2 and Module 3 | 1 hour |
| 2.2 | Mock Test on Module 4 and Module 5 | 1 hour |
| 3 | OPERATING SYSTEMS | |
| 3.1 | Mock Test on Module 1 and Module 2 | 1 hour |
| 3.2 | Mock Test on Module 3, Module 4 and Module 5 | 1 hour |
| 3.3 | Feedback and Remedial | 1 hour |
| 4 | COMPUTER ORGANIZATION AND ARCHITECTURE | |
| 4.1 | Mock Test on Module 1, Module 2 and Module 3 | 1 hour |
| 4.2 | Mock Test on Module 4 and Module 5 | 1 hour |
| 5 | DATABASE MANAGEMENT SYSTEMS | |

| | | |
|-----|--|--------|
| 5.1 | Mock Test on Module 1, Module 2 and Module 3 | 1 hour |
| 5.2 | Mock Test on Module 4 and Module 5 | 1 hour |
| 6 | FORMAL LANGUAGES AND AUTOMATA THEORY | |
| 6.1 | Mock Test on Module 1, Module 2 and Module 3 | 1 hour |
| 6.2 | Mock Test on Module 4 and Module 5 | 1 hour |
| 6.3 | Feedback and Remedial | 1 hour |

Model Question Paper

QP CODE:

Reg No: _____

Name: _____

PAGES : 10

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY
SIXTH SEMESTER B.TECH DEGREE EXAMINATION, MONTH & YEAR

Course Code: CST 308

Course Name: Comprehensive Course Work

Max. Marks: 50

Duration: 1 Hour

Objective type questions with multiple choices. Mark one correct answer for each question.
Each Question Carries 1 Mark

- What is the maximum possible number of relations from a set with 5 elements to another set with 4 elements?
 (A) 2^{10} (B) 2^{16} (C) 2^{20} (D) 2^{25}
- The set $\{1,2,4,7,8,11,13,14\}$ is a group under multiplication modulo 15. Find the inverse of element 13
 (A) 7 (B) 13 (C) 1 (D) 8
- Consider the recurrence relation $a_1 = 2, a_n = 3n + a_{n-1}$ Then a_{72} is

- (A) 7882 (B) 7883 (C) 7884 (D) 7885
4. Which among the following is a contradiction?
 (A) $(p \wedge q) \vee \neg(p \vee q)$ (B) $(p \vee q) \wedge \neg(p \wedge q)$
 (C) $(p \wedge q) \wedge \neg(p \vee q)$ (D) $(p \wedge q) \vee (p \wedge \neg q)$
5. The number of non-negative solutions to $x + y + z = 18$, with conditions $x \geq 3, y \geq 2, z \geq 1$ is
 (A) 84 (B) 91 (C) 105 (D) 121
6. The solution of the recurrence relation $a_n = a_{n-1} + 2a_{n-2}$ with initial conditions $a_0 = 2, a_1 = 7$, is
 (A) $3(2)^n - (-1)^n$ (B) $3(2)^n + (-1)^n$
 (C) $-3(2)^n - (-1)^n$ (D) $-3(2)^n + (-1)^n$
7. Which among the following is not a subgroup of the set of Complex numbers under addition?
 (A) R , the set of all Real numbers.
 (B) Q^+ , the set of positive rational numbers.
 (C) Z , the set of all integers.
 (D) The set iR of purely imaginary numbers including 0
8. Minimum number n of integers to be selected from $S = \{1, 2, \dots, 9\}$ to guarantee that the difference of two of the n integers is 5 is
 (A) 3 (B) 4 (C) 6 (D) 9
9. Find the contrapositive the of statement “If it is a sunday, then I will wake up late”
 (A) If I am not waking up late, then it is a suniday
 (B) If I am not waking up late, then it is not a suniday
 (C) If it is not a sunday, then I will not wake up late.
 (D) It is not a sunday or I will wake up late
10. In the poset $(Z^+, |)$ (where Z^+ is the set of all positive integers and $|$ is the divides relation), which of the following are false?
 I. 3 and 9 is comparable
 II. 7 and 10 is comparable
 III. The poset $(Z^+, |)$ is a total order
 (A) I and III (B) II only (C) II and III (D) III only
11. Consider the following sequence of operations on an empty stack.
 push(22); push(43); pop(); push(55); push(12); s=pop();

Consider the following sequence of operations on an empty queue.

enqueue(32);enqueue(27); dequeue(); enqueue(38); enqueue(12); q=dequeue();

The value of s+q is _____

- (A) 44 (B) 54 (C) 39 (D) 70

12. The following postfix expression with single digit operands is evaluated using a stack:

8 2 2 ^ / 4 3 * + 5 1 * -

Note that ^ is the exponentiation operator. The top two elements of the stack after the first * is evaluated are:

- (A) 12,2 (B) 12,5 (C) 2,12 (D) 2,5

13. Construct a binary search tree by inserting 8, 6, 12, 3, 10, 9 one after another. To make the resulting tree as AVL tree which of the following is required?

- (A) One right rotation only
 (B) One left rotation followed by two right rotations
 (C) One left rotation and one right rotation
 (D) The resulting tree itself is AVL

14. In a complete 4-ary tree, every internal node has exactly 4 children or no child. The number of leaves in such a tree with 6 internal nodes is:

- (A) 20 (B) 18 (C) 19 (D) 17

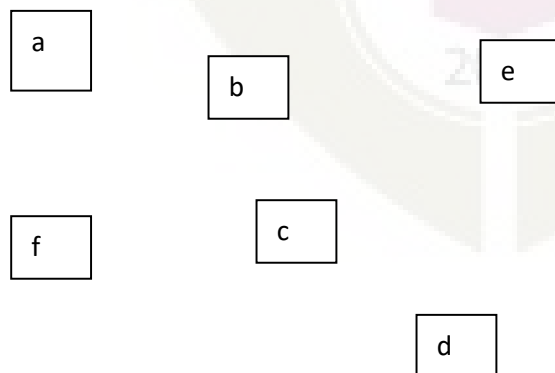
15. Consider the following graph with the following sequences

I. a b c f d e

II. a b e d f c

III. a b f c d e

IV. a f c b e d



Which are Depth First Traversals of the above graph?

- (A) I, II and IV only (B) I and IV only
 (C) II, III and IV only (D) I, III and IV only

16. Consider a hash table of size seven, with starting index zero, and a hash function $(2x + 5) \text{ mod } 7$. Assuming the hash table is initially empty, which of the following is the contents of the table when the sequence 1, 4, 9, 6 is inserted into the table using closed hashing? Note that ‘_’ denotes an empty location in the table.

- (A) 9, _, 1, 6, _, _, 4 (B) 1, _, 6, 9, _, _, 4
 (C) 4, _, 9, 6, _, _, 1 (D) 1, _, 9, 6, _, _, 4

17. Consider the following C program where `TreeNode` represents a node in a binary tree

```
struct TreeNode{
    struct TreeNode *leftChild;
    struct TreeNode *rightChild;
    int element;
};
int CountNodes(struct TreeNode *t)
{
    if((t==NULL)||((t->leftChild==NULL) && (t->rightChild==NULL)))
        return 0;
    else
    {
        return 1+CountNodes(t->leftChild)+CountNodes(t->rightChild)
    }
}
```

The value returned by `CountNodes` when a pointer to the root of a binary tree is passed as its argument is

- (A) number of nodes
 (B) number of leaf nodes
 (C) number of non leaf nodes
 (D) number of leaf nodes-number of non leaf nodes
18. How many distinct binary search trees can be created out of 6 distinct keys?
 (A) 7 (B) 36 (C) 140 (D) 132
19. Suppose a disk has 400 cylinders, numbered from 0 to 399. At some time the disk arm is at cylinder 58, and there is a queue of disk access requests for cylinder 66, 349, 201, 110, 38, 84, 226, 70, 86. If Shortest-Seek Time First (SSTF) is being used for scheduling the disk access, the request for cylinder 86 is serviced after servicing _____ number of

requests.

- (A) 1 (B) 2 (C) 3 (D) 4

20. If frame size is 4KB then a paging system with page table entry of 2 bytes can address _____ bytes of physical memory.

- (A) 2^{12} (B) 2^{16} (C) 2^{18} (D) 2^{28}

21. Calculate the internal fragmentation if page size is 4KB and process size is 103KB.

- (A) 3KB (B) 4KB (C) 1KB (D) 2KB

22. Which of the following scheduling policy is likely to improve interactiveness?

- (A) FCFS (B) Round Robin
(C) Shortest Process Next (D) Priority Based Scheduling

23. Consider the following program

Semaphore X=1, Y=0

Void A ()

```
{
    While (1)
    {
        P(X);
        Print'1';
        V(Y);
    }
}
```

Void B ()

```
{
    While (1)
    {
        P(Y);
        P(X);
        Print'0';
        V(X);
    }
}
```

The possible output of the program:

- (A) Any number of 0's followed by any number of 1's.
(B) Any number of 1's followed by any number of 0's.
(C) 0 followed by deadlock
(D) 1 followed by deadlock

24. In a system using single processor, a new process arrives at the rate of 12 processes per minute and each such process requires 5 seconds of service time. What is the percentage of CPU utilization?

- (A) 41.66 (B) 100.00 (C) 240.00 (D) 60.00

25. A system has two processes and three identical resources. Each process needs a maximum of two resources. This could cause

- (A) Deadlock is possible (B) Deadlock is not possible

- (C) Starvation may be present (D) Thrashing
26. Which of the following is true with regard to Round Robin scheduling technique?
- (A) Responds poorly to short process with small time quantum.
 (B) Works like SJF for larger time quantum
 (C) Does not use a prior knowledge of burst times of processes.
 (D) Ensure that the ready queue is always of the same size.
27. The size of the physical address space of a 32-bit processor is 2^W words. The capacity of cache memory is 2^N words. The size of each cache block is 2^K words. For a M-way set-associative cache memory, the length (in number of bits) of the tag field is
- (A) $W - N + \log_2 M$ (B) $W - N - \log_2 M$
 (C) $W - N - K - \log_2 M$ (D) $W - N - K + \log_2 M$
28. A 64-bit processor can support a maximum memory of 8 GB, where the memory is word-addressable (one word is of 64 bits). The size of the address bus of the processor is atleast _____ bits.
- (A) 30 (B) 31 (C) 32 (D) None
29. The stage delays in a 4-stage pipeline are 900, 450, 400 and 350 picoseconds. The first stage (with delay 900 picoseconds) is replaced with a functionally equivalent design involving two stages with respective delays 600 and 550 picoseconds. The throughput increase of the pipeline is _____ percent.
- (A) 38 (B) 30 (C) 58 (D) 50
30. Consider a direct mapped cache of size 256 Kilo words with block size 512 words. There are 6 bits in the tag. The number of bits in block (index) and word (offset) fields of physical address are is:
- (A) block (index) field = 6 bits, word (offset) field = 9 bits
 (B) block (index) field = 7 bits, word (offset) field = 8 bits
 (C) block (index) field = 9 bits, word (offset) field = 9 bits
 (D) block (index) field = 8 bits, word (offset) field = 8 bits
31. The memory unit of a computer has 1 Giga words of 64 bits each. The computer has instruction format, with 4 fields: an opcode field; a mode field to specify one of 12 addressing modes; a register address field to specify one of 48 registers; and a memory address field. If an instruction is 64 bits long, how large is the opcode field?
- (A) 34 bits (B) 24 bits (C) 20 bits (D) 14 bits
32. A computer has 64-bit instructions and 28-bit address. Suppose there are 252 two-address instructions. How many 1-address instructions can be formulated?

(A) 2^{24} (B) 2^{26} (C) 2^{28} (D) 2^{30}

33. Determine the number of clock cycles required to process 200 tasks in a six-segment pipeline.(Assume there were no stalls),each segment takes 1 cycle.

(A) 1200 cycles

(B) 206 cycles

(C) 207 cycles

(D) 205 cycles

34. Match the following Lists:

P.DMA

1.Priority Interrupt

Q. Processor status Word

2.I/O Transfer

R. Daisy chaining

3.CPU

S. Handshaking

4.Asynchronous Data Transfer

(A) P-1, Q-3, R-4, S-2

(B) P-2, Q-3, R-1, S-4

(C) P-2, Q-1, R-3, S-4

(D) P-4, Q-3, R-1, S-2

35. Let E1, E2 and E3 be three entities in an E/R diagram with simple single-valued attributes. R1 and R2 are two relationships between E1 and E2, where R1 is one-to-many, R2 is many-to-many. R3 is another relationship between E2 and E3 which is many-to-many. R1, R2 and R3 do not have any attributes of their own. What is the minimum number of tables required to represent this situation in the relational model?

(A) 3

(B) 4

(C) 5

(D) 6

36. Identify the minimal key for relational scheme R(U, V, W, X, Y, Z) with functional dependencies $F = \{U \rightarrow V, V \rightarrow W, W \rightarrow X, VX \rightarrow Z\}$

(A) UV

(B) UW

(C) UX

(D) UY

37. It is given that: “Every student need to register one course and each course registered by many students”, what is the cardinality of the relation say “Register” from the “Student” entity to the “Course” entity in the ER diagram to implement the given requirement.

(A) M:1 relationship

(B) M:N relationship

(C) 1:1 relationship

(D) option (B) or(C)

38. Consider the relation branch(branch_name, assets, branch_city)

SELECT DISTINCT T.branch_name FROM branch T, branch S WHERE T.assets > L.assets AND S.branch_city = "TVM" .

Finds the names of

(A) All branches that have greater assets than all branches located in TVM.

(B) All branches that have greater assets than some branch located in TVM.

(C) The branch that has the greatest asset in TVM.

(D) Any branch that has greater asset than any branch located in TVM.

39. Consider the following relation instance, where “A” is primary Key.

| A1 | A2 | A3 | A4 |
|----|----|----|------|
| 1 | 1 | 1 | Null |
| 5 | 2 | 5 | 1 |
| 9 | 5 | 13 | 5 |
| 13 | 13 | 9 | 15 |

Which one of the following can be a foreign key that refers to the same relation?

- (A) A2 (B) A3 (C) A4 (D) ALL

40. A relation R(ABC) is having the tuples(1,2,1),(1,2,2),(1,3,1) and (2,3,2). Which of the following functional dependencies holds well?

- (A) $A \rightarrow BC$ (B) $AC \rightarrow B$ (C) $AB \rightarrow C$ (D) $BC \rightarrow A$

41. Consider a relation R with attributes A, B, C, D and E and functional dependencies $A \rightarrow BC$, $BC \rightarrow E$, $E \rightarrow DA$. What is the highest normal form that the relation satisfies?

- (A) BCNF (B) 3 NF (C) 2 NF (D) 1 NF

42. For the given schedule S, find out the conflict equivalent schedule.

S : r1(x); r2(Z) ; r3(X); r1(Z); r2(Y); r3(Y); W1(X); W2(Z); W3(Y); W2(Y)

- (A) $T1 \rightarrow T2 \rightarrow T3$ (B) $T2 \rightarrow T1 \rightarrow T3$
 (C) $T3 \rightarrow T1 \rightarrow T2$ (D) Not conflict serializable

43. Which of the following strings is in the language defined by the grammar:

$S \rightarrow aX$

$X \rightarrow aX \mid bX \mid b$

- (A) aaaba (B) babab (C) aaaaa (D) ababb

44. Consider the regular expression $(x+y)^*xyx(x+y)^*$ where $\Sigma = (x,y)$. If L is the language represented by this regular expression, then what will be the minimum number of states in a DFA recognizing L ?

- (A) 2 (B) 3 (C) 4 (D) 5

45. Which of the following cannot handle the same set of languages?

- (A) Deterministic Finite Automata and Non-Deterministic Finite Automata
 (B) Deterministic Push Down Automata and Non-Deterministic Push Down Automata
 (C) All of these
 (D) None of these

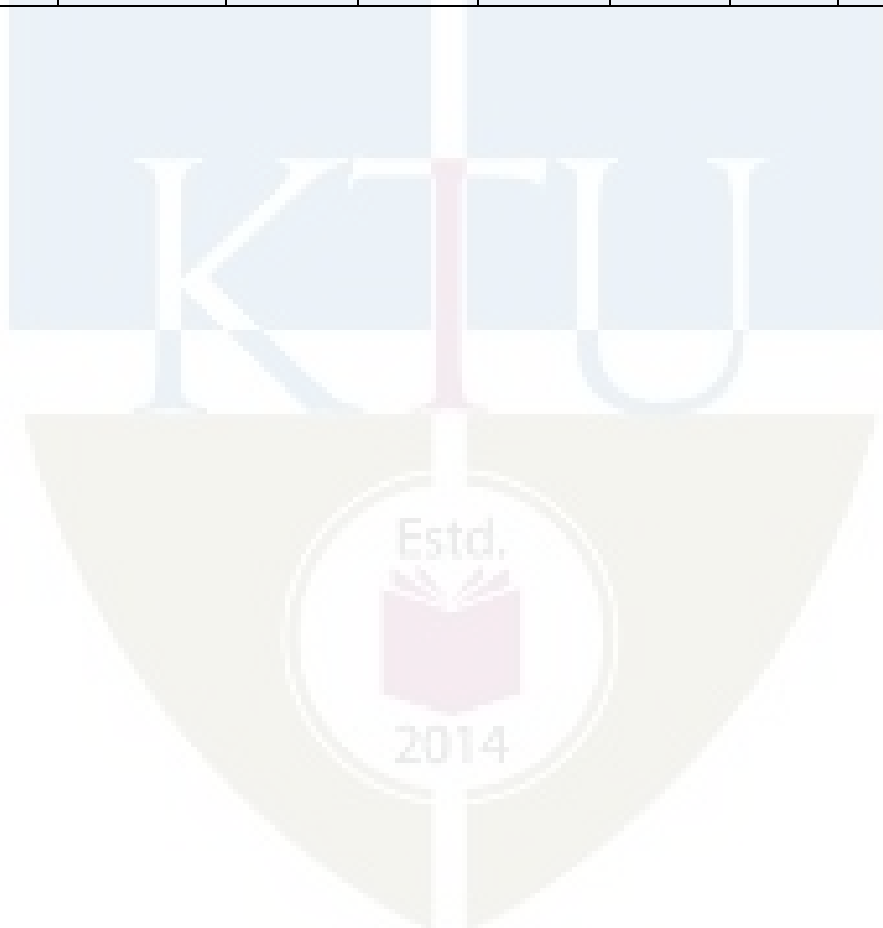
46. Consider L be a context-free language and M be a non-context-free language. Which among the following is TRUE?

- (I) L will definitely pass the pumping lemma test for CFLs.
 (II) M will definitely pass the pumping lemma test for CFLs.
 (III) L will not definitely pass the pumping lemma test for CFLs.
 (IV) M will not definitely pass the pumping lemma test for CFLs.
 (V) L may or maynot pass the pumping lemma test for CFLs.
 (VI) M may or maynot pass the pumping lemma test for CFLs.
 (A) I, II (B) II, V (C) I, VI (D) IV, V
47. Which of the following problem(s) is/are decidable?
 (I) Whether a CFG is empty or not.
 (II) Whether a CFG generates all possible strings.
 (III) Whether the language generated by a Turing Machine is regular.
 (IV) Whether the language generated by DFA and NFA are same.
 (A) I and II (B) II and III (C) II and IV (D) I and IV
48. Which of the following is/are TRUE?
 (I) Regular languages are closed under complementation.
 (II) Recursive languages are closed under complementation.
 (III) Context free languages are closed under complementation.
 (IV) Context free languages are not closed under complementation.
 (A) I, II and III (B) I, II and IV (C) II and III (D) III only
49. Which of the following regular expressions defined over the alphabet $\Sigma = \{0,1\}$ defines the language of all strings of length l where l is a multiple of 3?
 (A) $(0 + 1 + 00 + 11 + 000 + 111)^*$ (B) $(000 + 111)^*$
 (C) $((0 + 1)(0 + 1)(0 + 1))^*$ (D) $((000 + 01 + 1)(111 + 10 + 0))^*$
50. Determine the minimum number of states of a DFA that recognizes the language over the alphabet $\{a,b\}$ consisting of all the strings that contain at least three a's and at least four b's.
 (A) 6 (B) 12 (C) 15 (D) 20

ANSWER KEY:-

| QNo | Ans. Key | QNo | Ans. Key | QNo | Ans. Key | QNo | Ans. Key | QNo | Ans. Key |
|-----|----------|-----|----------|-----|----------|-----|----------|-----|----------|
| 1 | (C) | 11 | (C) | 21 | (C) | 31 | (B) | 41 | (A) |

| | | | | | | | | | |
|----|-----|----|-----|----|-----|----|-----|----|-----|
| 2 | (A) | 12 | (A) | 22 | (B) | 32 | (D) | 42 | (D) |
| 3 | (B) | 13 | (A) | 23 | (D) | 33 | (D) | 43 | (D) |
| 4 | (C) | 14 | (C) | 24 | (B) | 34 | (B) | 44 | (C) |
| 5 | (B) | 15 | (A) | 25 | (B) | 35 | (C) | 45 | (B) |
| 6 | (A) | 16 | (D) | 26 | (C) | 36 | (D) | 46 | (C) |
| 7 | (B) | 17 | (C) | 27 | (A) | 37 | (A) | 47 | (D) |
| 8 | (C) | 18 | (D) | 28 | (A) | 38 | (B) | 48 | (B) |
| 9 | (B) | 19 | (C) | 29 | (D) | 39 | (B) | 49 | (C) |
| 10 | (C) | 20 | (D) | 30 | (C) | 40 | (D) | 50 | (D) |



| CSL332 | NETWORKING LAB | CATEGORY | L | T | P | Credit | Year of Introduction |
|--------|-------------------|----------|---|---|---|--------|----------------------|
| | | PCC | 0 | 0 | 3 | 2 | 2 |

Preamble:

The course enables the learners to get hands-on experience in network programming using Linux System calls and network monitoring tools. It covers implementation of network protocols and algorithms, configuration of network services and familiarization of network simulators. This helps the learners to develop, implement protocols and evaluate its performance for real world networks.

Prerequisite: Sound knowledge in Programming in C, Data Structures and Computer Networks

Course Outcomes: After the completion of the course the student will be able to

| CO# | Course Outcomes |
|-----|---|
| CO1 | Use network related commands and configuration files in Linux Operating System. (Cognitive Knowledge Level: Understand). |
| CO2 | Develop network application programs and protocols. (Cognitive Knowledge Level: Apply) |
| CO3 | Analyze network traffic using network monitoring tools. (Cognitive Knowledge Level: Apply) |
| CO4 | Design and setup a network and configure different network protocols. (Cognitive Knowledge Level: Apply) |
| CO5 | Develop simulation of fundamental network concepts using a network simulator. (Cognitive Knowledge Level: Apply) |

Mapping of course outcomes with program outcomes

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

| | | | | | | | | | | | | |
|-----|--|--|--|--|--|--|--|--|--|--|--|--|
| CO4 | | | | | | | | | | | | |
| CO5 | | | | | | | | | | | | |

| Abstract POs defined by National Board of Accreditation | | | |
|---|--|------|--------------------------------|
| PO# | Broad PO | PO# | Broad PO |
| PO1 | Engineering Knowledge | PO7 | Environment and Sustainability |
| PO2 | Problem Analysis | PO8 | Ethics |
| PO3 | Design/Development of solutions | PO9 | Individual and teamwork |
| PO4 | Conduct investigations of complex problems | PO10 | Communication |
| PO5 | Modern tool usage | PO11 | Project Management and Finance |
| PO6 | The Engineer and Society | PO12 | Lifelong learning |

Assessment Pattern

| Bloom's Category | Continuous Assessment Test (Internal Exam) Marks in percentage | End Semester Examination Marks in percentage |
|------------------|--|--|
| Remember | 20 | 20 |
| Understand | 20 | 20 |
| Apply | 60 | 60 |
| Analyze | | |
| Evaluate | | |
| Create | | |

Mark Distribution

| Total Marks | CIE Marks | ESE Marks | ESE Duration |
|-------------|-----------|-----------|--------------|
| 150 | 75 | 75 | 3 hours |

Continuous Internal Evaluation Pattern:

| | |
|------------------------------|------------|
| Attendance | : 15 marks |
| Continuous Evaluation in Lab | : 30 marks |
| Continuous Assessment Test | : 15 marks |
| Viva voce | : 15 marks |

Internal Examination Pattern:

The Internal examination shall be conducted for 100 marks, which will be converted to out of 15, while calculating Internal Evaluation marks. The marks will be distributed as, Algorithm - 30 marks, Program - 20 marks, Output - 20 marks and Viva - 30 marks.

End Semester Examination Pattern:

The End Semester Examination will be conducted for a total of 75 marks and shall be distributed as, Algorithm - 30 marks, Program - 20 marks, Output - 20 marks and Viva- 30 marks.

| | |
|------------------------------------|------------|
| Operating System to Use in Lab | : Linux |
| Compiler/Software to Use in Lab | : gcc, NS2 |
| Programming Language to Use in Lab | : Ansi C |

Fair Lab Record:

All the students attending the Networking Lab should have a Fair Record. Every experiment conducted in the lab should be noted in the fair record. For every experiment, in the fair record, the right hand page should contain experiment heading, experiment number, date of experiment, aim of the experiment, procedure/algorithm followed, other such details of the experiment and final result. The left hand page should contain a print out of the respective code with sample input and corresponding output obtained. All the experiments noted in the fair record should be verified by the faculty regularly. The fair record, properly certified by the faculty, should be produced during the time of End Semester Examination for the verification by the examiners.

Syllabus

*Mandatory

(Note: At least one program from each topic in the syllabus should be completed in the Lab)

1. Getting started with the basics of network configuration files and networking commands in Linux.*
2. To familiarize and understand the use and functioning of system calls used for network programming in Linux.*
3. Implement client-server communication using socket programming and TCP as transport layer protocol*
4. Implement client-server communication using socket programming and UDP as transport layer protocol*
5. Simulate sliding window flow control protocols.* (Stop and Wait, Go back N, Selective Repeat ARQ protocols)
6. Implement and simulate algorithm for Distance Vector Routing protocol or Link State Routing protocol.*
7. Implement Simple Mail Transfer Protocol.
8. Implement File Transfer Protocol.*
9. Implement congestion control using a leaky bucket algorithm.*
10. Understanding the Wireshark tool.*
11. Design and configure a network with multiple subnets with wired and wireless LANs using required network devices. Configure commonly used services in the network.*
12. Study of NS2 simulator*

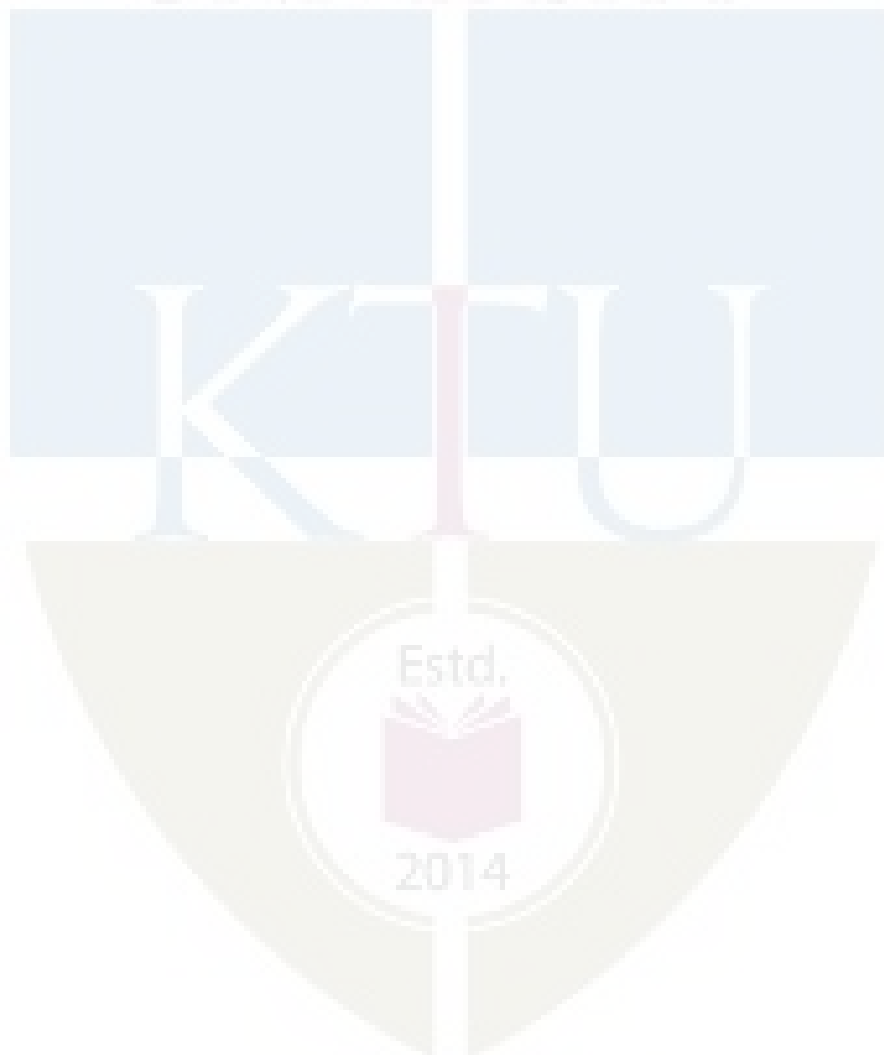
Networking Lab-Practice Questions

1.
 - a) View the configuration, including addresses of your computers network interfaces.
 - b) Test the network connectivity between your computer and several other computers.
 - c) View the active TCP connections in the computer after visiting a website.
 - d) Find the hardware/MAC address of another computer in the network using ARP.
2. Write the system calls used for creating sockets and transferring data between two nodes.
3.
 - a) Implement a multi-user chat server using TCP as transport layer protocol.
 - b) Implement a simple web proxy server that accepts HTTP requests and forwarding to remote servers and returning data to the client using TCP

4. Implement a Concurrent Time Server application using UDP to execute the program at a remote server. Client sends a time request to the server, server sends its system time back to the client. Client displays the result.
5.
 - a) Implement Stop-and-Wait ARQ flow control protocol.
 - b) Implement Go-Back--N ARQ flow control protocol.
 - c) Implement Selective Repeat ARQ flow control protocol.
6. Implement Distance Vector Routing algorithm or Link State Routing algorithm..
7. Implement Simple Mail Transfer Protocol.
8. Develop a concurrent file server which will provide the file requested by a client if it exists. If not, the server sends appropriate message to the client. Server should also send its process ID (PID) to clients for display along with the file or the message.
9. Implement leaky bucket algorithm for congestion control.
10.
 - a) Using Wireshark, Capture packets transferred while browsing a selected website. Investigate the protocols used in each packet, the values of the header fields and the size of the packet.
 - b) Using Wireshark, observe three way handshaking connection establishment, three way handshaking connection termination and Data transfer in client server communication using TCP.
 - c) Explore at least the following features of Wireshark: filters, Flow graphs (TCP), statistics, and protocol hierarchies.
11. Design and configure a network (wired and wireless LANs) with multiple subnets using required network devices. Configure at least three of the following services in the network- TELNET, SSH, FTP server, Web server, File server, DHCP server and DNS server.
12.
 - a) The network consists of TCP source node (n0) and destination node (n1) over an area size of 500m x 500m. Node (n0) uses Agent/TCP/Reno as the sending TCP agent and FTP traffic source. Node (n1) is the receiver of FTP transfers, and it uses Agent/TCP sink as its TCP-agent for the connection establishment. Run the simulation for 150 seconds and show the TCP window size in two static nodes scenario with any dynamic routing protocol. Run the script and analyze the output graph for the given scenario.
 - b) Simulate the transmission of ping messages over a star network topology consisting of 'n' nodes and find the number of packets dropped due to congestion using NS2simulator.
 - c) Simulate Link State Protocol or Distance Vector Routing protocol in NS2.

Reference Books:

1. W. Richard Stevens, Bill Fenner, Andy Rudoff, UNIX Network Programming: Volume 1, The Sockets Networking API, 3rd Edition, Pearson, 2015
2. Lisa Bock, Learn Wireshark: Confidently navigate the Wireshark interface and solve real-world networking problems, Packt Publishing, 2019
3. Teerawat Issariyakul, Ekram Hossain, Introduction to Network Simulator NS2, 2nd Edition, Springer, 2019



| CSD 334 | MINI PROJECT | Category | L | T | P | Credit | Year of Introduction |
|------------|--------------|----------|---|---|---|--------|-------------------------|
| | | PCC | 0 | 0 | 3 | 2 | 2019 |

Preamble:

The objective of this course is to apply the fundamental concepts of Software Engineering principles for the effective development of an application/research project. This course helps the learners to practice the different steps to be followed in the software development process such as literature review and problem identification, preparation of Software Requirement Specification & Software Design Document (SDD), testing, development and deployment. Mini project enables the students to boost their skills, widen the horizon of thinking and their ability to resolve real life problems.

Prerequisite:

A sound knowledge in any programming language and fundamental concepts of Software Engineering.

Course Outcomes: After the completion of the course the student will be able to

| CO# | CO |
|-----|--|
| CO1 | Identify technically and economically feasible problems (Cognitive Knowledge Level: Apply) |
| CO2 | Identify and survey the relevant literature for getting exposed to related solutions and get familiarized with software development processes (Cognitive Knowledge Level: Apply) |
| CO3 | Perform requirement analysis, identify design methodologies and develop adaptable & reusable solutions of minimal complexity by using modern tools & advanced programming techniques (Cognitive Knowledge Level: Apply) |
| CO4 | Prepare technical report and deliver presentation (Cognitive Knowledge Level: Apply) |
| CO5 | Apply engineering and management principles to achieve the goal of the project (Cognitive Knowledge Level: Apply) |

Mapping of course outcomes with program outcomes

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1 | | | | | | | | | | | | |
| CO2 | | | | | | | | | | | | |
| CO3 | | | | | | | | | | | | |
| CO4 | | | | | | | | | | | | |
| CO5 | | | | | | | | | | | | |

| Abstract POs defined by National Board of Accreditation | | | |
|---|--|------|--------------------------------|
| PO# | Broad PO | PO# | Broad PO |
| PO1 | Engineering Knowledge | PO7 | Environment and Sustainability |
| PO2 | Problem Analysis | PO8 | Ethics |
| PO3 | Design/Development of solutions | PO9 | Individual and team work |
| PO4 | Conduct investigations of complex problems | PO10 | Communication |
| PO5 | Modern tool usage | PO11 | Project Management and Finance |
| PO6 | The Engineer and Society | PO12 | Lifelong learning |

Assessment Pattern

Mark Distribution

| Total Marks | CIE Marks | ESE Marks | ESE Duration |
|-------------|-----------|-----------|--------------|
| 150 | 75 | 75 | |

Continuous Internal Evaluation Pattern:

| | |
|----------------|----------|
| Attendance | 10 marks |
| Project Guide | 15 marks |
| Project Report | 10 marks |

Evaluation by the Committee (will be evaluating the level of completion and demonstration of functionality/specifications, presentation, oral examination, work knowledge and involvement) : **40 marks**

Student Groups with 3 or 4 members should identify a topic of interest in consultation with a Faculty/Advisor. Review the literature and gather information pertaining to the chosen topic. State the objectives and develop a methodology to achieve the objectives. Carryout the design/fabrication or develop codes/programs to achieve the objectives by strictly following steps specified in the teaching plan. Innovative design concepts, performance, scalability, reliability considerations, aesthetics/ergonomic, user experience and security aspects taken care of in the project shall be given due weight.

The progress of the mini project is evaluated based on a minimum of two reviews. The review committee may be constituted by the Head of the Department comprising HoD or a senior faculty member, Mini Project coordinator and project guide. The internal evaluation shall be made based on the progress/outcome of the project, reports and a viva-voce examination, conducted internally by a 3-member committee. A project report is required at the end of the semester. The project has to be demonstrated for its full design specifications.

End Semester Examination Pattern:

The marks will be distributed as

| | |
|--------------|--------------------|
| Presentation | : 30 marks |
| Demo | : 20 marks |
| Viva | : 25 marks. |
| Total | : 75 marks. |

COMPUTER SCIENCE AND ENGINEERING

TEACHING PLAN

Students are expected to follow the following steps.

1. Review of Literature and Identification of a problem
2. Create an abstract with a problem statement, solution approach, technology stack, team, etc. and get department approval. Register Online course/ Collect study materials.
3. Create Software Requirements Specification (SRS Document)
4. Create Software Design Document (SDD). This may include designs like,
 - a. System Architecture Design
 - b. Application Architecture Design
 - c. GUI Design (Mockups)
 - d. API Design
 - e. Database Design
 - f. Technology Stack
5. Create Test Plan, Test Scenarios and Test Cases (Test Case Document) & Traceability Matrix
6. Create a Project Plan (with Modules, Tasks, Resources, Time schedule) [May use any project management tool or excel for this] – Choose and follow agile or waterfall models.
7. Development
 - a. Set coding standards
 - b. Environment Setup
 - c. Source Code Control Setup (Like Subversion(SVN), Git)
 - d. Development
 - e. Unit Testing
 - f. Integration Testing
 - g. Testing /Quality Assurance(QA)
 - i. Functional Testing
 - ii. Load Testing
 - iii. Report Bugs
 - h. Resolve Bugs & Retest

8. Deployment (of software from local development environment to a production environment)
9. Test Run & Get Results
10. Prepare Project Report

Guidelines for the Report preparation

A bonafide report on the mini project shall be submitted within one week after the final presentation. Minimum number of pages should be 40.

- Use Times New Roman font for the entire report – Chapter/Section Title – Times New Roman 18, Bold; Heading 2 – Times New Roman 16, Bold; Heading 3 – Times New Roman 14, Bold; Body- Times New Roman 12, Normal.
- Line Spacing – Between Heading 2 – 3 lines, between lines in paragraph 1.5 lines.
- Alignments – Chapter/Section Title – Center, Heading 2 & 3 should be Left Aligned. Ensure that all body text is paragraph justified.
- Figures & Tables – Ensure that all Figures and Tables are suitably numbered and given proper names/headings. Write figure title under the figure and table title above the table.
- **Suggestive order of documentation:**
 - i. Top Cover
 - ii. Title page
 - iii. Certification page
 - iv. Acknowledgement
 - v. Abstract
 - vi. Table of Contents
 - vii. List of Figures and Tables
 - viii. Chapters
 - ix. Appendices, if any
 - x. References/Bibliography