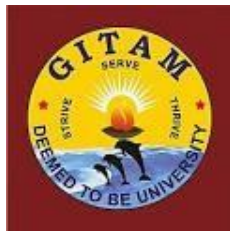


**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)  
(Deemed to be University)  
VISAKHAPATNAM \* HYDERABAD \* BENGALURU**

**Accredited by NAAC with A<sup>+</sup> Grade**



**REGULATIONS AND SYLLABUS**

**of**

**B.Tech. Computer Science and Engineering**

**(w.e.f. 2019-20 admitted batch)**

## **Vision and Mission of University**

### **Vision**

*To become a global leader in higher education.*

### **Mission**

*To impart futuristic and comprehensive education of global standards with high sense of discipline and social relevance in a serene and invigorating environment.*

## **Vision and Mission of the Department**

### **Vision**

*Excel in computer science and engineering education with international standards for global employment and research.*

### **Mission**

- *Create an excellent academic ambience that promotes innovation and research.*
- *Impart quality education through well designed curriculum experiential Learning in tune with the changing needs of the industry.*
- *Collaborate with world class academic institutions and software industries for mutual benefit.*
- *Produce competent and socially committed graduates having creative skills and ethical values.*

## Program Educational Objectives:

The Program Educational Objectives of the B.Tech. (Computer Science and Engineering) program are:

1. The graduates will demonstrate competence in Computer Science and Engineering to become successful engineering professionals.
2. The graduates will exhibit commitment to developing sustainable solutions that satisfy the current societal needs.
3. The graduates will adapt to and aid in technological advances by life-long Learning and innovation.

## Mapping of the Mission of the School with the PEOs

	<b>PEO1</b>	<b>PEO2</b>	<b>PEO3</b>
<b>M1</b>	H	M	L
<b>M2</b>	H	M	H
<b>M3</b>	M	L	M
<b>M4</b>	H	M	M

H – High, M – Medium, L – Low

## Program Outcomes (POs)

1. **Engineering knowledge:** apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
2. **Problem analysis:** identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
3. **Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
4. **Conduct investigations of complex problems:** Use research- based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

5. **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
6. **The engineer and society:** apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
7. **Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
8. **Ethics:** apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
9. **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
10. **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
11. **Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
12. **Life-long Learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long Learning in the broadest context of technological change.

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

Upon successful completion of B.Tech.(CSE) program, student will be able to:

**PSO1:** Apply algorithmic thinking and utilize programming languages such as Python and Java to develop and maintain efficient and robust computing systems.

**PSO2:** Design and develop computer-based applications of varying complexities using emerging topics of Computer Science and Engineering such as cloud computing, artificial intelligence, design patterns etc.

**PSO3:** Possess the subject knowledge and scientific temper necessary to pursue successful careers in Computer Science and Engineering with ethical responsibility towards societal needs.

**B.Tech. Computer Science and Engineering  
REGULATIONS  
(w.e.f. 2019-20 admitted batches)**

**1. ADMISSION**

Admission into B. Tech in Computer Science and Engineering program of GITAM (Deemed to be University) is governed by GITAM admission regulations.

**2. ELIGIBILITY CRITERIA**

A first class in 10+2 or equivalent examination approved by GITAM (Deemed to be University) with subjects Physics, Chemistry and Mathematics.

Admission into B. Tech will be based on an All-India Entrance Test (GITAM Admission Test - GAT) conducted by GITAM/Specified rank holders of JEE mains/EAMCET (AP & TS) are considered. For Bengaluru CET and COMEDK instead of EAMCET (AP & TS) are considered. The rules of reservation of statutory bodies, wherever applicable, will be followed.

**3. CHOICE BASED CREDIT SYSTEM**

Choice Based Credit System (CBCS) was Introduced with effect from the academic year of 2015-16 admitted batch and revised in 2019-20 academic year, based on guidelines of the statutory bodies to promote:

- Activity- based Learning
- Student-centered Learning
- Cafeteria approach
- Learning at their own pace
- Interdisciplinary Learning

Course Objectives, Learning Outcomes, and Course Outcomes are specified, focusing on what a student should do at the end of the course and program.

#### 4. STRUCTURE OF THE PROGRAM

The program consists of courses based on humanities and social sciences, basic sciences, introductory engineering, program core, program electives, open electives, interdisciplinary electives, industry internship, laboratory, mandatory courses, and project work.

S. No	Broad Course Classification	Course Group/ Category	Course Description
1	Foundation Courses	Basic Sciences	Mathematics, physics, chemistry, and life sciences.
		Engineering Sciences	Fundamental engineering courses
		Humanities and Social Sciences	Related to English, humanities, social sciences, and management
2	Core Courses	Program Core	Branch specific and mandatory core courses
3	Elective Courses	Program Electives	Supportive to the discipline with expanded scope in a chosen track of specialization or cross-track courses
		Interdisciplinary Electives	Interdisciplinary exposure to nurture the interest of a student in another department courses
		Open Electives	Common to all disciplines that nurture the general interest of a student
4	Core Activities	Project Work	University or industry
		Internship	Training in industry or Research Organization
5	Mandatory Courses		Non-credit mandatory courses on Induction Program, Environmental Sciences, Indian Constitution, Essence of Indian Traditional knowledge.

Each course is assigned a certain number of credits depending upon the number of contact hours (lectures/tutorials/practical) per week.

In general, assign credits to the courses based on the following contact hours per week.

- One credit assign for each Lecture / Tutorial hour per week.
- One credit assigns for two hours of Practicals per week.

## **5. MEDIUM OF INSTRUCTION**

The medium of instruction (including examinations and project reports) shall be English.

## **6. REGISTRATION**

Every student must register for the courses in each semester at the time specified in the academic calendar.

## **7. ATTENDANCE REQUIREMENTS**

A student whose attendance is less than 85% in all the courses put together in any semester will not be permitted to attend the end semester examination and will not register for a subsequent semester of study. They have to repeat the same semester along with their juniors.

however, on the recommendation of the Principal / Director of the Institute/School, the Vice-Chancellor may condone the shortage of attendance of the students whose attendance is between 75% and 84% on medical grounds and payment of a prescribed fee.

## **8. EVALUATION**

Assessment of a student's performance in theory courses includes two components: Continuous Evaluation (40 marks) and Semester-end Examination (60 marks).

A candidate must secure a minimum of 40 out of 100 marks (40%) in all theory courses (continuous evaluation and semester-end examination). however, he must ensure a minimum of 24 marks out of 60 (40%) at the semester-end examinations.

Practical courses assess under Continuous Evaluation for a maximum of 100 marks, and a student has to obtain a minimum of 40% to obtain a 'pass' grade.

For theory courses that include a laboratory component, the final grade is evaluated based on 70% of theory and 30% of the laboratory. however, the student must acquire 40% in the semester-end theory examination and secure 40% (theory + Practical) overall to secure a 'pass' grade.

Project Work/ Industrial internship courses assess under continuous evaluation for a maximum of 100 marks, and a student has to obtain a minimum of 40% to secure 'pass' grade.



Mandatory courses - Induction Program/ Environmental Sciences/ Indian Constitution/ Essence of Indian Traditional knowledge are assessed for satisfactory or not satisfactory only. No grade will be assigned. however, a student has to undergo two hours of training per week in any one of the above in both I and II semesters and should obtain a satisfactory grade to be eligible for a degree.

The details of the Assessment Procedure furnished in Table 1.

Table 1: Assessment Procedure

S. No	Component of Assessment	Types of Assessment	Marks Allotted	Scheme of Evaluation
1	Theory Courses	Continuous Evaluation	40	(i) Thirty (20) marks for mid examinations. Three quizzes /tests will be conducted for 30 marks and out of which an average of 20 marks will be considered. (ii) Remaining 20 marks are evaluated based on quizzes/ assignments/ course ra certifications
		Semester End Examinations	60	Sixty (60) marks for semester-end Examinations.
		Total	100	
2	Practical Courses	Continuous Evaluation	100	(i) Fifty (50) marks for regularity and performance, records and oral presentations in the laboratory. Weightage for each component shall be announced at the beginning of the semester. ii) Ten (10) marks for case studies. Forty (40) marks for two tests of 20 marks each (one at the mid-term and the other towards the end of the semester) conducted by the concerned lab teacher.
3	Theory and Practical Combined Courses	(a) Theory component: continuous evaluation and a semester end examination.	100	70% of the weightage will be given for theory component. Evaluation for theory component shall be same as S. No 1 as above.

		(b)Practical component: continuous evaluation	100	30% weightage for practical components. Evaluation for practical component shall be same as S. No 2 as above
		Total	200	
4	Project work (VII & VIII Semesters)	Continuous Evaluation	100	<p>i) Forty (40) marks for periodic evaluation on originality, innovation, sincerity and progress of the work assessed by the project supervisor.</p> <p>ii) Thirty (30) marks for mid-term evaluation by a panel of examiners.</p> <p>Thirty (30) marks for final report, presentation and Viva-voce by a panel of examiners.</p>
5	Industrial Internship (VI&VII Semesters)	Continuous Evaluation	100	<p>i) Thirty (30) marks for performance assessed by the Supervisor of the host Industry/ Organization. Submission of Project Completion Certificate from host Organization is mandatory.</p> <p>ii) Forty (40) marks for Report and Seminar presentation on the training, assessed by the Teacher Coordinator.</p> <p>Thirty (30) marks for presentation on the training, before a panel of examiners.</p>
6	Mandatory Courses	Continuous Evaluation	100	<p>Sixty (60) marks for midterm semester examinations. Three midterm examinations shall be conducted for 30 marks each; performance in best two shall be taken into consideration.</p> <p>Forty (40) marks for Quizzes, Assignments and Presentations.</p>

## **9. RETOTALING AND REVALUATION**

Retotaling / revaluation of any theory answer script of the semester-end examination is permitted on request by a student by paying the prescribed fee within one week After the announcement of the results.

Revaluation of the theory answer scripts of the semester-end examination is permitted on request by student by paying the prescribed fee within one week After the announcement of the results.

A student who has secured 'F' grade in a theory courses hall have to reappear at the subsequent examination held in that course. A student who has secured 'F' grade can improve continuous evaluation marks up to a maximum of 50% by attending special instruction classes held during summer.

A student who has secured 'F' grade in a practical courses hall have to attend special instruction classes held during summer.

A candidate who has secured 'F' grade in a combined (theory and practical) courses hall have to reappear for theory component at the subsequent examinations held in that course. A student who has secured 'F' grade can improve continuous evaluation marks up to a maximum of 50% by attending special instruction classes held during summer.

A student who has secured 'F' Grade in project work / Industrial Training shall be permitted to submit the report only After satisfactory completion of the work and viva-voce examination.

## **10. PROVISIONFORVERIFICATION OF A NSWERBOOKAND CHALLENGEEVALUATION**

If a student is not satisfied with his/her grade After revaluation, the student can apply for verification of answer book on payment of prescribed fee for each course within one week After announcement of revaluation results.

After verification, if a student is not satisfied with revaluation marks/grade, he/she can apply for challenge valuation within one week After announcement of answer book verification result or two weeks After the announcement of revaluation results, which will be valued by the two examiners i.e., one Internal and one External examiner on payment of prescribed fee. The challenge valuation fee will be refunded, if the student is successful in the appeal by securing a better grade.

## **11. SUPPLEMENTARY AND SPECIAL EXAMINATIONS**

The odd (I, III, V, VII) semester supplementary examinations will be conducted After conducting regular even semester examinations during April/May.

The even (II, IV, VI, VIII) semester supplementary examinations will be conducted After conducting regular odd semester examinations during October/November.

A student who has completed period of study and still has “F” grade in final semester courses is eligible to appear for special examination.

## **12. PROMOTION TO THE NEXT YEAR OF STUDY**

A student shall be promoted to the next academic year only if he/she passes 60% of the credits till that academic year.

Whenever there is a change in syllabus or curriculum he/she has to continue the course with new syllabus and regulations After detention as per the equivalency established by the BoS to continue his/her further studies.

## **13. MASSIVE OPEN ONLINE COURSES**

Greater flexibility to choose variety of courses is provided through Massive Open Online courses (MOOCs) during the period of study. students without any backlog courses up to fourth semester are permitted to register for MOOCs from fifth semester onwards up to a maximum of 15 credits from program elective/ interdisciplinary elective/ open elective courses. however, the Departmental Committee (DC) of the respective campuses has to approve the courses under MOOCs. The grade equivalency for these courses will be decided by the respective Board of Studies (BoS).

## **14. ELIGIBILITY FOR AWARD OF THE B. Tech. DEGREE**

The curriculum of the eight semesters B. Tech Program is designed to have a total of 162 credits for the award of B. Tech Degree.

Duration of the program: A student is ordinarily expected to complete the B. Tech program in eight semesters of four years. however, a student may complete the program in not more than eight years including study period.

however, the above regulation may be relaxed by the Vice- Chancellor in individual cases for cogent and sufficient reasons.

A student shall be eligible for award of the B. Tech Degree if he / she fulfils the following conditions:

- i) Registered and successfully completed all the courses and project as per the curriculum.
- ii) Successfully acquired the minimum required credits as specified in the curriculum in the branch of his/her study within the stipulated time.
- iii) Has no dues to the Institute, Hostels, Libraries, NCC/NSS etc., and no disciplinary action is pending.

### 15. B. Tech (HONORS)

A student who secured 8.0 CGPA or above up to IV semester is eligible to register for B. Tech (Honors) degree. The student has to complete additional 20 credits (six theory courses + seminar) as approved by the respective DC to secure B. Tech (Honors). The courses will be approved by DC of respective campuses.

### 16. GRADING SYSTEM

Based on the student performance during a given semester, a final letter grade will be awarded at the end of the semester in each course. The letter grades and the corresponding grade points are as given in Table 2.

Table 2: Grades and Grade Points

S.No.	Grade	Grade Points	Absolute Marks
1	O (Outstanding)	10	90 and above
2	A+ (Excellent)	9	80 to 89
3	A (Very Good)	8	70 to 79
4	B+ (Good)	7	60 to 69
5	B (above Average)	6	50 to 59
6	C (Average)	5	45 to 49
7	P (Pass)	4	40 to 44
8	F (Fail)	0	Less than 40
9	Ab. (Absent)	0	-

A student who earns a minimum of 4 grade points (P grade) in a course is declared to have successfully completed the course, subject to securing CGPA of 5.0 at the end of the program to declare pass in the B. Tech program.

## 17. GRADE POINT AVERAGE

A Grade Point Average (GPA) for a semester is calculated as follows:

$$\text{GPA} = \frac{\Sigma [ C * G ]}{\Sigma C}$$

where,

C = number of credits for the course.

G = grade points obtained by the student in the course.

The Cumulative Grade Point Average (CGPA), is calculated using the above formula considering the grades obtained in all the courses, in all the semesters up to that particular semester, in all the semesters up to that particular semester.

CGPA required for classification of class After the successful completion of the program is shown in Table 3.

Table 3: CGPA required for award of Class

<b>Class</b>	<b>CGPA Required</b>
First Class with Distinction	$\geq 8.0^*$
First Class	$\geq 6.5$
Second Class	$\geq 5.5$
Pass Class	$\geq 5.0$

\* In addition to the required CGPA of 8.0 or more, the student must have necessarily passed all the courses in the first attempt.

## 18. BETTERMENT OF GRADES

A student who has secured only a pass or second class and desires to improve his/her class can appear for betterment examinations for only up to eight theory courses of his/her choice, conducted in summer vacation along with the special examinations.

Betterment of Grades is permitted 'only once', immediately After completion of the program of study.

**19. DISCRETIONARY POWER**

Not with standing anything contained in the above sections, the Vice-Chancellor may review all exceptional cases, and give his decision, which will be final and binding.

**Department of Computer Science and Engineering**  
**B. Tech in Computer Science and Engineering**  
**Syllabus Structure**  
(Effective from the academic year 2019-20 admitted batch)

**Semester I**

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1	19EMA101	Engineering Mathematics I (Calculus and Algebra)	BS	3	0	0	0	3	Common to all except BT
2	GEL131	Communicative English	HS	2	0	2	0	3	Common to all
3	19EPH131/ 19ECY131	Engineering Physics / Engineering Chemistry	BS/BS	3	0	3	0	4.5	Common to all
4	19EID131	Problem Solving and Programming**	ES	3	1	3	0	5.5	Common to all
5	19EME121/ 19EME131	Workshop / Engineering Graphics	ES/ES	0/ 1	0	3	0	1.5/ 2.5	Common to all
6	19EMC181A/ 19EMC181B/ 19EMC181C/ 19EMC181D	National Service Scheme/ National Cadet Corps/National Sports Organization /YOGA	MC	0	0	2	0	0	Common to all
7	VDC111	Venture Discovery***	PW	0	0	4	0	2	Common to all
<b>Total</b>								<b>19.5/ 20.5</b>	

**Note:**

1. Communicative English\*: For the admitted batch of 2019-20, the students were offered Communicative English I
2. Problem Solving and Programming\*\*: For the admitted batch of 2019-20, the students were offered Problem Solving and Programming using C (19EID131).
3. Venture Discovery\*\*\*: this course is Introduced from 2020-21 onwards.



## Semester II

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1.	19EMA104	Engineering Mathematics II (Probability and Statistics)	BS	3	0	0	0	3	Branch Specific
2.	19EID134/ 19EID234	AI Tools/ Life Sciences for Engineers	ES/BS	2	0	2	0	3	Common to all
3.	19ECY131/ 19EPH131	Engineering Chemistry / Engineering Physics	BS/BS	3	0	3	0	4.5	Common with ECE & EEE
4	19EEE131	Basic Electrical and Electronics Engineering	ES	3	1	3	0	5.5	common to all
5	19EME131/ 19EME121	Engineering Graphics / Workshop	ES/ES	1/0	0	3	0	2.5/ 1.5	Common to all
6.	19ECS134	Data Structures with Python <sup>#</sup>	PC	2	0	3	0	3.5	Branch Specific
7.	19EMC181A/ 19EMC181B/ 19EMC181C/ 19EMC181D	National Service Scheme/ National Cadet Corps/ National Sports Organization/ YOGA	MC	0	0	2	0	0	Common to all
8.	19EHS122	Comprehensive Skill Development I <sup>##</sup>	HS	0	0	0	6	1	Common to all
<b>Total</b>								<b>23/22</b>	

**Note:**

1. Data Structures with python<sup>#</sup>: For the admitted batch of 2019-20, this course was offered in Semester III and 0.5 credits allotted for Fundamental of python as a bridge course.

2. Comprehensive Skill Development I<sup>##</sup>: this course is Introduced from 2020-21 onwards.

### Semester- III

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1.	19EMA205	Engineering Mathematics III (Discrete Mathematical Structures)	BS	3	0	0	0	3	Branch Specific
2.	19EID234/ 19EID134	Life Sciences for Engineers/ AI Tools <sup>s</sup>	BS/ES	2	0	2	0	3	Common to all
3.	19EID132	Design Thinking	ES	2	0	2	0	3	Common to all
4.	19ECS201	Fundamentals of Digital Logic Circuits	PC	3	0	0	0	3	Branch Specific
5.	19ECS231	Object Oriented Programming through Java <sup>ss</sup>	PC	2	0	3	0	3.5	Branch Specific
6.	19ECS203	Data Communications	PC	2	0	0	0	2	Branch Specific
7.	19ECS221	Computer Engineering Workshop	PC	0	0	4	0	2	Branch Specific
8.	19EMC281/ 19EMC282	Constitution of India/ Environmental Sciences	MC	3	0	0	0	0	Common to all
9.	19EHS221	Comprehensive Skill Development II	HS	0	0	0	6	1	Common to all
<b>Total</b>								<b>20.5<sup>s</sup></b>	

**Note:**

1. Life Sciences for Engineers/ AI Tools<sup>s</sup>: For the admitted batch of 2019-20, AI Tools are made compulsory in Semester-III and Life Sciences for Engineers are offered in Open Elective-I (Compulsory Subject) in Semester- V

2. Object Oriented Programming through Java<sup>ss</sup>: For the admitted batch of 2019-20, this course (with course ID 19ECS132) was offered in Semester- II.

3. <sup>s</sup>: The total credits for 2019-20 admit batch will be 21 credits, since 0.5 credit for Bridge course on Python.

### Semester IV

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1.	19EMA210	Engineering Mathematics IV (Numerical methods)	BS	3	0	0	0	3	Branch Specific
2.	19EID232	Internet of Things	ES	2	0	2	0	3	Common to all
3.	19ECS202	Computer Organization and Architecture	PC	3	0	0	0	3	Branch Specific
4.	19ECS204	Operating Systems	PC	3	0	0	0	3	Branch Specific
5.	19ECS232	Computer Networks	PC	3	0	2	0	4	Branch Specific
6.	19ECS234	Design and Analysis of Algorithms	PC	3	0	2	0	4	Branch Specific
7.	19EMC282/ 19EMC281	Environmental Sciences/ Constitution of India	MC	3	0	0	0	0	Common to all
8.	19ECS292	Comprehensive Skill Development III	PW	0	0	0	6	1	Common to all
<b>Total</b>								<b>21</b>	

### Semester V

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1.	19ECS331	Software Engineering	PC	3	0	2	0	4	Branch Specific
2.	19ECS305	Cryptography and Network Security	PC	3	0	0	0	3	Branch Specific
3.	19ECS333	Data base Management Systems	PC	3	0	2	0	4	Branch Specific
4.	19ECS303	Formal Languages and Automata theory	PC	3	0	0	0	3	Branch Specific
5.	19ECS3XX	Program Elective I	PE	2	0	2	0	3	Branch Specific
6.	19EOE3XX	Open Elective I <sup>@</sup>	OE	3	0	0	0	3	Common to all
7.	19EID3XX	Inter Disciplinary Elective I	ID	2	0	2	0	3	
8.	19ECS391	Comprehensive Skill Development IV	PW	0	0	0	6	1	Common to all
<b>Total</b>								<b>24</b>	

**Note:** Open Elective I<sup>@</sup>: For the admitted batch of 2019-20, Life Sciences for Engineers is Compulsory

### Semester VI

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1.	19ECS332	Compiler Design	PC	3	0	2	0	4	Branch Specific
2.	19ECS302	Artificial Intelligence	PC	3	0	0	0	3	Branch Specific
3.	19ECS334	Web application Development	PC	2	0	2	0	3	Branch Specific
4.	19ECS3XX	Program Elective II	PE	2	0	2	0	3	
5.	19ECS3XX	Program Elective III	PE	2	0	2	0	3	
6.	19EOE3XX	Open Elective II	OE	3	0	0	0	3	
7.	19EHS302	Engineering Economics and Management	HS	3	0	0	0	3	
8.	19EMC382	Engineering Ethics	MC	3	0	0	0	0	Mandatory Course
9.	19ECS392	Comprehensive Skill Development V	PW	0	0	0	6	1	Department Specific
10	19EHS304	Universal Human Values: Understanding Harmony	HS	2	1	0	0	3	
<b>Total</b>								<b>26</b>	

### Semester VII

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1.	19ECS431	Embedded Systems	PC	2	0	2	0	3	Branch Specific
2.	19ECS4XX	Inter Disciplinary Elective II	ID	2	0	2	0	3	
3.	19ECS4XX	Program Elective IV	PE	2	0	2	0	3	
4.	19ECS4XX	Program Elective V	PE	2	0	2	0	3	
5.	19EHS403	HS II (Organizational Behavior)	HS	3	0	0	0	3	
6.	19ECS491	Project Phase I	PW	0	0	2	0	1	Branch Specific
7.	19ECS493	Industrial Training/Internship/ Research Projects in National Laboratories/ Academic Institutions	PW	0	0	0	0	1	Branch Specific
8.	19ECS495	Comprehensive Skill Development VI	PW	0	0	0	6	1	Department Specific
<b>Total</b>							<b>18</b>		

### Semester VIII

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1.	19EID4XX	Inter Disciplinary Elective III	ID	2	0	2	0	3	
2.	19ECS4XX	Program Elective VI	PE	2	0	2	0	3	Branch Specific
3.	19ECS492	Project Phase II	PW	0	0	12	0	6+	Branch Specific
4.	GSS115	Gandhi for the 21 <sup>st</sup> Century	HS					1	Online Course
<b>Total</b>							<b>13</b>		

**Total Credits 165 Total**

**Number of Credits**

Semester	I	II	III	IV	V	VI	VII	VIII	Total
<b>Credits</b>	19.5/20.5	23/22	20.5	21	24	26	18	13	<b>165</b>

**Category and Credits**

<b>Category</b>	<b>Code</b>	<b>Courses</b>	<b>Credits GITAM</b>	<b>Credits suggested by AICTE</b>
<b>Humanities &amp; Social Sciences</b>	HS	Communicative English	<b>15</b>	<b>12</b>
		HS1 and HS2 (elective)		
		Gandhi for the 21 <sup>st</sup> Century		
		Comprehensive Skill Development I		
		Comprehensive Skill Development II		
		Universal Human Values: Understanding Harmony		
<b>basic Sciences</b>	BS	Engineering Physics	<b>24</b>	<b>25</b>
		Engineering Chemistry		
		Mathematics (4 courses)		
		Life Sciences for Engineers		
<b>Engineering Sciences</b>	ES	Problem Solving and Programming	<b>24</b>	<b>24</b>
		Basic electrical and electronics Engineering		
		AI Tools		
		Engineering Graphics		
		Workshop		
		Design Thinking		
		Internet of Things		
<b>Open Electives</b>	OE	OE1, OE2	<b>6</b>	<b>18</b>
<b>Inter Disciplinary Electives</b>	ID	ID1 - ID3	<b>9</b>	
<b>Program Electives</b>	PE	PE1 - PE6	<b>18</b>	<b>18</b>
<b>Program Core</b>	PC	PC1 – PC17	<b>55</b>	<b>48</b>
<b>Project</b>	PW	Venture Discovery	<b>14</b>	<b>15</b>
		Comprehensive Skill Development III		
		Comprehensive Skill Development IV		
		Comprehensive Skill Development V		
		Comprehensive Skill Development VI		
		Internship		
		Project Phase I		
		Project Phase II		
<b>Mandatory</b>	MC	Environmental Science, Constitution of India, Engineering Ethics	<b>-</b>	<b>-</b>
<b>Total</b>			<b>165</b>	<b>160</b>

## Engineering Mathematics II

S. No	Course Code	Course Title	Category	L	T	P	C	Remarks
1.	19EMA102	Engineering Mathematics II (ODE, PDE and Multivariable Calculus)	BS	3	0	0	3	Offered for ECE, EEE, ME and CE
2.	19EMA104	Engineering Mathematics II (Probability and Statistics)	BS	3	0	0	3	Offered for CSE
3.	19EMA106	Mathematics for Biotechnology II	BS	3	0	0	3	Offered for BT

## Engineering Mathematics III

S. No	Course Code	Course Title	Category	L	T	P	C	Remarks
1.	19EMA201	Engineering Mathematics III (applications of PDE, Complex Variables and Transform techniques)	BS	3	0	0	3	Offered for ME and CE
2.	19EMA203	Engineering Mathematics III (Complex Variables and Transform techniques)	BS	3	0	0	3	Offered for ECE and EEE
3.	19EMA205	Engineering Mathematics III (Discrete Mathematical Structures)	BS	3	0	0	3	Offered for CSE
4.	19EMA207	Mathematics for Biotechnology III	BS	3	0	0	3	Offered for BT

**Engineering Mathematics IV**

S. No	Course Code	Course Title	Category	L	T	P	C	Remarks
1.	19EMA202/ 19EMA104	Engineering Mathematics IV (Numerical methods /Probability and Statistics)	BS	3	0	0	3	Offered for CE, ME and EEE
2.	19EMA204	Engineering Mathematics IV (Probability theory and Random Process)	BS	3	0	0	3	Offered for ECE
3.	19EMA206/ 19EMA210/ 19EMA212	Engineering Mathematics IV (Number theory and Its applications / Numerical methods / differential equations)	BS	3	0	0	3	Offered for CS/ CSE/ AIML
4.	19EMA208	Mathematics for Biotechnology IV	BS	3	0	0	3	Offered for BT
5.	19EMA214/ 19EMA216	Engineering Mathematics IV (Descriptive Statistics/ Applied Statistics)	BS	3	0	0	3	Offered for DS/IoT

**Engineering Physics**

S. No	Course Code	Course Title	Category	L	T	P	C	Remarks
1.	19EPH131	Engineering Physics	BS	3	0	3	4.5	Offered for ECE, CSE, EEE
2.	19EPH133	Applied Physics	BS	3	0	3	4.5	Offered for AE, CE and ME
3.	19EPH135	Physics for Biotechnology	BS	3	0	3	4.5	Offered for BT

**Engineering Chemistry**

S. No	Course Code	Course Title	Category	L	T	P	C	Remarks
1.	19ECY131	Engineering Chemistry	BS	3	0	3	4.5	Offered for ECE, CSE, EEE
2.	19ECY133	Chemistry of Materials	BS	3	0	3	4.5	Offered for AE, CE and ME
3.	19ECY135	Chemistry for Biotechnology	BS	3	0	3	4.5	Offered for BT



## OPEN ELECTIVES

### Open Elective I

S. No.	Course Code	Course Title	Category	L	T	P	C
1	19EOE301	Japanese for Beginners	OE	3	0	0	3
2	19EOE303	French for Beginners	OE	3	0	0	3
3	19EOE305	Biotechnology and Society	OE	3	0	0	3
4	19EOE307	Contemporary Relevance of Indian Epics	OE	3	0	0	3
5	19EOE309	Indian National Movement	OE	3	0	0	3
6	19EOE313	Personality Development	OE	3	0	0	3
7	19LOE301	Fundamentals of Cyber law	OE	3	0	0	3
8	19MOE303	Introduction to International Business	OE	3	0	0	3
9	19EOE319	Introduction to Music	OE	3	0	0	3
10	19EOE321	Environment and Ecology	OE	3	0	0	3
11	19EOE323	Indian History	OE	3	0	0	3
12	19EOE327	Professional Communication	OE	3	0	0	3
13	GEL244	English for Higher Education	OE	3	0	0	3
14	19EOE224	Virtual Reality	OE	1	0	4	3
15	19EID234	Life Sciences for Engineers (Only for admitted batch 2019-20)	OE	2	0	2	3

**Open Elective II**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1	19EOE302	German for Beginners	OE	3	0	0	3
2	19EOE304	Chinese for Beginners	OE	3	0	0	3
3	19EOE306	Analytical Essay Writing	OE	3	0	0	3
4	19EOE308	Indian Economy	OE	3	0	0	3
5	19EOE310	Public Administration	OE	3	0	0	3
6	19EOE312	Environmental Management	OE	3	0	0	3
7	19EOE327	Professional Communication	OE	3	0	0	3
8	19MOE301	Basics of Finance	OE	3	0	0	3
9	19LOE301	Fundamentals of Cyber law	OE	3	0	0	3
10	19EOE313	Personality Development	OE	3	0	0	3
11	19MOE305	Basics of Marketing	OE	3	0	0	3
12	GEL345	Workplace Communication - Basic	OE	3	0	0	3
13	GEL347	Workplace Communication - Advanced	OE	3	0	0	3

## PROGRAM ELECTIVES

### Program Elective-I

S. No.	Stream	Course Code	Course Title	Category	L	T	P	C
1	Data Science	19ECS341	Programming with R	PE	2	0	2	3
2	AI & Machine Learning	19ECS343	Advanced Data Structures for Machine Learning	PE	2	0	2	3
3	Network Security	19ECS345	Advanced Computer Networks	PE	2	0	2	3
4	Distributed and Cloud Computing	19ECS347	Distributed Systems	PE	2	0	2	3
5	Image Processing and Graphics	19ECS349	Computer Graphics	PE	2	0	2	3
6	Software Engineering	19ECS351	Software Requirements Management	PE	2	0	2	3

**Note:** The faculty must design the activity for each Program Elective.

### Program Elective-II

S. No.	Stream	Course Code	Course Title	Category	L	T	P	C
1	Data Science	19ECS342	Data Warehousing and Mining	PE	2	0	2	3
2	AI & Machine Learning	19ECS344	Machine Learning	PE	2	0	2	3
3	Network Security	19ECS346	Information Security	PE	2	0	2	3
4	Distributed and Cloud Computing	19ECS348	Advanced Operating Systems	PE	2	0	2	3
5	Image Processing and Graphics	19ECS352	Image Processing	PE	2	0	2	3
6	Software Engineering	19ECS354	Design Patterns	PE	2	0	2	3

**Note:** The faculty must design the activity for each Program Elective.

### Program Elective-III

S. No.	Stream	Course Code	Course Title	Category	L	T	P	C
1	Data Science	19ECS356	Social Network Analysis	PE	2	0	2	3
2	AI & Machine Learning	19ECS356	Social Network Analysis	PE	2	0	2	3
3	Network Security	19ECS358	Cyber Security	PE	2	0	2	3
4	Distributed and Cloud Computing	19ECS362	Cloud Computing	PE	2	0	2	3
5	Image Processing and Graphics	19ECS364	Introduction to Pattern Recognition and Machine Learning	PE	2	0	2	3
6	Software Engineering	19ECS366	Software Metrics	PE	2	0	2	3

**Note:** The faculty must design the activity for each Program Elective.

### Program Elective-IV

S. No.	Stream	Course Code	Course Title	Category	L	T	P	C
1	Data Science	19ECS441	Information Retrieval Systems	PE	2	0	2	3
2	AI & Machine Learning	19ECS443	Natural Language Processing	PE	2	0	2	3
3	Network Security	19ECS445	Adhoc and Sensor Networks	PE	2	0	2	3
4	Distributed and Cloud Computing	19ECS447	Parallel Computing	PE	2	0	2	3
5	Image Processing and Graphics	19ECS449	Augmented Reality and Virtual Reality	PE	2	0	2	3
6	Software Engineering	19ECS451	Agile Software Development	PE	2	0	2	3

**Note:** The faculty must design the activity for each Program Elective.

### Program Elective- V

S. No.	Stream	Course Code	Course Title	Category	L	T	P	C
1	Data Science	19ECS453	Neural Networks and Deep Learning	PE	2	0	2	3
2	AI & Machine Learning	19ECS453	Neural Networks and Deep Learning	PE	2	0	2	3
3	Network Security	19ECS457	Cyber Forensics	PE	2	0	2	3
4	Distributed and Cloud Computing	19ECS459	Block Chain Technology	PE	2	0	2	3
5	Image Processing and Graphics	19ECS461	Multimedia Processing	PE	2	0	2	3
6	Software Engineering	19ECS463	Software Testing Methodologies	PE	2	0	2	3

**Note:** The faculty must design the activity for each Program Elective.

### Program Elective- VI

S. No.	Stream	Course Code	Course Title	Category	L	T	P	C
1	Data Science	19ECS442	Big Data	PE	2	0	2	3
2	AI & Machine Learning	19ECS442	Big Data	PE	2	0	2	3
3	Network Security	19ECS444	Advances in Internet of Things	PE	2	0	2	3
4	Distributed and Cloud Computing	19ECS442	Big Data	PE	2	0	2	3
5	Image Processing and Graphics	19ECS446	Game Programming	PE	2	0	2	3
6	Software Engineering	19ECS448	Secure Software Engineering	PE	2	0	2	3

**Note:** The faculty must design the activity for each Program Elective.

## INTERDISCIPLINARY ELECTIVES

### Interdisciplinary Elective I

S. No.	Stream	Course Code	Course Title	Category	L	T	P	C
1	Professional courses	19EEC371	Fundamentals of Communication Systems	ID	2	0	2	3
2		19EEI371	Sensors and Signal Conditioning	ID	2	0	2	3
3		19EME371	Quantitative techniques for Management	ID	2	0	2	3
4	Basic Science courses	19ECY371	Applications of Chemistry in electronics	ID	2	0	2	3
5	Management courses	19EHS405	Operations Research	ID	3	0	0	3
6		19ECE371	Disaster Management	ID	3	0	0	3

### Interdisciplinary Elective II

S. No.	Stream	Course Code	Course Title	Category	L	T	P	C
1	Professional courses	19EEC475	Microcontrollers and Interfacing	ID	2	0	2	3
2		19EEI471	Robotics & Automation	ID	2	0	2	3
3		19EEC473	Fundamentals of Digital Signal Processing	ID	2	0	2	3
4		19EBT473	Introduction to Bioinformatics	ID	2	0	2	3
5	Basic Science courses	19EPH471	Quantum Computing	ID	2	0	2	3
6	Management courses	19EME456	Optimization Techniques	ID	3	0	0	3

**Interdisciplinary Elective III**

<b>S. No.</b>	<b>Stream</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	Professional courses	19EPH472	Semiconductor Physics	ID	2	0	2	3
<b>2</b>		19ECE354	Remote Sensing and Geographic Information Systems	ID	2	0	2	3
<b>3</b>		19EEI477	Industrial Automation	ID	2	0	2	3
<b>4</b>	Management courses	19EME349	Total Quality Management	ID	3	0	0	3
<b>5</b>		19EME357	Supply Chain Management	ID	3	0	0	3

**Course -PO-PSO Correlation Matrix (2019-23, CSE)**

Serial No.	Category	course Code	course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
1	BS	19EMA101	Engineering Mathematics I (Calculus and Algebra)	2	2	2	2	2				1				2	2	
2	HS	GEL131	Communicative English								2	3	3					2
3	BS	19EPH131	Engineering Physics	2	2		1				1	1	1		2	1	1	
4	BS	19ECY131	Engineering Chemistry	3				2		3								2
5	ES	19EID131	Problem Solving and Programming	2	3	3	1	1	1		1		1	1		2	2	1
6	ES	19EME121	Workshop	2	3	2		1	1		1	1				2	2	3
7	ES	19EME131	Engineering Graphics		3	3	2	3	0	2	3	2	3	2	3	2	2	3
8	MC	19EMC181A	National Service Scheme								3	3	3	3	3			
9	MC	19EMC181B	National Cadet Corps								3	3	3	3	3			
10	MC	19EMC181C	National Sports Organization								3	3	3	3	3			
11	MC	19EMC181D	YOGA						2	1	1	1						
12	BS	19EMA104	Engineering Mathematics II (Probability and Statistics)	2	3	2	2				1	1		1		2	3	1
13	ES	19EID134	AI Tools	2	2	2	1	3	1	1					1	1	2	
14	BS	19EID234	Life Sciences for Engineers	2	2	2	3		2						1			1
15	ES	19EEE131	basic electrical and electronics Engineering	3					2	3		2	2		1	3	2	1
16	PC	19ECS134	data Structures with python	2	3	2	2	1							1	2	2	1
17	HS	19EHS122	Comprehensive Skill Development I	2	3	2	3	2		2						1	2	
18	BS	19EMA205	Engineering Mathematics III (Discrete Mathematical Structures)	3	3	3	3									3	3	1
19	ES	19EID132	Design Thinking	2	2	3	2	1	1	1	1	1		1	1	2	2	
20	PC	19ECS201	Fundamentals of Digital Logic Circuits	2	2	2							3			2	2	2
21	PC	19ECS231	Object Oriented Programming through Java	2	2	2	1	1							2	1	2	1
22	PC	19ECS203	Data Communications	2	2	2	2									1	2	



23	PC	19ECS 221	Computer Engineering Workshop	1	1		3	3								1	1	
24	MC	19EMC 281	Constitution of India						2	2	2	1	1					
25	MC	19EMC 282	Environmental Sciences			2				2	1	2	2	2	2			
26	HS	19EHS 221	Comprehensive Skill Development II	2	2	1	3	3										2
27	BS	19EMA 210	Engineering Mathematics IV (Numerical methods)	3	3	3	3									3	3	1
28	ES	19EID2 32	Internet of Things	2	3	3	3	3	2	2	1	1	1	1	1	2	3	2
29	PC	19ECS 202	Computer Organization and Architecture	3	3	3	2	1								2	2	1
30	PC	19ECS 204	Operating Systems	3	3	3	3	1								2	3	1
31	PC	19ECS 232	Computer Networks	2	2	3	3	3	1							1	2	1
32	PC	19ECS 234	Design and Analysis of Algorithms	2	2	2	3									3	3	1
33	PW	19ECS 292	Comprehensive Skill Development III	2	3	3	3	2										2
34	PC	19ECS 331	software Engineering	2	3	2	3	2								2	2	2
35	PC	19ECS 305	Cryptography and Network Security	3	2	1	1		2		1					3		1
36	PC	19ECS 333	data base Management Systems	2	2	3	3	3				2		1	1	2	3	1
37	PC	19ECS 303	Formal Languages and Automata theory	3	3	3	2									3		2
38	PW	19ECS 391	Comprehensive Skill Development IV	2	3		3	2		2								2
39	PC	19ECS 332	Compiler Design	3	2	2	2	1								2	1	1
40	PC	19ECS 302	Artificial Intelligence	3	2	2	2									2		2
41	PC	19ECS 334	Web application Development	1	1	3	2	2	1			1				2	3	
42	HS	19EHS 302	Engineering Economics and Management			2	2	2				1	1	2		3		1
43	MC	19EMC 382	Engineering Ethics	1					2	2	3		2			2	1	2
44	PW	19ECS 392	Comprehensive Skill Development V	3		3	3	3	3					2	2	2	2	3

45	PC	19ECS 431	Embedded Systems	3	2	3		1							1	3	3		
46	HS	19EHS 403	Organizational Behavior						2	2	2	2	2		2				
47	PW	19ECS 495	Comprehensiv e Skill Development VI	3	3	2	3	3	3			1	1	2			3	3	
48	PW	19ECS 491	Project phase- 1	2	3	3	3	3	2	1	2	3	3	1	3	3	3	3	
49	PW	19ECS 492	Project Phase II	2	3	3	3	3	2	1	2	3	3	1	3	3	3	3	
50	PW	19ECS 493	Project Phase I Industrial Training/Intern ship/Research Projects in National Laboratories/ Academic Institutions	2	3	2	2	2	1		2	3	3	2	2	3	3	2	
<b>Mandatory courses Average corelation</b>				<b>2.25</b>	<b>2.45</b>	<b>2.41</b>	<b>2.36</b>	<b>2.07</b>	<b>1.65</b>	<b>1.75</b>	<b>1.80</b>	<b>1.91</b>	<b>2.11</b>	<b>1.75</b>	<b>1.90</b>	<b>2.11</b>	<b>2.28</b>	<b>1.63</b>	
51	PE1	19ECS 341	Programming with R	2	3	3	2	2	1		1	1			1	2	3	1	
52	PE1	19ECS 343	advanced data Structures for Machine Learning	3	3	3	1	1								1	1	2	
53	PE1	19ECS 345	advanced Computer Networks	3	2	1	3	1								3	1	1	
54	PE1	19ECS 347	Distributed Systems	2	3	3	3	2	1	1	1	1	1		1	2	2	2	
55	PE1	19ECS 349	Computer Graphics	2	3	2	3	2								2	2	1	
56	PE1	19ECS 351	software Requirements Management	2	3	3	3	2	1				3	3	3	1	3	3	1
57	PE2	19ECS 342	DataWarehou sing and Mining	3	2	3	3	3	1	1	1	2	2	1	1	3	3	2	
58	PE2	19ECS 344	Machine Learning	3	3	3	3	1								2	3	2	
59	PE2	19ECS 346	Information Security	2	2	1	2	2						1	1	3	1	1	
60	PE2	19ECS 348	advanced Operating Systems	2	2	2	2	2						1	1	2	1	1	
61	PE2	19ECS 352	Image processing	2	3	3	3	1							1	2	2	1	
62	PE2	19ECS 354	Design Patterns	3	3	3	2	2							1	2	3	1	
63	PE3	19ECS 356	Social Network Analysis	3	3	2	2	2	1		1				1	2	3	1	
64	PE3	19ECS 358	Cyber Security	2	3	1	3	3	1		1				1	2	2	1	
65	PE3	19ECS 362	Cloud Computing	3	2	3	1	2									1	2	
66	PE3	19ECS 364	Introduction to Pattern Recognition	3	2	3	2	1								2	3	2	

			and Machine Learning															
67	PE3	19ECS 366	software Metrics	2	3	2	2	1				1				2	3	1
68	PE4	19ECS 441	Information Retrieval Systems	2	2	2	2	2								2	2	1
69	PE4	19ECS 443	Natural Language processing	2	2	3	2	2								2	2	3
70	PE4	19ECS 445	Adhoc and Sensor Networks	2	3		3	2							1	2	2	3
71	PE4	19ECS 447	parallel Computing	2	2	2	2	2	2	2					1	2	2	3
72	PE4	19ECS 449	Augmented Reality and Virtual Reality	3	3	3	3	3	3	2	2	3			2	2	2	3
73	PE4	19ECS 451	Agile software Development	3	3	3	3	3	2	1	2	3	3	3	2	3	3	2
74	PE5	19ECS 453	Neural Networks and Deep Learning	2	2	3	1	1							1	2	2	1
75	PE5	19ECS 457	Cyber Forensics	1	2		1	2	1		1				1	2	2	1
76	PE5	19ECS 459	Block Chain Technology	2	3	3	3	2	1		1				1	2	2	3
77	PE5	19ECS 461	Multimedia processing	2	3	3	3	2	1		1				1	2	2	3
78	PE5	19ECS 463	Software testing Methodologies	2	3	2	3	3			1	2	1	1	1	3	3	2
79	PE6	19ECS 442	Big data	2	3	3	3	2							1	2	2	3
80	PE6	19ECS 444	Advances in Internet of Things	2	2	3	1	1	1	2	1				1	2	2	1
81	PE6	19ECS 446	Game Programming	2	3	3	2	3				1			1	2	2	2
82	PE6	19ECS 448	Secure software Engineering	2	3	2	3	2	1		1	2	1	2	2	2	2	2
83	ID1	19EEC 371	Fundamentals of Communication Systems	3	2		2	1								1		1
84	ID1	19EEI3 71	Sensors and Signal Conditioning	3	2	3	2	1								1	1	1
85	ID1	19EME 371	Quantitative techniques for Management	3	3	3	3	1	3	3	1	1		2	1	1	2	1
86	ID1	19ECY 371	Applications of Chemistry in electronics	2	2		1								2			1
87	ID1	19EHS 405	Operations Research	3	3	3	3	1	3	3	1	1		2	1	1	2	1
88	ID1	19ECE 371	Disaster Management	1	2	1	2		3	3	1				1	1	2	1
89	ID1	19EEC 475	Microcontrollers and Interfacing	2	2	2	2	2	1	1		1	1	1	1	2	1	1

90	ID2	19EEI4 71	Robotics & automation	2	2	2	2	2	2	1	1	1	1	1	1	2	1	2
91	ID2	19EEC 473	Fundamentals of Digital Signal processing	3	2	2	2	2			1	1	1	1	2	1	1	
92	ID2	19EBT 473	Introduction To Bioinformatics	1	3	1	3	1	1	1	1			1		1	1	
93	ID2	19EPH 471	Quantum Computing	3	3	3	3	2	1					1	3	2	2	
94	ID2	19EME 456	Optimization techniques	3	3	3	3	1					1		2	2	2	
95	ID3	19EPH 472	Semiconductor Physics	2	2		1							2			1	
96	ID3	19ECE 354	Remote Sensing and Geographic Information Systems	1	2	2	2	1	1	3					1	1	1	
97	ID3	19EEI4 77	Industrial automation	2	2	2	2	2	2	1	1	1		1	1	2	1	2
98	ID3	19EME 349	Total Quality Management	2	2	2	2			2	1	2	2	2	1	2	2	2
99	ID3	19EME 357	Supply Chain Management	1	2	3	3	1	1		1	1		1		2	2	2
100	OE 1	19EOE 301	Japanese for Beginners							1			3		2			1
101	OE 1	19EOE 303	French for Beginners							1			3		2			1
102	OE 1	19EOE 305	Biotechnology and Society		1		1			3		3						1
103	OE 1	19EOE 307	Contemporary Relevance of Indian Epics								1		1					1
104	OE 1	19EOE 309	Indian National Movement								1							1
105	OE 1	19EOE 313	Personality Development									2	3					
106	OE 1	19LOE 301	Fundamentals of Cyber law				1	1	3		3							1
107	OE 1	19MOE 303	Introduction to International Business	1	1	1	1	1						1				
108	OE 1	19EOE 319	Introduction to Music						1						1			1
109	OE 1	19EOE 321	Environment and Ecology							3	1				1			1
110	OE 1	19EOE 323	Indian History								1							1
111	OE 1	GEL24 4	English for Higher Education									3	3		1			2
112	OE 1	19EOE 224	Virtual Reality	3	3	3	3	3	3	2	2	3			2	2	2	3
113	OE 1	19EID2 34	Life Sciences for Engineers	2	2	2	3		2						1			1
114	OE 2	19EOE 302	German for Beginners							1			3		2			1
115	OE 2	19EOE 304	Chinese for Beginners							1			3		2			1
116	OE 2	19EOE 306	Analytical Essay Writing									3	3		2			1

117	OE 2	19EOE 308	Indian Economy							3		1						1
118	OE 2	19EOE 310	Public Administration							3		1				1		1
119	OE 2	19EOE 312	Environmental Management							3	3					1		1
120	OE 2	19EOE 327	Professional Communication									2	2	3	2	2		2
121	OE 2	19MOE 301	basic s of Finance							1		1			3	1		1
122	OE 2	19MOE 305	basic s of Marketing							1		1		1	3	1		1
123	OE 2	GEL34 5	Workplace Communication - basic										2	3	2	1		1
124	OE 2	GEL34 7	Workplace Communication - advanced										2	3	2	1		1
<b>All courses Average corelation</b>				2.25	2.47	2.43	2.32	1.90	1.70	1.76	1.46	1.86	2.15	1.73	1.42	2.05	2.10	1.52

### Semester I

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1.	19EMA101	Engineering Mathematics I (Calculus and Algebra)	BS	3	0	0	0	3	Common to all except BT
2.	GEL131	Communicative English	HS	2	0	2	0	3	Common to all
3.	19EPH131/ 19ECY131	Engineering Physics / Engineering Chemistry	BS/BS	3	0	3	0	4.5	Common to all
4.	19EID131	Problem Solving and Programming**	ES	3	1	3	0	5.5	Common to all
5.	19EME121/ 19EME131	Workshop / Engineering Graphics	ES/ES	0/1	0	3	0	1.5/ 2.5	Common to all
6.	19EMC181A/ 19EMC181B/ 19EMC181C/ 19EMC181D	National Service Scheme/ National Cadet Corps/ National Sports Organization / YOGA	MC	0	0	2	0	0	Common to all
7.	VDC111	Venture Discovery***	PW	0	0	4	0	2	Common to all
<b>Total</b>							<b>19.5/20.5</b>		

## 19EMA101: ENGINEERING MATHEMATICS I

### (CALCULUS AND ALGEBRA)

(common to all branches of Engineering except Biotechnology)

**L T P C**  
**3 0 0 3**

*This course is designed for the students of all B. Tech programmes except for Biotechnology as a prerequisite for the core programme. The course imparts concepts of calculus and matrix algebra that are essential in applications in solving engineering problems.*

#### **Course Objectives:**

- To familiarize the students with the theory of matrices and quadratic forms.
- To explain the series expansions using mean value theorems.
- To teach basic concepts of partial derivatives.
- To explain the evaluation of double integrals and its applications.
- To demonstrate the evaluation and applications of triple integrals.

#### **UNIT I: Matrices**

**10 L**

Rank of a matrix by echelon form, solving system of homogeneous and non-homogeneous linear equations, eigen values, eigenvectors and their properties, Cayley-Hamilton theorem (without proof), finding inverse and power of a matrix by Cayley-Hamilton theorem, diagonalisation of a matrix, quadratic forms and nature of the quadratic forms, reduction of quadratic form to canonical forms by orthogonal transformation.

#### **Learning Outcomes**

After completion of this unit, the student will be able to

- solve system of homogeneous and non-homogeneous linear equations (L3)
- find the eigenvalues and eigenvectors of a matrix(L3)
- identify special properties of a matrix(L3)

#### **UNIT II: Mean Value Theorems**

**6 L**

Rolle's theorem, Lagrange's mean value theorem, Cauchy's mean value theorem, Taylor's and Maclaurin's theorems with remainders (without proof).

#### **Learning Outcomes**

After completion of this unit, the student will be able to

- demonstrate the given function as series of Taylor's and Maclaurin's with remainders (L2)
- illustrate series expansions of functions using mean value theorems (L2)

#### **UNIT III: Multivariable Calculus**

**8 L**

Partial derivatives, total derivatives, chain rule, change of variables, Jacobian, maxima and minima of functions of two variables, method of Lagrange multipliers.

### **Learning Outcomes**

After completion of this unit, the student will be able to

- interpret partial derivatives as a function of several variables(L2)
- apply Jacobian concept to deal with the problems in change of variables (L3)
- evaluate maxima and minima of functions(L3)

### **UNIT IV: Multiple Integrals-I**

**8 L**

Double integrals, change of order of integration, double integration in polar coordinates, area enclosed by plane curves.

### **Learning Outcomes**

After completion of this unit, the student will be able to

- apply double integrals in cartesian and polar coordinates(L3)
- calculate the areas bounded by a region using double integration techniques (L3)

### **UNIT V: Multiple Integrals-II**

**8 L**

Evaluation of triple integrals, change of variables (cartesian, cylindrical and spherical polar coordinates), volume as triple integral.

### **Learning Outcomes**

After completion of this unit, the student will be able to

- apply multiple integrals in cartesian, cylindrical and spherical geometries (L3)
- evaluate volumes using triple integrals(L3)

### **Text Book(s):**

- 1 Erwin Kreyszig, advanced Engineering Mathematics, 10/e, John Wiley & Sons, 2018.
- 2 B. S. Grewal, Higher Engineering Mathematics, 44/e, Khanna Publishers, 2017.

### **References:**

- 1 R.K.Jain and S.R.K.Iyengar, advanced Engineering Mathematics, 3/e, Alpha Science International Ltd., 2002.
- 2 George B. Thomas, Maurice D. Weir and Joel R. Hass, Thomas, Calculus, 13/e, Pearson Publishers, 2014.
- 3 Glyn James, advanced modern Engineering Mathematics, 4/e, Pearson Publishers, 2011.

**Course Outcomes:**

After completion of this unit, the student will be able to

- Solve the differential equations related to fields (L3)
- Solve the differential equations related applications to higher order (L3)
- Solve the Partial differentiation problems related to fields (L3)
- Solve the differential equations related applications to higher order (L3)
- Solve the Laplace transforms application methods (L3)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Solve the differential equations related to fields (L3)	1	2	3	-	2	-	-	-	1	-	-	-	2	1	-
<b>CO2</b>	Solve the differential equations related applications to higher order (L3)	2	2	1	1	1	-	-	-	1	-	-	-	2	2	-
<b>CO3</b>	Solve the Partial differentiation problems related to fields (L3)	1	2	2	2	2	-	-	-	-	-	-	-	2	1	-
<b>CO4</b>	Solve the differential equations related applications to higher order (L3)	1	2	2	1	2	-	-	-	-	-	-	-	2	1	-
<b>CO5</b>	Solve the Laplace transforms application methods (L3)	1	1	2	1	1	-	-	-	-	-	-	-	2	2	-



**GEL131: COMMUNICATIVE ENGLISH**  
(common to all)

**L T P C**  
**2 0 2 3**

*The course is a unified approach to enhance Language skills of learners with an aim to hone their social skills and to increase their employability. The course is designed to acquaint the learners with the necessary LSRW (Listening/ Speaking / Reading/ Writing) skills needed either for recruitment or further studies abroad for which they attempt international exams like TOEFL, IELTS and GRE. It enables the learners improve their communication skills which are crucial in an academic environment as well as professional and personal lives.*

**Course Objectives:**

- To enable learners to develop listening skills for better comprehension of academic presentations, lectures and Speech es.
- To hone the speaking skills of learners by engaging them in various activities such as just a minute (JAM), group discussions, oral presentations, and role plays.
- To expose learners to key Reading techniques such as Skimming and Scanning for comprehension of different texts.
- To acquaint the learners with effective strategies of paragraph and essay writing, and formal correspondence such as email, letters and resume.
- To provide learners with the critical impetus necessary to forge a path in an academic environment, in the professional life and in an increasingly complex, interdependent world.

**UNIT I**

**8L**

Listening: Listening for gist and specific information, speaking: Introducing self and others; Developing fluency through JAM, Reading: Skimming for gist and Scanning for specific information, Writing: Paragraph writing-writing coherent and cohesive paragraph (narrative and descriptive); use of appropriate Punctuation. Grammar & Vocabulary: Articles & Prepositions; Word Families (Verbs, Nouns, Adjectives, Adverbs; Prefixes and Suffixes)

**Learning Outcomes**

After completion of this unit, the student will be able to

- apply the requisite listening skills and comprehend at local and global level. (L5)
- Introduce themselves with accurate structure in diverse social and professional contexts. (L2)
- apply relevant reading strategies for comprehension of any given text(L3)
- write a paragraph using cohesive devices maintaining coherence (L3)
- understand the use of Articles and Prepositions, and apply appropriately for meaningful communication (L3)
- understand the relevance of various categories in word family and apply them meaningfully in context (L3)

## UNIT II

10L

Listening: Listening for Note taking and Summarizing, Speaking: Role plays and Oral Presentations, Reading: Intensive Reading-Reading for implicit meaning, Writing: Note making and summarizing, Grammar & Vocabulary: Verb forms -Tenses; synonyms to avoid repetition in Speech and writing.

### Learning Outcomes

After completion of this unit, the student will be able to

- employ note taking and summarizing strategies to comprehend the listening text (L2)
- use strategies for successful and relevant oral presentation (L4)
- demonstrate effective communication skills by applying turn-taking and role distribution techniques for meaningful and contextual Speaking (L4)
- apply various reading strategies imbibing inferential and extrapolative comprehension of any given text. (L3)
- apply various note-making techniques while comprehending the reading text to present a complete and concise set of structured notes (L5)
- apply the notes to draft a summary (L3)
- use correct tense forms and appropriate structures in Speech and written communication (L3)
- context specific use of Prefixes and Suffixes for meaningful communication (L3)

## UNIT III

8L

Listening: Listening for presentation strategies: introducing the topic, Organization of ideas, conclusion. Speaking: Aided presentations, Reading: Inferring using textual clues, Writing: Formal Letter and Email writing, Grammar & Vocabulary: Active and Passive Voice; linkers and discourse markers.

### Learning Outcomes

After completion of this unit, the student will be able to

- notice and understand effective listening strategies to identify discourse markers in presentations. (L2)
- make formal oral presentations using effective strategies such as audio – visual aids (L3)
- infer meaning and inter – relatedness of ideas (L4)
- understand relevant structures and draft formal letters in suitable format (L4)
- construct relevant sentences in active and passive voice for meaningful communication (L3)
- comprehend and apply available vocabulary items relevant to the context (L3)

## UNIT IV

10L

Listening: Listening for labeling-maps, graphs, tables, illustrations, Speaking: Aided group presentation using charts, graphs etc. Reading: Reading for identification of facts and opinions, Writing: Information transfer (writing a brief report based on information from graph/chart/table), Grammar & Vocabulary: Subject-verb agreement; Language for comparison and contrast; Antonyms.

## Learning Outcomes

After completion of this unit, the student will be able to

- match visual and auditory inputs and use the information comprehensively and adequately demonstrate important relationships or patterns between data points (L2)
- choose and coordinate resources appropriate to context and speak intelligibly (L4)
- develop advanced reading skills for analytical and extrapolative comprehension (L5)
- make decisions on arrangement of ideas and transfer them from visual to verbal form using context appropriate structure. (L4)
- demonstrate ability to use task specific grammatically correct structures (L3)
- Comprehend and use expressions for negation/contradiction (L3)

## UNIT V

8L

Listening: Listening to discussions for opinions, Speaking: Group discussion, Reading: Reading for inferences, Writing: Guided essay writing (argumentative), Grammar & Vocabulary: Editing short texts: correcting common errors in grammar and usage; Action verbs for fluency and effective writing.

## Learning Outcomes

After completion of this unit, the student will be able to

- apply analytical and problem-solving strategies to identify and interpret facts and opinions from a dialogue. (L3)
- able to administer group dynamics to contribute valid ideas to a discussion with clarity and precision (L3)
- demonstrate techniques to analyze contextual clues(L4)
- compare and correlate ideas and facts to produce an organized essay with adequate supporting evidences (L5)
- organize the available structural/grammatical knowledge and apply them in a real time context (L3)
- comprehend meaning for new words/phrases used and apply them in a new context. (L3)

## Reference Book(s):

1. Arosteguy, K.O. and Bright, A. and Rinard, B.J. and Poe, M”, A Student's Guide to Academic and Professional Writing in Education”, UK, Teachers College Press, 2019.
2. Raymond Murphy, “English Grammar in Use A Self-Study Reference and Practice Book for Intermediate Learners of English, Cambridge University Press, 2019.
3. Peter Watkins,” Teaching and Developing Reading Skills”, UK, CUP, 2018.
4. Deeptha Achar et al., “basic of Academic Writing” (1and 2) parts New Delhi: Orient BlackSwan, (2012& 2013).
5. Kumar S and Lata P, “Communication Skills”, New Delhi Oxford University Press, 2015.

## Course Outcomes

By the end of the course, the Student will be able to

- Communicate confidently in English in social and professional contexts with improved skills of fluency and accuracy (L3)
- Write grammatically correct sentences employing appropriate vocabulary suitable to different contexts (L3)
- Comprehend and analyze different academic texts (L4)
- Effectively handle academic writing tasks such as paragraph writing, précis writing, paraphrasing and essay writing (L3)
- Effectively handle formal correspondence like e-mail drafting and letter writing (L3)

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Communicate confidently in English in social and professional contexts with improved skills of fluency and accuracy (L3)	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO2</b>	Write grammatically correct sentences employing appropriate vocabulary suitable to different contexts (L3)	-	-	-	-	-	-	-	-	-	3	-	-	-	-	2
<b>CO3</b>	Comprehend and analyze different academic texts (L4)	-	-	-	-	-	-	-	2	-	-	-	-	-	-	2
<b>CO4</b>	Effectively handle academic writing tasks such as paragraph writing, précis writing, paraphrasing and essay writing (L3)	-	-	-	-	-	-	-	-	-	2	-	-	-	-	2
<b>CO5</b>	Effectively handle formal correspondence like e-mail drafting and letter writing (L3)	-	-	-	-	-	-	-	-	3	-	-	-	-	-	2

**19EPH131: ENGINEERING PHYSICS**  
**(common with ECE & EEE)**

**L T P C**  
**3 0 3 4.5**

*This course is designed with fundamentals of electro magnetism and properties of materials for advanced courses in their respective engineering branches. It Introduces electromagnetic theory with relevant mathematical tools, optical fibers an*

*d their propagation characteristics, properties of dielectric and magnetic materials. It also Introduce s principles of semiconductors and some widely used semiconductor devices for various applications.*

**Course Objectives**

- To Introduce mathematical principles to estimate forces, fields and waves.
- To familiarize students with electro magnetics in modern communication systems.
- To impart knowledge concerning the electrical behaviour of dielectric materials.
- To demonstrate the properties of magnets.
- To Introduce semiconductor physics and devices.

**UNIT I: Basics of Electro magnetics**

**9 L**

**Electrostatic field:** Coulomb's law and Gauss' law, derivation of Coulombs law from Gauss' law, applications of Gauss' law (line charge, thin sheet of charge and solid charged sphere), Gauss' law of electro statics in dielectric medium, divergence and curl of electric fields, electric potential, relation between potential and force, Poisson's and Laplace equations.

**Magnetostatic field:** Biot-Savarts' law, divergence and curl of magnetic fields, Faraday's and Ampere's laws in integral and differential form, displacement current, continuity equation, Maxwell's equations.

**Learning Outcomes**

After completion of this unit, the student will be able to

- apply Coulomb's and Gauss' laws to configurations from charge distributions (L3)
- apply the Biot-Savarts' law to derive magneto static field distributions (L3)
- use vector calculus to describe electromagnetic phenomena(L2)
- relate the law of conservation of charge to continuity equation(L3)
- illustrate the Maxwell's equations, Maxwell's displacement current and correction of Ampere's law (L2)

**UNIT II: Fiber Optics**

**7 L**

Introduction, advantages of optical fibers, principle and structure, acceptance angle, numerical aperture, modes of propagation, classification of fibers, fiber optic communication, importance of V-number, fiber optic sensors (Temperature, displacement and force), applications.

**Learning Outcomes**

After completion of this unit, the student will be able to

- apply the principle of propagation of light in optical fibers(L3)
- explain the working and classification of optical fibers(L2)

- analyze propagation of light through optical fibers based on the concept of modes (L4)
- summarize applications of in medical, communication and other fields (L2)

### UNIT III: Dielectric and Magnetic materials

10 L

**Dielectric materials:** Introduction, electric polarization, dielectric polarizability, susceptibility and dielectric constant, types of polarization s (qualitative treatment only), frequency dependence of polarization, Lorentz (internal) field (quantitative), Clausius- Mossotti equation.

**Magnetic materials:** Introduction, magnetic dipole moment, magnetization, magnetic susceptibility and permeability, origin of permanent magnetic moment, classification of magnetic materials, Weiss theory of ferromagnetism(qualitative), domain theory, hysteresis, soft and hard magnetic materials.

#### Learning Outcomes

After completing this unit, the students will be able to

- explain the concept of dielectric constant and polarization in dielectric materials (L2)
- interpret dielectric loss, Lorentz field and Claussius-Mosotti relation (L2)
- classify the magnetic materials (L2)
- explain the phenomenon of hysteresis for a ferromagnetic material and summarize the properties of hard and soft magnetic materials (L2)

### UNIT IV: Semiconductor Physics

8 L

Introduction, origin of energy band, intrinsic and extrinsic semiconductors, mechanism of conduction in intrinsic semiconductors, generation and recombination, carrier concentration in intrinsic semiconductors, variation of intrinsic carrier concentration with temperature, n-type and p-type semiconductors, carrier concentration inn-type and p- type semiconductors.

#### Learning Outcomes

After completion of this unit, the student will be able to

- outline the properties of semiconductors (L2)
- interpret expressions for carrier concentration in intrinsic and extrinsic semiconductors (L2)
- assess the variation of carrier concentration in semiconductors with
- temperature (L5)

### UNIT V: Semiconductor Devices

8 L

Drift and diffusion currents in semiconductors, Hall effect and its applications, magnetoresistance, p-n junction layer formation and V-I characteristics, direct and indirect band gap semiconductors, construct ion and working of photodiode, LED, solar cell.

#### Learning Outcomes

After completion of this unit, the student will be able to

- explain the drift and diffusion currents and formation of junction layer (L2)
- state Einstein's relations(L1)

- explain Hall effect and its applications (L3)
- illustrate and interpret the V-I characteristics of p-n junction diode (L2)
- describe applications of p-n junction diodes in photodiodes, LEDs and solar cells (L3).

### **Text Book(s)**

1. David J. Griffiths, "Introduction to electro dynamics", 4/e, Pearson Education, 2014.
2. Charles Kittel, "Introduction to Solid State Physics", Wiley Publications, 2011.

### **Reference book(s)**

1. M.N. Avadhanulu, P.G. Kshirsagar, "A Text book of Engineering Physics", 11/e, S. Chand Publications, 2019.
2. Gerd Keiser, "Optical Fiber Communications", 4/e, Tata Mc Graw Hill, 2008.
3. S.O. Pillai, "Solid State Physics", 8/e, New Age International, 2018.
4. S.M. Sze, "Semiconductor devices -Physics and Technology", Wiley, 2008.

## **Engineering Physics Laboratory**

### **List of Experiments**

1. To determine the magnetic field along the axis of a circular coil carrying current.
2. To determine the numerical aperture of a given optical fiber and hence to find its acceptance angle
3. To determine magnetic susceptibility by Gouy's method
4. To determine the Hall coefficient using Hall effect experiment
5. To determine the resistivity of semiconductor by Four probe method
6. To determine the energy gap of a semiconductor.
7. To study the characteristics of PN Junction diode.
8. To study magnetic hysteresis loop (B-H curve).
9. To determine the dielectric constant of a substance by resonance method.
10. To determine hysteresis loss by CRO.
11. To study the characteristics of Photodiode
12. To study the characteristics of Solar Cell

### **References**

1. S. Balasubramanian, M.N. Srinivasan "A Text book of Practical Physics"- S Chand Publishers, 2017

### **Course Outcomes**

After completion of this unit the student will be able to

- To introduce mathematical principles to estimate forces, fields and waves
- To familiarize students with electromagnetics in modern communication systems.
- To impart knowledge concerning the electrical behaviour of dielectric materials

- To demonstrate the properties of magnets.
- To introduce semiconductor physics and devices.

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	To Introduce mathematical principles to estimate forces, fields and waves	2	2	-	1	-	-	-	1	1	1	-	2	1	1	-
<b>CO2</b>	To familiarize students with electro magnetics in modern communication systems.	2	2	-	1	-	-	-	1	1	1	-	2	1	1	-
<b>CO3</b>	To impart knowledge concerning the electrical behaviour of dielectric materials	2	2	-	1	-	-	-	1	1	1	-	2	1	1	-
<b>CO4</b>	To demonstrate the properties of magnets.	2	2	-	1	-	-	-	1	1	1	-	2	1	1	-
<b>CO5</b>	To Introduce semiconductor physics and devices.	2	2	-	1	-	-	-	1	1	1	-	2	1	1	-



**19ECY131: ENGINEERING CHEMISTRY**  
**(common with ECE & EEE)**

**LT P C**  
**303 4.5**

*This course enables the students to gain knowledge on various aspects of renewable energy resources, electro chemical energy systems, construction of batteries, technological importance machining and etching, polymers, nano-materials, molecular machines and switches. The gained in this course can be applied to the latest problems in the above areas.*

**Course Objectives**

- To acquaint with electro chemical energy systems and their applications.
- To impart knowledge on the basic concepts of battery technology.
- To familiarize the students with various sources of renewable energy and their harnessing.
- To demonstrate the construction of photovoltaic cells.
- To Introduce different types of nano- materials.
- To expose the students to latest instrumental techniques such as scanning electronic microscope (SEM) & transmission electron microscope (TEM).

**UNIT I**

**9L**

**Electro chemical energy Systems**

Introduction Origin of electrode potential, electrode Potentials, Measurement of electrode Potentials, Nernst Equation for a single electrode, EMF of a cell, Types of electrodes or Half Cells Hydrogen and Calomel electrode, electro chemical Cell, Galvanic Cell vs. electrolytic Cell, electro chemical conventions, Types of Ion Selective electrodes- glass membrane electrode, polymer membrane electrodes, solid state electrodes, gas sensing electrodes (classification only), concentration Cells.

**Learning Outcomes**

After the completion of the Unit I, the student will be able to

- list the different types of electrodes (L1)
- illustrate the construction of concentration cells. (L2)
- explain the significance of electrode potentials. (L2)
- compare different types of cells and batteries (L2)
- classify the ion selective electrodes (L2)

**UNIT II**

**8L**

**Battery Technology**

basic concepts, battery characteristics, classification of batteries, Important applications of batteries, Classical batteries-dry/Leclanche cell, modern batteries-zinc-air, lithium cells-LiMnO<sub>2</sub> cell- challenges of battery technology. Fuel cells Introduction -classification of fuel cells-hydrogen and oxygen fuel cell, propane and oxygen fuel cell- Merits of fuel cell.

## **Learning Outcomes**

After the completion of the Unit II, the student will be able to

- classify batteries into different types (L2)
- explain the concept involved in the construction of lithium cells (L2)
- compare the merits of different fuel cells (L2)
- identify the significance of batteries (L3)
- apply their principles for construction of batteries and fuel cell. (L3)

## **UNIT III**

**8L**

### **Renewable Sources of energy Introduction - sources of renewable energy**

**Solar energy**—Introduction-Physical and Chemical properties of Silicon- Production of Solar Grade Silicon from Quartz-Doping of Silicon-p and n type semiconductors- PV cell /solar cell- Manufacturing of Photovoltaic Cells using Chemical Vapor Deposition Technique- applications of solar energy.

#### **Learning Outcomes**

After the completion of the Unit III, the student will be able to

- list different renewable sources of energy. (L1)
- explain how photovoltaic cells convert light into energy. (L1)
- compare p and n type semiconductors. (L2)
- illustrate the construction of PV cell. (L2)

## **UNIT IV**

**9L**

### **Metal Finishing**

Technological importance of metal finishing, methods of metal finishing, manufacturing of electronic components, electro chemical techniques of forming, machining and etching, electrolytic cell, principle of electro plating, nature of electro deposits, plating process, electro plating of chromium, gold etc. electroless plating of copper, nickel.

#### **Learning Outcomes**

After the completion of the Unit IV, the students will be able to

- explain the electro chemical techniques of forming(L2)
- extend it to electroless plating of some metals(L2)
- identify different methods of metal finishing(L3)
- apply the methods of metal finishing in the manufacture of electronic components. (L3)

## **UNIT V**

**8L**

### **Polymers, Nano materials and Molecular machines & Switches:**

**Polymers:** Introduction, differences between thermoplastic and thermosetting resins, Preparation,

properties and uses of polystyrene and Poly phosphazines.

**Nano materials:** Introduction to nanomaterial: nanoparticles, nanocluster, carbon nanotube (CNT) and nanowires. Chemical synthesis of nano materials: sol-gel method. Characterization: Principle and applications of scanning electron microscope (SEM) and transmission electron microscope (TEM).

**Molecular machines & Molecular switches:** Rotaxanes and Catenanes as artificial molecular machines; Molecular switches—cyclodextrin- based switches

### Learning Outcomes

After the completion of the Unit V, the students will be able to

- explain the concepts of artificial molecular machines and molecular switches(L2)
- identify different types of polymers (L3)
- distinguish between thermoplastic and thermo setting resins (L4)
- compare nanoclusters and nanowires (L4)

### Text Book(s):

1. P.C. Jain and M. Jain, Engineering Chemistry, 15/e, Dhanapat Rai & Sons, Delhi, 2014.
2. B.K.Sharma, Engineering Chemistry, Krishna Prakashan, Meerut.
3. G Palanna, Engineering Chemistry, Tata McGraw Hill 2009.

### References:

1. Sashichawla, A Textbook of Engineering Chemistry, Dhanapath Rai and sons, 2003.
2. B.S Murthy and P. Shankar, A Text Book of Nano Science and Nano Technology, University Press, 2013.
3. S.S. Dara, A Textbook of Engineering Chemistry, S. Chand & Co, 2010.
4. N. Krishna Murthy and Anuradha, A text book of Engineering Chemistry, Murthy Publications, 2014.
5. K. Sessa Maheshwaramma and Mridula Chugh, Engineering Chemistry, Pearson India Education services, 2016.

### Course Outcomes

After the completion of the course, the student will be able to

- List various sources of renewable energy (L1)
- Compare different types of cells (L2)
- Explain the merits of fuel cells (L2)
- Identify suitable methods for metal finishing (L3)
- Distinguish between nanoclusters and nanowires, polymers, molecular machines & switches (L4)

## Engineering Chemistry Laboratory

*The course enables the students to gain knowledge on various, instrumental methods of analysis, measurements of physical parameters, volumetric analysis, preparation of polymers, analysis of water, and chromatographic separation techniques.*

### Course Objectives

- To familiarize the students with the basic concepts of Engineering Chemistry lab.
- To train the students on how to handle the instruments.
- To demonstrate the digital and instrumental methods of analysis.
- To expose the students in practical aspects of the theoretical concepts.

### List of Experiments

1. Determination of Mohr's salt by potentiometric method
2. Determination of strength of an acid by pH metric method
3. Determination of conductance by conductometric method
4. Determination of viscosity of a liquid
5. Determination of surface tension of a liquid
6. Determination of sulphuric acid in lead-acid storage cell
7. Determination of chromium (VI) in potassium dichromate
8. Determination of copper in a copper ore
9. Determination of Zinc by EDTA method.
10. Estimation of active chlorine content in Bleaching powder
11. Preparation of Phenol-Formaldehyde resin
12. Preparation of Urea-Formaldehyde resin
13. Thin layer chromatography
14. Preparation of TiO<sub>2</sub>/ZnO nanoparticles
15. SEM analysis of nano materials

### Text Book(s)

1. Mendham J, Denney RC, Barnes JD, Thomas M and Sivasankar B, Vogel's Quantitative Chemical Analysis, 6/e, Pearson publishers, 2000.
2. N.K Bhasin and Sudha Rani Laboratory Manual on Engineering,
3. Chemistry, 3/e, Dhanpat Rai Publishing Company, 2007.

### Course Outcomes:

After the completion of the laboratory course, the student will be able to

- explain the functioning of the instruments such as pH, Conductometric and Potentiometric methods (L2)
- identify different ores (Cr & Cu) and their usage in different fields (industry, software devices, electronic goods). (L3)
- experiment with the physical parameter of organic compounds. (L3)
- compare the viscosities of oils (L4)
- list the preparation of polymers and nano materials (L4)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	List various sources of renewable energy (L1)	-	-	-	-	2	-	3	-	-	-	-	-	-	-	2
<b>CO2</b>	Compare the different types of cells (L2)	3	-	-	-	2	-	-	-	-	-	-	-	-	-	2
<b>CO3</b>	Explain the merits of fuel cells (L2)	2	-	-	-	-	-	3	-	-	-	-	-	-	-	2
<b>CO4</b>	Identify the suitable methods for metal finishing (L3)	3	-	-	-	-	-	-	-	-	-	-	-	-	-	2
<b>CO5</b>	Distinguish between nanoclusters and nanowires, polymers, Molecular Machines & Switches (L4)	3	-	-	-	-	-	-	-	-	-	-	-	-	-	2

## 19EID131: PROBLEM SOLVING AND PROGRAMMING

(w.e.f 2020-21 admitted batch, common to all)

**L T P C**  
**3 1 3 5.5**

*This course focuses on problem solving using visual programming and flowchart tools. Python being simple and easy to learn syntax, it is used as an introductory coding platform to translate flow charts into programs. The course introduces fundamental programming concepts. Python Language is used to present concepts including control structures, functions, data structures followed by important Python packages that will be useful in data analysis.*

### Course Objectives:

- To Introduce programming through Visual programming tool - Scratch
- To teach problem solving through Flow charting tool - Raptor
- To elucidate problem solving through python programming Language
- To Introduce function-oriented programming paradigm through python
- To train in development of solutions using modular concepts
- To teach practical Pythonic solution patterns

### UNIT I: Computational Thinking and Visual Programming concepts

**10 L+6P**

Introduction to computational thinking. Visual programming concepts. Scratch environment: sprites -- appearance and motion, angles and directions, repetition and variation, changing costumes, adding background. Input/Output, variables and operators.

#### Learning Outcomes

After completion of this unit the student will be able to

- develop a program, controlled by a loop. (L3)
- experiment with “costumes” to change the appearance of sprites. (L3)
- perform Input, Output Operations using scratch. (L3)
- perform computation using common mathematical formulas. (L3)
- develop programs by passing messages between sprites. (L3)

### UNIT II: Algorithms and Flowchart design through Raptor

**10L+6P**

Introduction to the idea of an algorithm. Pseudo code and Flow charts. Flow chart symbols, Input/Output, Assignment, operators, conditional if, repetition, procedure and sub charts.

Example problems – finding maximum of 3 numbers, Unit converters, Interest calculators, multiplication tables, GCD of 2 numbers

Example problems -- Fibonacci number generation, prime number generation. minimum, Maximum and average of n numbers, Linear search, Binary Search.

#### Learning Outcomes

After completion of this unit the student will be able to

- select flowchart symbols for solving problems. (L1)

- develop basic flowcharts for performing Input, Output and Computations (L3)
- solve numerical problems using Raptor (L3)
- analyze problems by modular approach using Raptor (L4)

### **UNIT III: Introduction to Python**

**10L+6P**

Python – numbers, Strings, Variables, operators, expressions, statements, String operations, Math function calls, Input/output statements, Conditional If, while and for loops, User define d Functions, parameters to functions, recursive functions, Turtle Graphics.

#### **Learning Outcomes**

After completion of this unit the student will be able to

- interpret numbers, strings, variables, operators, expressions and math functions using Python Interactive Mode. (L2)
- solve simple problems using control structures, input and output statements. (L3)
- develop user define d functions (recursive and non-recursive). (L3)
- build Python programs for section 1 raptor flowcharts. (L3)
- develop Python programs for creating various graphical shapes using turtle graphics. (L3)

### **UNIT IV: data Structures and Idiomatic Programming in Python**

**10L+6P**

Lists, Tuples, Dictionaries, Strings, Files and their libraries. Beautiful Idiomatic approach to solve programming problems.

#### **Learning Outcomes**

After completion of this unit the student will be able to

- summarize the features of lists, tuples, dictionaries, strings and files. (L2)
- demonstrate best practices of “Beautiful Idiomatic Python”. (L2)
- build Python programs for section 2 raptor flowcharts. (L3).

### **UNIT V: Packages**

**10L+6P**

Numpy - Create, reshape, slicing, operations such as min, max, sum, search, sort, math functions etc.

Pandas -Read/ write from csv, excel, js on files, add/ drop columns/rows, aggregations, applying functions

Matplotlib - Visualizing data with different plots, use of subplots.

User define d packages, define test cases and perform unit testing

#### **Learning Outcomes**

After completion of this unit the student will be able to

- read data from files of different formats and perform operations like slicing, insert, delete, update (L3)
- visualize the data (L4)
- ability to define packages (L2)
- define test cases (L1)

## Problem Solving and Programming Laboratory

### Laboratory Experiments

1. Design a script in Scratch to make a sprite to draw geometrical shapes such as Circle, Triangle, Square, Pentagon.
2. Design a script in Scratch to make a sprite to ask the user to enter two different numbers and an arithmetic operator and then calculate and display the result.
3. Design a Memory Game in Scratch which allows the user to identify positions of similar objects in a 3 x 3 matrix.
4. Construct flowcharts to
  - a. calculate the maximum, minimum and average of N numbers
  - b. develop a calculator to convert time, distance, area, volume and temperature from one unit to another.
5. Construct flowcharts with separate procedures to
  - a. calculate simple and compound interest for various parameters specified by the user
  - b. calculate the greatest common divisor using iteration and recursion for two numbers as specified by the user
6. Construct flowcharts with procedures to
  - a. generate first N numbers in the Fibonacci series
  - b. generate N Prime numbers
7. Design a flowchart to perform Linear search on list of N unsorted numbers (Iterative and recursive)
8. Design a flowchart to perform Binary search on list of N sorted numbers (Iterative and recursive)
9. Design a flowchart to determine the number of characters and lines in a text file specified by the user
10. Design a Python script to convert a Binary number to Decimal number and verify if it is a Perfect number.
11. Design a Python script to determine if a given string is a Palindrome using recursion
12. Design a Python script to sort numbers specified in a text file using lists.
13. Design a Python script to determine the difference in date for given two dates in YYYY:MM:DD format ( $0 \leq \text{YYYY} \leq 9999$ ,  $1 \leq \text{MM} \leq 12$ ,  $1 \leq \text{DD} \leq 31$ ) following the leap year rules.
14. Design a Python Script to determine the Square Root of a given number without using in built functions in Python.
15. Design a Python Script to determine the time difference between two given times in HH:MM:SS format. ( $0 \leq \text{HH} \leq 23$ ,  $0 \leq \text{MM} \leq 59$ ,  $0 \leq \text{SS} \leq 59$ )
16. Design a Python Script to find the value of (Sine, Cosine, Log, PI,  $e$ ) of a given number using infinite series of the function.
17. Design a Python Script to convert a given number to words.
18. Design a Python Script to convert a given number to roman number.
19. Design a Python Script to generate the frequency count of words in a text file.
20. Design a Python Script to print a spiral pattern for a 2-dimensional matrix.
21. Design a Python Script to implement Gaussian Elimination method.
22. Design a Python script to generate statistical reports (minimum, Maximum, Count, Average, Sum etc) on public data sets.
23. Design a Python script using the Turtle graphics library to construct a turtle bar chart representing the grades obtained by N students read from a file categorizing them into distinction, first class, second class, third class and failed.



**Text Book(s):**

1. Weingart, Dr. Troy, Brown, Dr. Wayne, An Introduction to programming and algorithmic reasoning using raptor.
2. T R Padmanabhan, Programming with python, Springer.
3. Reema Thareja, Python Programming: using Problem Solving Approach, Oxford University Press.
4. Wes McKinney, Python for data Analysis, O.Reilly.

**Course Outcomes:**

**After the completion of the course, the student will be able to**

- Create interactive visual programs using Scratch. (L6)
- Develop flowcharts using raptor to solve the given problems. (L3)
- Build Python programs for numerical and text-based problems (L3)
- Develop graphics and event-based programming using Python (L3)
- Build Python programs using beautiful Pythonic idiomatic practices (L3)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Create interactive visual programs using scratch. (L6)	1	-	-	-	1	-	-	-	-	-	-	-	1	1	-
<b>CO2</b>	Develop flowcharts using raptor to solve the given problems. (L3)	2	3	3	1	1	1	-	-	-	1	1	-	1	2	1
<b>CO3</b>	Build Python programs for numerical and text-based problems (L3)	2	2	1	1	1	-	-	1	-	-	-	-	1	1	1
<b>CO4</b>	Develop graphics and event-based programming using Python (L3)	2	2	2	1	1	-	-	1	-	-	-	-	1	1	1
<b>CO5</b>	Build Python programs using beautiful Pythonic idiomatic practices (L3)	2	2	3	1	1	1	-	-	-	-	-	-	2	2	1

**19EME121: WORKSHOP**  
**(common to all)**

**L T PC**  
**0 0 3 1.5**

*The objective of this course is to expose students, common tools in engineering. this course enables the students to gain hands on experience and skills necessary to perform basic operations such as carpentry, sheet metal working and fitting. It also familiarizes the students with basic electrical house wiring concepts.*

**Course Objectives:**

- explain different tools used in carpentry.
- impart the skills to do some carpentry operations.
- Demonstrate different types of tools used in fitting, soldering and brazing.
- Train fitting, soldering and brazing jobs.
- Familiarize different types of basic electric circuit connections.

**Wood working:**

Familiarity with different types of woods and tools used in wood working and make following joints

- a) Half – Lap joint.
- b) Mortise and Tenon joint.
- c) Corner Dovetail joint or Bridle joint.

**Sheet Metal working:**

Familiarity with different types of tools used in sheet metal working, Developments of following sheet metal job from GI sheets a) Tapered tray b) Conical funnel c) Elbow pipe d) Brazing

**Fitting:**

Familiarity with different types of tools used in fitting and do the following fitting exercises

- a) V-fit b) Dovetail fit c) Semi-circular fit
- d) Bicycle tire puncture and change of two-wheeler tire

**Electrical Wiring:**

Familiarities with different types of basic electrical circuits and make the following connections

- a) parallel and series b) Two-way switch
- b) Go down lighting d) Tube light
- e) Three-phase motor f) Soldering of wires

**Course Outcomes:**

After completion of this lab the student will be able to

- Differentiate the application of various joints in wood working
- Practice on manufacturing of components using workshop trades including wood working, sheet metal working and fitting
- Apply electrical engineering knowledge to make basic electrical circuits and connections
- Implement and demonstrate safety measures
- Summarize various carpentry operation required to create a product in real time applications

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Differentiate the application of various joints in wood working.	2	3	2	-	1	1	-	1	1	-	-	-	2	2	3
<b>CO2</b>	Practice on manufacturing of components using workshop trades including wood working, sheet metal working and fitting.	-	-	2	-	1	1	-	1	1	-	-	-	2	2	3
<b>CO3</b>	Apply electrical engineering knowledge to make basic electrical circuits and connections.	2	3	-	-	1	1	-	1	1	-	-	-	2	2	3
<b>CO4</b>	Implement and demonstrate safety measures	2	3	-	-	1	1	-	1	1	-	-	-	2	2	3
<b>CO5</b>	Summarize various carpentry operation required to create a product in real time applications	2	3	-	-	1	1	-	1	1	-	-	-	2	2	3

**19EME131: ENGINEERING GRAPHICS**  
(common to all)

**L T P C**  
**1 0 3 2.5**

*This course enables the students to convey the ideas and information graphically that come across in engineering. this course includes projections of lines, planes, solids sectional views, and utility of drafting and modeling packages in orthographic and isometric drawings.*

**Course Objectives**

- Create awareness of the engineering drawing as the Language of engineers.
- Familiarize how industry communicates, practices for accuracy in presenting the technical information.
- Develop the engineering imagination essential for successful design.
- Demonstrate utility of drafting and modeling packages in orthographic and isometric drawings.
- Train the usage of 2D and 3D modeling software s.
- Impart graphical representation of simple components.

**Manual Drawing:**

**7 L**

**Introduction to Engineering graphics:** Principles of Engineering Graphics and their Significance-Conventions in drawing-lettering - BIS conventions.

a) Conic sections - general method only,

b) Cycloid, epicycloids and hypocycloid

c) Involutives

**2L**

**Projection of points, lines and planes:** Projection of points in different quadrants, lines inclined to one and both the planes, finding true lengths and angles made by line. Projections of regular plane surfaces.

**2L**

**Projections of solids:** Projections of regular solids inclined to one and both the reference planes.

**1L**

**Sections of solids:** Sectional planes and sectional view of right regular solids- prism, cylinder, pyramid and cone. True shapes of the sections.

**1L**

**Development of surfaces:** Development of surfaces of right regular solids-prism, cylinder, pyramid, cone and their sectional parts.

**1L**

**Computer Aided Drafting:**

**6L**

**Introduction to AutoCAD:** basic drawing and editing commands: line, circle, rectangle, erase, view, undo, redo, snap, object editing, moving, copying, rotating, scaling, mirroring, layers, templates, polylines, trimming, extending, stretching, fillets, arrays, dimensions. Dimensioning principles and conventional presentations.

**1L**

**Orthographic Projections:** Systems of projections, conventions and application to orthographic projections.

**3L**

**Isometric Projections:** Principles of isometric projection- Isometric scale; Isometric views: lines, planes, simple and compound solids.

**2L**

**Text Book(s):**

1. K.L. Narayana &P. Kannaiah, Engineering Drawing, 3/e, SciTech Publishers, 2012.
2. N.D. Bhatt, Engineering Drawing, 53/e, Charotar Publishers, 2016.

**References:**

1. DhanajayAJolhe, Engineering Drawing, Tata McGraw-Hill, 2009.
2. Shah and Rana, Engineering Drawing, 2/e, Pearson Education, 2009.
3. Venugopal, Engineering Drawing and Graphics, 3/e, New Age Publishers, 2000.
4. K.C. John, Engineering Graphics, 2/e, PHI, 2013.
5. Basant Agarwal and C.M. Agarwal, Engineering Drawing, Tata McGraw Hill, 2008.

**Course Outcomes:**

After completion of this unit the student will be able to

- Utilize Engineering Graphics as Language of Engineers. (L3)
- Prepare drawings as per standards (BIS). (L3)
- Identify various engineering curves. (L3)
- Solve plane geometry problems involving lines and plane figures (L3)
- Represent solids and sections graphically. (L3)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Utilize Engineering Graphics as Language of Engineers. (L3)	-	-	-	2	-	2	-	2	2	-	2	-	2	2	3
<b>CO2</b>	Prepare drawings as per international standards (BIS) (L3)	-	-	-	2	-	2	-	2	2	-	2	-	2	2	3
<b>CO3</b>	Identify various engineering curves. (L3)	-	-	-	2	-	2	-	2	2	-	2	-	2	2	3
<b>CO4</b>	Solve plane geometry problems involving lines and plane figures (L3)	-	-	-	2	-	-	2	-	2	-	2	-	2	2	3
<b>CO5</b>	Represent solids and sections graphically. (L3)	-	-	-	3	-	-	3	-	2	-	3	-	2	2	3

## 19EMC181A: NATIONAL SERVICE SCHEME (NSS)

L T P C  
0 0 2 0

*National Service Scheme is a public service program encouraged by Ministry of Youth Affairs [1] and Sports of the Government of India. NSS is a voluntary association of young people in Colleges, Universities and at +2 level working for a campus-community linkage. The objective of this course is to expose the students to the activities of National Service Scheme, concept of social Service and principles of health, hygiene and sanitation.*

### UNIT I 2Hours

**Introduction and basic concepts of NSS:** History. Philosophy, aims and Objectives of NSS, Emblem, Flag, Motto, Song, Badge etc.: Organizational structure, role and responsibilities of various NSS Functionaries.

### UNIT II 2Hours

**Regular activities:** College campus activities, NSS, activities in Urban and Rural areas, NSS Annual Activities Calendar, Suggestive List of Activities, Role of Non-Government Organization (NGO) in social Reforms i) Red Cross ii) Rotary

### UNIT III 2Hours

**Special Camp activities: Nature and its objectives:** Selection of camp site -Identification of community problems-physical arrangement- Organization of N.S.S. camp through various committees and discipline in the camp- adaption of village-planning for pre -camp during and post campaigning. **Activities-** Activities to be undertaken during the N.S.S. camp- Use of the mass media in the N.S.S activities.

### UNIT IV 4hours

**Health, Hygiene and Sanitation:** Definition, needs and scope of health education, food and Nutrition, Safe drinking water, Sanitation, Swachh Bharat Abhiyan. **Disaster Management:** Introduction to Disaster Management, Classification of Disasters. Role of Youth in Disasters Management, Home nursing, First Aid. **Civil Self Defense:** Civil Defense services, aims and objectives of civil defense, Need for self defence training

### UNIT V 10hours

**Social Project:** Problems Identification - data Collection- Preparation of a Questionnaire-Observation- Schedule Interview-Qualitative Research-Quantities Research- major findings-Suggestions-Conclusion-Report Writing.

#### Text Book(s):

- 1) National Service Scheme Manual (Revised) 2006, Government of India, Ministry of Youth Affairs and Sports, New Delhi
- 2) NSS Diaries
- 3) Sanjay Bhattacharya, Social Work Interventions and Management-Deep and Deep Publications, New Delhi

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the principles and value of community service through experiential Learning	-	-	-	-	-	-	-	-	3	3	-	3	-	-	-
<b>CO2</b>	identify areas of focus for development in a community and role of its members.	-	-	-	-	-	-	-	-	3	2	-	3	-	-	-
<b>CO3</b>	Create awareness in the community on important issues (e.g., Sustainable Development Goals)	-	-	-	-	-	-	-	3	3	2	-	-	-	-	-
<b>CO4</b>	Develop social competencies and confidence.	-	-	-	-	-	-	-	-	-	2	3	3	-	-	-
<b>CO5</b>	Understand the situation to solve the problem	-	-	-	-	-	-	-	2	-	-	-	3	-	-	-

## 19EMC181B: NATIONAL CADET CORPS

L T P C  
0 0 2 0

### UNIT I 5 hours

**Aims and objectives of NCC:** Organization and training, NCC song, incentives for cadets. National integration and awareness: religion, culture, traditions and customs of India, national integration – importance and necessity, freedom struggle and nationalist movement in India, national interests, objectives, threats and support UNIT, problems/ challenges of national integration, national integration and awareness, unity and diversity, national integration council, image s/ slogans for national integration, contribution of youth in nation building

### UNIT II 5 hours

Drill Attention, stand at ease and stand easy, turning and inclining at the at the halt, ceremonial drill-guard mounting, guard of honour, platoon / company drill, instructional practice, weapon training stripping, assembling, care and cleaning and sight setting of .22 rifle, the lying position, holding and aiming, trigger control and firing a shot, short range firing, aiming – alteration of sight

### UNIT III 5 hours

Personality development: Introduction to personality development, factors influencing / shaping personality – physical , social, psychological and philosophical self-awareness – know yourself / insight, change your mindset, interpersonal relationship and communication skills – group discussion / lecturettes, leadership traits, types of leadership, attitude – assertiveness and negotiation, time management, personality development, effects of leadership with historical examples, stress management skills, interview skills, conflict motives – resolution, importance of group – team work, influencing skills, body Language, sociability: social skills, values / code of ethics **Disaster Management:** Civil defence Organization and its duties – ndma, types of emergencies / natural disasters, fire service and firefighting, traffic control during disaster under police supervision, essential services and their maintenance, assistance during natural / other calamities / floods / cyclone / earth quake / accident, setting up of relief camp during disaster management, collection and distribution of aid material

### UNIT IV 5 hours

**Social awareness and community development:** basic s of social service, weaker sections of our society and their needs, social/ rural development projects – menrega, sgsy, nsap etc, ngos : role and contribution, contribution of youth towards social welfare, family planning, drug abuse and trafficking, civil responsibilities, causes and prevention of hiv/ aids role of youth, counter terrorism, corruption, social evils – dowry / female foeticide / child abuse and trafficking, rti and rte, traffic control Organization and anti drunken driving, provision of protection of children from sexual harassment act 2012.



## UNIT V

5 hours

**Health and Hygiene:** Structure and functioning of the human body, hygiene and sanitation (personal and food hygiene), physical and mental health, infectious and contagious diseases and its prevention, basic of home nursing and first aid in common medical emergencies, wounds and fractures, Introduction to yoga and exercises. **Adventure training:** Para sailing, slithering, rock climbing, cycling / trekking, environment awareness and conservation natural resources conservation and management, water conservation and rain-water harvesting, waste management, pollution control, water, air, noise and soil, energy conservation, wildlife conservation – projects in India. obstacle training, obstacle course, practical training

### Text Book(s)

1. Cadet Hand Book (common Subjects), published by DG NCC.
2. Cadet Hand Book (Specialized Subjects), published by DG NCC.

### Reference Books

1. Grooming Tomorrow's Leaders, published by DG, NCC.
2. Youth in Action, published by DG, NCC.
3. The Cadet, Annual Journal of the NCC.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the principles and value of community service through experiential Learning	-	-	-	-	-	-	-	-	3	3	-	3	-	-	-
<b>CO2</b>	identify areas of focus for development in a community and role of its members.	-	-	-	-	-	-	-	-	3	2	-	3	-	-	-
<b>CO3</b>	Create awareness in the community on important issues (e.g., Sustainable Development Goals)	-	-	-	-	-	-	-	3	3	2	-	-	-	-	-
<b>CO4</b>	Develop social competencies and confidence.	-	-	-	-	-	-	-	-	-	2	3	3	-	-	-
<b>CO5</b>	Understand the situation to solve the problem	-	-	-	-	-	-	-	2	-	-	-	3	-	-	-

**19EMC181C: NATIONAL SPORTS ORGANIZATION**  
**(common to all)**

**L T P C**

**0 0 2 0**

National Sports Organization is intended by the Government of India to promote the development of athletics and sporting activities of the nation's youth. this activity enables physical fitness, teamwork and mental health within the students. this course teaches the rules and skills of below sports and games to the students. Each student shall be made proficient in one of the chosen sport from the below list:

1. Cricket
2. Volley Ball
3. Table Tennis
4. Foot Ball
5. Throw Ball (Only for Women)
6. Basket Ball
7. Athletics -100 Meters Run, Long Jump, Shot Put
8. Chess
9. lawn Tennis
10. Kabaddi
11. Aerobics
12. Badminton

**Text Book(s):**

1. Myles Schrag, The Sport Rules Book, 4/e, Human Kinetics, 2018
2. Dhama Prakash Jyoti, Rules. of. Games. And. Sports, Laxmi Book Publication, 2018

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the principles and value of community service through experiential Learning	-	-	-	-	-	-	-	-	3	3	-	3	-	-	-
<b>CO2</b>	identify areas of focus for development in a community and role of its members.	-	-	-	-	-	-	-	-	3	2	-	3	-	-	-
<b>CO3</b>	Create awareness in the community on important issues (e.g., Sustainable Development Goals)	-	-	-	-	-	-	-	3	3	2	-	-	-	-	-
<b>CO4</b>	Develop social competencies and confidence.	-	-	-	-	-	-	-	-	-	2	3	3	-	-	-
<b>CO5</b>	Understand the situation to solve the problem	-	-	-	-	-	-	-	2	-	-	-	3	-	-	-

## 19EMC181D: YOGA

(common to all)

L T P C  
0 0 2 0

*The course is designed to enable the student to know about yoga an ancient Indian tradition. It embodies unity of mind and body; thought and action; harmony between human and nature and a holistic approach to health and well-being. It is not only exercise but to discover the sense of oneness with ourselves, the world and nature. The student will be able to learn about Yoga and practice different Yoga asana which influences his lifestyle and creating consciousness, it can help a student to deal with health issues and climate change.*

### Course Objectives:

- Familiarize the student with YOGA and ancient Indian tradition.
- Enable the student to know the different asana their advantages and disadvantages.
- explain with the features of different Yoga asana.
- Demonstrate and perform Yoga asana.
- Enable the student to perform pranayama and meditation.
- **Introduction to Yoga:** Evolution of Yoga and Schools of Yoga, Origin of Yoga, History and Development of Yoga; Etymology and Definitions, Mis concept ions, Nature and Principles of Yoga.
- **Guidelines to yoga practice:** Prayer, warmup exercises/ loosening exercises
- **Yoga theory :** Therapeutic Benefits of Yoga – primitive, preventive and curative aspects of Yoga
- **Application of Yoga to students,** Suryanamaskaras, Tadasan, Natarajasan, Vrikshasan, Padahasthasan, Ardchakrasan, Trikonasan, Bramari pranayama.
- **Yoga for allround fitness,** Bhadrasan, Vajrasan, Ardha Ustrasana, Nadishuddhi pranayama, Navasan, Janusirasana, Paschimotthanasana, Shashankasana, Vakrasana, Bhujangasana, Kapalabhati..
- **Meditative Postures:** Sukhasana, Ardha Padmasana, Padmasana and Siddhasana, Meditation
- **Yoga Practice:** Makarasan, Sethubandhasana, Pavanmuktasana, Sarvangasana, Matsyasana, Halasana.

### Text Book(s):

1. Swami Muktibodhanda Saraswathi Shay G.S., Hatha yoga Pradipika, Bihar School of yoga publications, Munger, 2000.
2. Hatha Yoga Pradeepika of Svatmarama, MDNY Publication, 2013
3. Svatmarama, Swami, The Hatha yoga Pradipika/ the original Sanskrit [by] Svatmarama; an English translation [by] Brian Dana Akers. Woodstock, NY:YogaVidya.com, 2002.

### References:

1. Bharati, Swami Veda Reddy Venkata: Philosophy of Hatha Yoga (Englis), Himalayan, Pennsylvania, Hatha Ratnavali.
2. Swami Satyananda Saraswathi - Asana, Pranayama, Mudra & Bandha. Bihar School of Yoga, Munger
3. B.KS.Iyenger - The illustrate d light on Yoga. Harper Collins, New Delhi.

**Course Outcomes:**

After completion of this course the student will be able to

- Understand history and evolution of Yoga (L2).
- List different schools in yoga (L4).
- Interpret the aim and objectives of yoga to students (L5).
- Importance of yoga asana and performing asanas (L5)
- Importance of pranayama, and meditation techniques and performing them (L5)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand history and evolution of Yoga (L2)	-	-	-	-	-	2	1	1	1	-	-	-	-	-	-
<b>CO2</b>	List of different schools in yoga (L4)	-	-	-	-	-	2	1	1	1	-	-	-	-	-	-
<b>CO3</b>	Interpret the aim and objectives of yoga to students (L5)	-	-	-	-	-	2	1	1	1	-	-	-	-	-	-
<b>CO4</b>	Importance of yoga asana and performing asanas, (L5)	-	-	-	-	-	2	1	1	1	-	-	-	-	-	-
<b>CO5</b>	Importance of pranayama, and meditation techniques and performing them (L5)	-	-	-	-	-	2	1	1	1	-	-	-	-	-	-

## VDC111: VENTURE DISCOVERY

LTPC

0042

*India as part of its Make in India initiative has been focusing on creating incubation centers within educational institutions, with an aim to generate successful start-ups. These start-ups will become employment creators than employment seekers, which is the need of the hour for our country.*

*This common course for all the disciplines is a foundation on venture development. It is an experiential course that lets students venture and find out what is a business, financial and operating models of a business are. how to design and prototype a solution that meets their customers' needs and generate revenue for the business.*

### COURSE OBJECTIVES

- Discover who you are – Values, Skills, and Contribution to Society.
- Gain experience in actually going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.
- Understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.

### UNIT I (6 sessions)

**Personal Values:** Defining your personal values, Excite & Excel, build a Team, define purpose for a venture. Four stages: Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration.

### UNIT II (6 sessions)

**Solution Discovery:** Craft and mission statement, experience design, Gaining user insight, concept design and positioning, Product line strategy, Ideation & Impact.

### UNIT III (6 sessions)

**Business Model Discovery:** Prototyping solutions, Reality check s, understand your industry, Types of business models, define Revenue Models, define Operating Models

### UNIT IV (6 sessions)

**Discovery Integration:** illustrate business models, validate business models, define company impact

### UNIT V (6 sessions)

**Tell a Story:** Can you make money, Tell your venture story.

### Assessment methods

Task	Task type	Task mode	Weightage (%)
A1. Assignments	Individual	Report/Presentation	20

A2. Case / Project/Assignment	Groups* or Individual	Presentations/Report/Assignment	40
A3. Project	Individual/Group	Report/Pitch	40

### **Transferrable and Employability Skills**

	<b>Outcomes</b>	<b>Assessment</b>
1	Know how to use online Learning resources: G-Learn, online journals, etc.	A1 & A2
2	Communicate effectively using a range of media	A1 & A2
3	apply teamwork and leadership skills	A2
4	find, evaluate, synthesize & use information	A1 & A2
5	analyze real world situation critically	A3
6	Reflect on their own professional development	A3
7	Demonstrate professionalism & ethical awareness	A2
8	apply multidisciplinary approach to the context	A2

### **Learning and teaching activities**

Mixed pedagogy approach is adopted throughout the course. Classroom based face to face teaching, directed study, independent study via G-Learn, case studies, projects and practical activities (individual & group)

### **Teaching and Learning resources**

Soft copies of teaching notes/cases etc. will be uploaded onto the G-learn. Wherever necessary, print outs, handouts etc. will be distributed in the class. Prescribed textbook will be provided to all. however, you should not limit yourself to this book and should explore other sources on your own. You need to read different books and journal papers to master certain relevant concepts to analyze cases and evaluate projects. Some of these reference books given below will be available in our library.

#### ***Prescribed Modules:***

Access to NU-IDEA online modules will be provided.

#### ***Referential text books and journal papers:***

Personal Discovery through Entrepreneurship, Marc H. Meyer and Chaewon Lee, The Institute of Enterprise Growth, LLC Boston, MA.

#### ***Suggested journals:***

Vikalpa, Indian Institute of Management, Ahmedabad  
 Journal of General Management, Mercury House Business Publications, Limited  
 Harvard Business Review, Harvard Business School Publishing Co. USA

On successful completion of this course, students will be able to

	<b>COURSE Outcome</b>	<b>Assessment</b>
1	Understand conceptual framework of the foundation of a venture	A1, A2
2	Understand the concept of purpose, mission and value-add service offered by a venture	A3
3	Analyze design and positioning of the product	A3
4	Demonstrate prototyping	A3
5	Analyze business, revenue and operating models	A3

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the conceptual framework of the foundation of a venture	-	1	2	1	1	2	2	2	3	3	1	1	-	-	-
<b>CO2</b>	Understand the concept of purpose, mission and value-add service offered by a venture	-	-	-	-	-	3	1	3	3	3	-	3	-	-	-
<b>CO3</b>	Analyse design and positioning of the product	1	3	3	2	1	1	2	2	2	2	-	-	-	-	-
<b>CO4</b>	Demonstrate prototyping	1	3	3	-	3	-	3	-	3	1	3	3	-	-	-
<b>CO5</b>	Analyse business, revenue and operating models	-	-	-	-	1	1	3	3	3	1	3	1	-	-	-



## Semester II

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1	19EMA104	Engineering Mathematics II (Probability and Statistics)	BS	3	0	0	0	3	Branch Specific
2	19EID134/ 19EID234	AI Tools/ Life Sciences for Engineers	ES/BS	2	0	2	0	3	Common to all
3	19ECY131/ 19EPH131	Engineering Chemistry / Engineering Physics	BS/BS	3	0	3	0	4.5	Common with ECE &EEE
4	19EEE131	Basic Electrical and Electronics Engineering	ES	3	1	3	0	5.5	Common to all
5	19EME131/ 19EME121	Engineering Graphics / Workshop	ES/ES	1/0	0	3	0	2.5/ 1.5	Common to all
6	19ECS134	Data Structures with Python <sup>#</sup>	PC	2	0	3	0	3.5	Branch Specific
7	19EMC181A/ 19EMC181B/ 19EMC181C/ 19EMC181D	National Service Scheme/ National Cadet Corps/ National Sports Organization/ YOGA	MC	0	0	2	0	0	Common to all
8	19EHS122	Comprehensive Skill Development I <sup>##</sup>	HS	0	0	0	6	1	Common to all
<b>Total</b>							<b>23/22</b>		

**19EMA104: ENGINEERING MATHEMATICS II  
(PROBABILITY AND STATISTICS)**

**LTPC  
3003**

*This course is designed to impart knowledge on the concepts of data Science, fundamental properties of probability, distributions, correlation, regression, testing of hypothesis for small and large samples in engineering applications.*

**Course Objectives:**

- To familiarize the students with the foundations of data science, probability and statistical methods.
- To explain the concepts in random variables and several distributions in engineering applications.
- To teach the concepts of correlation, regression and estimations and their properties.
- To explain the concept of testing of hypothesis for large samples.
- To impart knowledge on small sample tests.

**UNIT I: Data Science and Probability**

**10 L**

**data Science:** Introduction to statistics, population vs sample, collection of data, primary and secondary data, types of variables: dependent, independent, categorical and continuous variables, data visualization, measures of central tendency, measures of dispersion (variance).

**Probability:** Probability axioms, addition law and multiplicative law of probability, conditional probability, Baye's theorem (without proof).

**Learning Outcomes**

After completion of this unit the student will be able to

- summarize the basic concepts of data science and its importance in engineering (L2)
- analyze the data quantitatively or categorically, measure of averages, variability (L4)
- define the terms trial, events, samples pace, probability and laws of probability (L2)
- make use of probabilities of events in finite sample spaces from experiments (L3)
- apply Baye's theorem to practical problems(L3)

**UNIT II: Random Variable and Probability Distributions**

**8 L**

Random variables (discrete and continuous), probability mass and density functions, probability distribution Binomial, Poisson, normal distribution- and their properties (mathematical expectation and variance).

**Learning Outcomes**

After completion of this unit the student will be able to

- explain the notion of random variable, distribution functions and expected value (L2)
- apply Binomial and Poisson distributions to compute probabilities, theoretical frequencies (L3)

- explain the properties of normal distribution and its applications (L3)

### UNIT III: Correlation, Regression and Estimation

8 L

Correlation, correlation coefficient, rank correlation, regression, lines of regression, regression coefficients, principle of least squares and curve fitting (straight line, parabola and exponential curves).

**Estimation:** Parameter, statistic, sampling distribution, point estimation, properties of estimators, interval estimation.

#### Learning Outcomes

After completion of this unit the student will be able to

- identify different trends in scatterplots, strengths of association between two numerical variables (L3)
- Make use of the line of best fit as a tool for summarizing a linear relationship and predicting future observed values (L3)
- estimate the value of a population parameter, computation of point and interval estimation (L3)

### UNIT IV: Testing of Hypothesis and Large Sample Tests

8 L

Formulation of null hypothesis, alternative hypothesis, critical region, two types of errors, level of significance and power of the test.

**Large Sample Tests:** Test for single proportion, difference of proportions, test for single mean and difference of means confidence interval for parameters in one sample and two sample problems.

#### Learning Outcomes

After completion of this unit the student will be able to

- identify the difference between one-tailed and two-tailed hypothesis tests (L3)
- analyze the testing of hypothesis for large samples(L4)

### UNIT V: Small Sample Tests

6 L

Student T-distribution (test for single mean, two means and paired t-test), testing of equality of variances (F-test),  $\chi^2$  - test for goodness of fit,  $\chi^2$  - test for independence of attributes.

#### Learning Outcomes

After completion of this unit the student will be able to

- analyze the testing of hypothesis for small samples(L4)
- test for the  $\chi^2$  square goodness of fit and independence of attributes (L4)

#### Text Book(s):

1. Richard A. Johnson, Iswin Miller and John Freund, Miller & Freund's probability & statistics for engineers, 7/3, Pearson, 2008.
2. Miller and Friends, Probability and Statistics for Engineers, 7/e, Pearson, 2008.

3.S.C. Gupta and V.K. Kapoor, Fundamentals of Mathematical Statistics, 11/e, Sultan Chand & Sons Educational Publications, 2012.

**References:**

1. S. Ross, A First course in Probability, Pearson, 2002.
2. W. Feller, An Introduction to Probability theory and its applications, 1/e, Wiley, 1968.

**Course Outcomes:**

After completion of the course, the student will be able to

- Know the application of Addition, Multiplication and Bayes’ theorem. (L3)
- Apply distributions in practical problems. (L3)
- Fitting on different types of curves. (L3)
- Testing equality of means, equality of variances. (L3)
- Analyse the testing of hypothesis. (L4)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Know the application of Addition, Multiplication and Bayes’ theorem. (L3)	2	2	1	1	-	-	1	-	-	-	1	-	1	3	1
<b>CO2</b>	Apply distributions in practical problems. (L3)	2	2	1	1	-	-	1	1	-	-	1	-	2	3	-
<b>CO3</b>	Fitting on different types of curves. (L3)	2	2	1	1	-	-	1	-	-	-	1	-	2	3	-
<b>CO4</b>	Testing equality of means, equality of variances. (L3)	2	3	1	3	-	-	-	-	-	-	-	-	2	1	-
<b>CO5</b>	Analyse the testing of hypothesis. (L4)	2	2	2	1	-	-	1	-	-	-	-	-	2	2	1

## 19EID134: AI TOOLS

(common to all)

Effective from admitted batch 2020-21 onwards

LT PC  
2023

*The surge in the production of data has led to the development of various technologies. The term “Artificial Intelligence (AI)” has become ubiquitous in everyday applications from virtual assistants to self-driving cars. Several applications such as Healthcare, Finance, Bioinformatics etc. are benefitting from the advances in the domain. The global market for artificial intelligence is going to face a phenomenal growth over the coming years with Organizations across the world capitalizing on the disruptive technologies that AI is offering. this course Introduces the recent applications of AI namely, Virtual Assistants, Computer Vision, along with trending topics such as Deep Learning and Reinforcement Learning. The idea of the course is to Introduce the basic concepts of AI as well as latest trends in the domain. this course is envisaged to provide a basic understanding on latest developments of AI to all disciplines engineering undergraduates.*

### Pre-Requisites:

course r code: 19EID131

course Name: Problem Solving and Programming

### Course Objectives:

- Provide Introduction to basic concepts of Artificial Intelligence.
- Explore applications of AI
- Explore the scope, advantages of intelligent systems
- Experiment with different machine Learning concepts
- Exposure to AI-intensive computing and information system frameworks

### UNIT I

6 L+6 P

**Introduction to Artificial Intelligence:** Basics of AI. Agents and Environment, The Nature of Environment, applications of AI: Game Playing [ Deep Blue in Chess, IBM Watson in Jeopardy, Google’s Deep Mind in AlphaGo]

#### Learning Outcomes

After completion of this unit, the student will be able to

- recognize various domains in which AI can be applied (L2)

### UNIT II

6 L+6 P

#### Conceptual Introduction to Machine Learning:

Supervised, Unsupervised, and Semi-Supervised Learning, Reinforcement Learning, Introduction to Neural Networks, Deep Learning.

## Learning Outcomes

After completion of this unit, the student will be able to

- define machine Learning and forms of Learning (L1)
- identify types of machine Learning (L1)

## UNIT III

7 L+6 P

### Image Processing & Computer Vision:

Introduction to image processing, image Noise, Removal of Noise from images, Color Enhancement, Edge Detection, Segmentation, Feature Detection & Recognition. Classification of images. Face Recognition, Deep Learning algorithms for Object detection & Recognition.

## Learning Outcomes

After completion of this unit, the student will be able to

- identify the concepts of image processing (L2)
- implement the methods in processing an image (L3)

## UNIT IV

6 L+4 P

**Conceptual Introduction to Natural Language processing: Speech Recognition & Synthesis:** Speech Fundamentals, Speech Analysis, Speech Modelling, Speech Recognition, Speech Synthesis, Text-to- Speech, Sentiment Analysis, Segmentation and Recognition.

## Learning Outcomes

After completion of this unit, the student will be able to

- illustrate how to construct a Chabot (L4)
- describe natural Language processing and concepts for converting Speech to different forms (L2)

## UNIT V

7 L+6 P

**BOT Technologies: Chatbots:** Introduction to a Chatbot, Architecture of a Chatbot. NLP in the cloud, NL Interface, how to Build a Chatbot, Transformative user experience of chatbots, Designing elements of a chatbot, Best practices for chatbot development. NLP components. NLP wrapper to chatbots. Audio bots and Music bots.

**Smart applications:** Smart Manufacturing, Smart Agriculture, Smart Healthcare, Smart Education, Smart Grids, Smart Transportation and Autonomous Vehicles, Smart Homes, Smart Cities

## Learning Outcomes

After completion of this unit, the student will be able to

- understand the application of intelligence in various domains (L2)
- correlate Artificial Intelligence to advanced applications (L4)

## Text Book(s)

1. Tom Markiewicz & Josh Zheng, Getting started with Artificial Intelligence, Published by O'Reilly Media, 2017
2. Stuart J. Russell and Peter Norvig, Artificial Intelligence A modern Approach.

## References

1. Aurélien Geron, Hands on Machine Learning with Scikit-Learn and TensorFlow [ concepts, Tools, and techniques to Build Intelligent Systems], Published by O'Reilly Media, 2017
1. Build an AI Assistant with Wolfram Alpha and Wikipedia in Python. <https://medium.com/@salisuwy/build-an-ai-assistant-with-wolfram-alpha-and-wikipedia-in-python-d9bc8ac838fe>
2. Joseph how se, Prateek Joshi, Michael Beyeler - Opencv\_ Computer Vision Projects with Python-Packt Publishing (2016).
3. Curated data sets on Kaggle <https://www.kaggle.com/data sets>.

## AI TOOLS LABORATORY

### List of Practical Experiments:

1. Supervisely - Perform data Labelling for various images using object Recognition
2. Teachable Machine - In Browser Object Recognition through Brain.JS
3. Lobe.ai - Build custom models using the visual tool for Object Recognition and sentiment analysis that can convert facial expressions into emoticons
4. Haar Cascade Object detection for Eye and Face in Python using OpenCV
5. Text to Speech Recognition and Synthesis through APIs
6. Sentiment Analysis and Polarity detection
7. Building a Chatbot using IBM Watson visual studio
8. Building a Chatbot using Pandora bots
9. Build a virtual assistant for Wikipedia using Wolfram Alpha and Python

### Online Resources:

Pytorch:

<https://pytorch.org/>

<https://github.com/pytorch>

Keras:

<https://keras.io/>

<https://github.com/keras-team>

Theano:

<http://deep Learning .net/ software>

</theano/>

<https://github.com/Theano/Theano>

Cafee2:

<https://caffe2.ai/>

<https://github.com/caffe2> Deep Learning 4j:

<https://deep Learning 4j.org/> Scikit-learn:

<https://scikit-learn.org/stable/>

<https://github.com/scikit-learn/scikit-learn>

Deep Learning .Ai:

<https://www.deep Learning .ai/>

OpenCv:

<https://opencv.org/>

<https://github.com/qqwweee/keras-yolo3>

YOLO:

<https://www.py image search.com/2018/11/12/yolo-object-detection-with-opencv/>

nVIDIA: CUDA:

<https://developer.nvidia.com/cuda-math-library>

### Course Outcomes:

After completion of this course, the student will be able to

- able to grasp the concepts of artificial intelligence, machine Learning, natural Language processing, image processing (L1)
- recognize various domains in which AI can be applied. (L2)
- implement the methods in processing an image (L 3)
- implement simple of chatbots(L4).
- identify smart applications (L3)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	Able to grasp the concepts of artificial intelligence, machine learning, natural language processing, image processing (L1)	2	1	2	1	3	1	1	-	-	-	-	1	1	2	-
CO2	Recognize various domains in which AI can be applied(L2)	2	1	2	1	3	1	1	-	-	-	-	1	1	2	-
CO3	Implement the methods in processing an image (L3)	2	3	2	1	3	1	1	-	-	-	-	1	1	2	-
CO4	Implement simple of chatbots L4)	2	1	2	1	3	1	1	-	-	-	-	1	1	2	-
CO5	Identify smart applications(L3)	2	1	2	1	3	1	1	-	-	-	-	1	1	2	-



**19EEE131: BASIC ELECTRICAL AND ELECTRONICS ENGINEERING  
(common to all)**

**LT P C  
3 13 5.5**

*This course Introduce s the student, to the fundamental principles and building blocks of electrical and electronics engineering. The first three units cover the electric circuit laws, theorems and principles of electrical machines. The last two units cover semiconductor devices and their applications.*

**Course Objectives**

- To familiarize the basic DC and AC networks used in electrical and electronic circuits.
- To explain the concepts of electrical machines and their characteristics.
- To Introduce the importance of transformers in transmission and distribution of electric power.
- To impart the knowledge about the characteristics, working principles and applications of semiconductor diodes, metal Oxide semiconductor field effect transistors (MOSFETs).
- To expose basic concepts and applications of Operational Amplifier and configurations.

**UNIT I**

**10L**

**Basic laws and Theorems:** Ohms law, Kirchoff's laws, series and parallel circuits, source transformations, delta-wye conversion. Mesh analysis, nodal analysis. Linearity and superposition theorem, Thevenin's and Norton's theorem with simple examples, maximum power transfer theorem with simple examples.

**Learning Outcomes**

After completion of this unit, the student will be able to

- state Ohms law and Kirchoff's laws(L1)
- identify and analyze series and parallel connections in a circuit (L4)
- predict the behavior of an electrical circuit(L2)
- determine the current, voltage and power in the given electrical circuit(L3)
- apply various techniques to analyze an electric circuit(L3)

**UNIT II**

**10L**

**DC Machines:** constructional features, induced EMF and torque expressions, different types of excitation, performance characteristics of different types of dc machines, Starters: 2-point, 3-point starters, losses and efficiency, efficiency by direct loading.

**Learning Outcomes**

After completion of this unit, the student will be able to

- describe the constructional features of DC machines (L1)
- analyze EMF and torque expressions of DC machine(L4)
- Demonstrate the performance characteristics of different types of dc machines (L3)
- explain types of starters used for starting of dc motors(L2)

- estimate losses and efficiency of electrical machine(L2)

### UNIT III

12L

**Transformers:** constructional details, EMF equation, voltage regulation, losses and efficiency, open/short- circuit tests and determination of efficiency. **Three Phase Induction Motors:** construction, working principle of three phase induction motor, Torque and Torque-Slip characteristics.

#### Learning Outcomes

After completion of this unit, the student will be able to

- describe the constructional details of transformers(L1)
- demonstrate voltage regulation of transformer(L2)
- discuss about open and short- circuit tests of transformer(L2)
- explain the working principle of three phase induction motor(L5)
- describe torque and torque slip characteristics (L1)
- Estimate losses and efficiency of three Phase Induction Motors(L2)

### UNIT IV

12L

**Semiconductor Devices:** p-n Junction diode - basic operating principle, current-voltage characteristics, rectifier circuits (half-wave, full-wave, rectifier with filter capacitor), Zener diode as Voltage Regulator; Metal oxide semiconductor field effect transistor (MOSFET): Operation of NMOS and PMOS FETs, MOSFET as an amplifier and switch.

#### Learning Outcomes

After completion of this unit, the student will be able to

- describe the device structure and physical operation of a diode(L1)
- discuss V-I characteristics of diodes(L2)
- explain the use of diode as switch and in electronic circuits(L2)
- describe the construction and operation of n-channel and p-channel MOSFETs(L1)
- explain the use of MOSFET as an amplifier and bidirectional switch(L2)

### UNIT V

10L

**Operational Amplifiers:** The Ideal OpAmp, The Inverting Configuration, the closed loop gain, Effect of Finite open- loop gain, The Non Inverting Configuration, The closed loop gain, characteristics of Non Inverting Configuration, Effect of finite open loop gain, the voltage follower, Difference amplifiers, A Single Op-amp difference amplifier.

#### Learning Outcomes

After completion of this unit, the student will be able to

- list the characteristics of an ideal Op Amp(L1)
- explain the Inverting and Non Inverting configurations of Op-Amp(L2)

- construct a single Op-amp difference amplifier(L3)

### **Basic Electrical and Electronics Engineering Laboratory**

1. Verification of Kirchhoff's laws KVL and KCL.
2. Verification of DC Super position theorem.
3. Verification of Thevenin's Theorem and Norton's Theorem.
4. OCC and External characteristics of separately excited DC generators.
5. Swinburne's test on a DC shunt motor.
6. OC and SC Tests on single phase transformer.
7. Brake Test on DC shunt motor.
8. Current Voltage characteristics of a p-n Junction Diode/LED.
9. Diode Rectifier Circuits.
10. Voltage Regulation with Zener Diodes.
11. Design of a MOSTFET amplifier and MOSFET inverter/NOR gate
12. Inverting and Non- Inverting Amplifier Design with Op-amps.
13. Simulation experiments using PSPICE
  - a. Diode and Transistor Circuit Analysis.
  - b. MOSFET Amplifier design.
  - c. Inverting and Non Inverting Amplifier Design with Op-amps.

#### **Text Book(s):**

1. D.P.Kothari, I.J.Nagrath, basic electrical and electronics Engineering, 1/e, McGraw Hill Education (India) Private Limited, 2017.
2. B. L. Theraja, Fundamentals of electrical Engineering and electronics, 1/e, S. Chand Publishing, New Delhi, 2006.
3. Adel S. Sedra and Kenneth C.Smith, Micro electronic Circuits, 6/e, Oxford University Press, 2014.

#### **References:**

1. S.K. Bhattacharya, basic electrical and electronics Engineering, Pearson Education, 2011.
2. Dharma Raj Cheruku, B T Krishna, electronic devices and Circuits, 2/e, Pearson Education, 2008.
3. R.K.Rajput, basic electrical and electronics Engineering, University Science Press, New Delhi, 2012.

#### **Course Outcomes**

Upon successful completion of the course, the student will be able to:

- Predict and analyze the behavior of an electrical circuit(L3)
- Analyze the performance quantities such as losses, efficiency and identify applications of DC machines(L4)
- Explain the use of transformers in transmission and distribution of electric power and other applications (L2)
- Demonstrate the operation and applications of various electronic devices (L2)
- Construct Inverting and Noninverting configurations of Op-Amp (L3)

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Predict and analyze the behavior of an electrical circuit (L3)	3	-	-	-	-	2	3	-	2	2	-	1	3	-	1
<b>CO2</b>	Analyse the performance quantities such as losses, efficiency and identify applications of DC machines (L4)	3	-	-	-	-	2	3	-	2	2	-	1	3	-	1
<b>CO3</b>	Explain the use of transformers in transmission and distribution of electric power and o the r applications (L2)	3	-	-	-	-	2	3	-	2	2	-	1	3	2	1
<b>CO4</b>	Demonstrate the operation and applications of various electronic devices (L2)	3	-	-	-	-	2	3	-	2	2	-	1	3	2	1
<b>CO5</b>	Construct Inverting and Noninverting configurations of Op-Amp (L3)	3	-	-	-	-	2	3	-	2	2	-	1	3	-	1

## 19ECS134: DATA STRUCTURES WITH PYTHON

(w.e.f admitted batch 2020-21 onwards)

LTPC

2033.5

*The study of data structures, a fundamental component of a computer science education, serves as the foundation upon which many other computer science applications are built. Knowledge of data structures is a must for students who wish to work in design, implementation, testing or maintenance of any software system. Organization of data in an efficient way for application, is the major focus of the course.*

### Course Objectives

- Introduce object-oriented concepts.
- Introduction to sort and search methods.
- Familiarize with linear data structures and operations on the m.
- Demonstrate the Organization of data as trees and various operations on trees.
- Teach various graph representations.
- Enable to perform graph traversal and find shortest path and minimal spanning tree for a graph.
- Expose common sorting techniques and their complexities.

### UNIT I

10L

Object-oriented concepts in Python: Creating a class, objects, methods, construct or, encapsulation, inheritance, polymorphism, operator overloading.

### Learning Outcomes

After completion of this unit, the student will be able to

- explain the advantages of object - oriented approach (L2)
- explain the concept of abstraction and encapsulation(L2)
- summarize the benefits of inheritance and polymorphism(L2)

### UNIT II

10L

**Searching:** Sequential Search, binary search.

Sorting: Insertion sort, selection sort, bubble sort.

**Linked lists:** Single linked list, double linked list, circular linked list.

### Learning Outcomes

After completion of this unit, the student will be able to

- summarize various ways of representing data (L2)
- explain the working of searching and sorting algorithms(L2)
- compare different types of linked lists (L5)

### UNIT III

10L

**Stacks:** Definition, operations: array implementation, linkedlist implementation

**Queues:** Definition, operations: array implementation, linkedlist implementation and applications, Priority Queue, Double-Ended Queues.

#### Learning Outcomes

After completion of this unit, the student will be able to

- discuss how stacks and queues are implemented using arrays and linkedlists (L2)
- explain the implementation of priority queues(L2)
- list the applications of stacks, queues and priority queues(L1)
- compare different types of linked lists(L5)

### UNIT IV

10L

**Trees:** Definition, Tree properties, Binary trees: properties, implementation, tree traversals, Heap tree, Heap sort, binary search tree and operations

#### Learning Outcomes

After completion of this unit, the student will be able to

- discuss the properties of trees, binary trees, binary search trees(L2)
- explain different tree traversals and applications (L2)
- analyze the complexity of operations on binary search trees(L4)

### UNIT V

10 L

**Graphs:** ADT, data structure for graphs, properties of graphs, types of graphs, graph representations, graph traversals, directed acyclic graph, shortest path algorithms, spanning trees and min spanning tree.

#### Learning Outcomes

After completion of this unit, the student will be able to

- demonstrate different graph representations and operations(L2)
- illustrate the working of shortest path algorithms and min spanning tree(L2)

#### Text Book(s):

1. Michel T.Goodrich, Roberto Tamassia, Michel H.Goldwasser, **Data Structures & Algorithms in Python**, Willey March, 2013. ISBN:978-1-118-29027-9.
2. Rance D.Necaise, **Data Structures & Algorithms using Python**, John Willey & Sons, India. 2011, ISBN 9788126562169.

#### References:

1. Wesley J.Chun, Core Python Programming, 2/e, Prentice Hall, 2006

## DATA STRUCTURES WITH PYTHON LABORATORY

*This Lab provides hands-on experience in Designing, implementing, and using the most – commonly used concepts like Object-oriented concepts, searching, sorting algorithms, and linked list. Followed by data structure concepts like arrays, stacks, queues, linked lists, trees and graphs.*

List of Practical Experiments:

1. Write a program to create
  - Student class with data members student rollno, name, address, course. Include a construct or to initialize data members. Add a method to print the student details.
  - Book class with data members book\_id, name, cost and publisher. Include construct or and a method to display the book details. Create 3 objects and display their details.
  - Account class with data members acc\_no, name, balance. Include a construct or and methods to perform deposit and withdraw operations on account. Create account object perform some operations and display the account details.
  - Product class with data members product\_id, product\_name, price, expiry\_date. Include construct or to initialize data members and a method to print products details.
  - Complex\_Number with data members real\_part and imaginary\_part. Include construct or to initialize complex number. Add a method which adds two complex numbers.
  - Employee class with data members eno, ename, sal, designation. Include construct or to initialize employee details and count the number of employee objects created.
2. Create a class called Distance. A person has to travel a certain distace and he used two cars. Now create two objects “cardist1” and “cardist2” for the class Distance. Add the two objects distances and put the total distance in the third object of class Distance “totaldist”. Take one data member, which will accept the distance input in km. Take two functions, for accepting the distance and the other for displaying. Display the total distance in meters.
3. Develop a program to Perform Python Multi-Level and multiple inheritances.
4. Design a program to overload “+” operator for
  - Concatenating two strings
  - Adding two complex numbers
5. Develop a program to overload “area” method to calculate area of different polygon shapes.

write a program to

6. Implement Method Overriding
7. Perform Linear Search on an array.
8. Perform Binary Search on a list stored in an array.
9. Develop a program to implement various sorting techniques
  - Insertion sort
  - Selection Sort
  - Bubble Sort
10. Design a program to create a singly linked list for the following operations
  - Insert a Node at Beginning, at Ending and at a given Position
  - Delete a Node at Beginning, at Ending and at a given Position
  - Search, Count the Number of Nodes and Display
11. Design a program to create a doubly linked list for the following operations
  - Insert a Node at Beginning, at Ending and at a given Position
  - Delete a Node at Beginning, at Ending and at a given Position
  - Search, Count the Number of Nodes and Display
12. Create a Circular singly linked list for adding and deleting a Node.
13. Create a stack and perform various operations on it.
14. Convert the infix expression into postfix form.
15. Perform String reversal using stack
16. Create a queue and perform various operations on it.
17. Construct a binary tree and perform various traversals.
18. Construct a binary search tree and perform search operation.
19. Implement Depth First Search, Breadth First Search traversals on a graph.
20. Implement Dijkstra's Shortest Path Algorithm



## Course Outcomes:

After Completion of this course, the student will be able to:

- Explain various ways of representing data in a computer (L2)
- Demonstrate operations on linear data structures (L2)
- Illustrate the mechanisms for creating, altering and traversing various types of trees (L2)
- Explain the representations, traversals and applications of graphs (L2)
- Analyze common sorting algorithms (L4)

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	Explain various ways of representing data in a computer (L2)	1	2	2	2	1	-	-	-	-	-	-	1	2	2	1
CO2	Demonstrate operations on linear data structures (L2)	2	2	2	2	1	-	-	-	-	-	-	1	2	2	1
CO3	Illustrate the mechanisms for creating, altering and traversing various types of trees (L2)	2	2	2	2	1	-	-	-	-	-	-	1	2	2	1
CO4	Explain the representations, traversals and applications of graphs (L2)	2	2	2	2	1	-	-	-	-	-	-	1	2	2	1
CO5	Analyze common sorting algorithms (L4)	2	3	2	2	1	-	-	-	-	-	-	1	2	2	1

## 19EHS122: COMPREHENSIVE SKILL DEVELOPMENT I

LT PAC

00 06 1

### Course Objectives:

- To encourage the all-round development of students by focusing on soft skills, Coding & domain skills.
- To make the engineering students aware of the importance, the role and the content of soft skills, Coding and domain skills through instruction, knowledge acquisition, demonstration and practice.
- To develop and nurture the soft skills, coding and domain skills of the students through individual and group activities.
- To expose students to right attitudinal and behavioral aspects and to build the same through activities

Stream	course Code	course Title	Category	L	T	P	C
Comprehensive Skill Development	19EHS122	Soft Skills and Quantitative Aptitude	HS	1	2		1
		Coding	HS			3	
Total number of hrs per week						6	

### Part-1

3 Hours per week

#### A. Verbal and Soft Skills

Self Awareness and Motivation, Goal Setting and Time Management, Interpersonal Skills, Team Work.

	Verbal and Soft Skills	
Unit	Module/ Topics	Hrs
1.	Self-Awareness and Self-Regulation	4
2.	Social Awareness & Relationship Management	4
3.	Conflict Management	3
4.	Team Work	4
	Total	15

## B. Quantitative Aptitude and Reasoning

Puzzles, Non-Verbal Reasoning, data Sufficiency, Analytical Reasoning

Quantitative Aptitude and Reasoning		
Unit	Module/ Topics	Hrs
1.	Verbal Reasoning [Coding decoding, Blood relations, Ranking, Directions, Group Reasoning (Puzzle Test)]	6
2.	Analytical Reasoning [Cubes, Counting of Geometrical Figures)	2
3.	Logical Deductions [Venn diagrams, Syllogisms, data Sufficiency]	4
4.	Puzzles [Puzzles from books i. Puzzles to puzzle you by Shakunthala devi ii. More puzzles by Shakunthala devi iii. Puzzles and Teasers by George Summers]	3
	<b>Total</b>	<b>15</b>

### Part-2

3 Hours per week

**Coding: GitHub** – Accepting assignments pull and push the code or resource, GitHub configuration,

**Visual Studio code** – Configuring, integrating Git for assignment submission

**Online competitive coding plat forms** – Introduction to online coding plat forms to get prepared for competitive coding.

**Problem Solving with Python:** Collections, techniques for manipulating Strings, Recursion, Searching, Sorting, Stacks and Queues.

**Problem Solving with C:** Memory, C Syntax, Conditions and Loops, Functions and Recursion, Arrays, techniques for manipulating Strings, Searching, Sorting, Stacks and Queues, Structures. sentation of graphs, Breadth First Search, Depth First Search, Dynamic Programming.

### Scheme of Evaluation

Internal Assessments by Assignments, Quizzes (multiple Choice questions). All the students are expected to do at least 5 problems in each topic and they should submit the content written by them in each topic for final evaluation.

Type of Assessment	No.of Marks
At least 5 problems in each topic	15
Assignments	15
Content writing	10
Quizzes	10
<b>Total</b>	<b>50</b>

### Late Work

Each homework is due in the beginning of the class meeting (that is, at 6:00pm) on the due date. If homework is submitted within seven days After this deadline, the grade will be reduced by 50%. Submission more than seven days After the deadline will not be accepted. If you have a serious reason for requesting an extension, such as illness or family emergency, you should discuss it with one of the instructors as soon as the problem arises, and definitely before the submission deadline.

**References: -**

The course does *not* have a required text book. You may optionally use the following text book and URLs to lookup standard algorithms:

1. Data Structures and Algorithms made easy by Narasimha Karumanchi
2. **Data Structure and Algorithmic Thinking with Python** by [Narasimha Karumanchi](#)
3. **Algorithm Design Techniques: recursion, Backtracking, Greedy, Divide and Conquer and Dynamic programming** by [Narasimha Karumanchi](#)
4. Coding Interview Questionsby [Narasimha Karumanchi](#)
5. Competitive programming in Python - 128 Algorithms to develop your Coding Skills by Cristhop Durr & Jill-Jen Vie.
6. Guide to Competitive programming: Learning and Improving Algorithms Through Contests (Undergraduate Topics in Computer Science) by Antti Laaksonen
7. <https://www.geeksforgeeks.org/competitive-programming-a-complete-guide/>
8. <https://www.codechef.com/certification/data-structures-and-algorithms/prepare>
9. <https://codeforces.com/>
10. <https://leetcode.com/>

**Course Outcomes:**

On completion of the course, student will be able to

- Solve a variety of puzzles effectively using critical thinking and analytical strategies
- Identify patterns and relationships in non-verbal data to draw logical conclusions
- Configure GitHub repositories and manage collaborators effectively
- Demonstrate proficiency in using online coding platforms
- Implement various data structures (collections) in Python for efficient problem solving

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Solve a variety of puzzles effectively using critical thinking and analytical strategies	-	3	1	2	-	-	-	-	-	-	-	-	1	-	-
<b>CO2</b>	identify patterns and relationships in non-verbal data to draw logical conclusions	1	3	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>CO3</b>	Configure GitHub repositories and manage collaborators effectively	3	-	-	-	2	-	-	-	-	-	-	-	-	2	-
<b>CO4</b>	Demonstrate proficiency in using online coding plat forms	-	-	2	-	-	-	2	-	-	-	-	-	-	2	-
<b>CO5</b>	Implement various data structures (collections) in Python for efficient problem solving	1	-	-	3	-	-	-	-	-	-	-	-	-	1	-

### Semester- III

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1	19EMA205	Engineering Mathematics III (Discrete Mathematical Structures)	BS	3	0	0	0	3	Branch specific
2	19EID234/ 19EID134	Life Sciences for Engineers/ AI Tools <sup>s</sup>	BS/ES	2	0	2	0	3	Common to all
3	19EID132	Design Thinking	ES	2	0	2	0	3	Common to all
4	19ECS201	Fundamentals of Digital Logic Circuits	PC	3	0	0	0	3	Branch specific
5	19ECS231	Object Oriented Programming through Java <sup>ss</sup>	PC	2	0	3	0	3.5	Branch specific
6	19ECS203	Data Communications	PC	2	0	0	0	2	Branch specific
7	19ECS221	Computer Engineering Workshop	PC	0	0	4	0	2	Branch specific
8	19EMC281/ 19EMC282	Constitution of India/ Environmental Sciences	MC	3	0	0	0	0	Common to all
9	19EHS221	Comprehensive Skill Development II	HS	0	0	0	6	1	Common to all
<b>Total</b>								<b>20.5<sup>s</sup></b>	

**19EMA205: ENGINEERING MATHEMATICS III**  
**(DISCRETE MATHEMATICAL STRUCTURES)**

**LTPC**

**3003**

*This course is exclusively designed for the students of Computer Science and Information Technology branches to understand the logic gates, the analytic approach of fibonacci recurrence relations, algebraic structures for Cryptography and Network Security & Graphs, Trees for data structures in their core subjects.*

**Course Objectives:**

- To explain the logical operations and validity of statements
- To familiarize with the solution of linear recurrence relations by various methods.
- To Introduce basic s of group theory and its applications.
- To demonstrate the basic concepts of graphs and its applications.
- To train the students on the topics: trees, spanning trees, shortest spanning trees and justification of Kruskal’s algorithm.

**UNIT I**

**10 L**

**Mathematical Logic:** Connectives, negation, conjunction, disjunction, conditional and bi-conditional, well-formed formulae, tautologies, equivalence of formulae, duality, tautological implications, functionally complete set of connectives, principal disjunctive and conjunctive normal forms, inference calculus, rules of inference, indirect method of proof, conditional proof.

**Learning Outcomes**

After completion of this unit, the student will be able to

- find equivalence formulae, implement the logic with mathematical proofs (L2)
- apply inference theory to verify the consistency of data (L3)

**UNIT I**

**18 L**

**Recurrence Relations:** Recurrence relations, solving linear recurrence relations by characteristic roots method, system of recurrence relations, non-linear recurrence relations.

**Learning Outcomes**

After completion of this unit, the student will be able to

- construct recurrence relations of the sequences (L3)
- solve homogeneous linear recurrence relations (L3)
- solve complementary function and particular integral for non-homogeneous linear recurrence relations(L3)

### UNIT III

8 L

**Group theory:** Groups, subgroups, Lagrange's theorem on finite groups, normal subgroups, permutation groups, cyclic groups (definition and examples), Group codes (single error detection and correction).

#### Learning Outcomes

After completion of this unit, the student will be able to

- test whether the given algebraic structure is a group or not(L4)
- identify different types of groups (L3)
- examine single error detection and correction (L4)

### UNIT IV

8 L

**Graph Theory:** Definitions, finite and infinite graphs, incidence and degree, isolated pendant vertices, isomorphism, sub graphs, walk, path and circuit, connected and disconnected graphs, components, Euler graphs, Euler graph theorem, operations on graphs, decomposition of Euler graphs into circuits, arbitrarily traceable Euler graphs, Hamiltonian paths and circuits, travelling salesman problem.

#### Learning Outcomes

After completion of this unit, the student will be able to

- identify different graphs and their properties (L3)
- construct Euler and Hamiltonian graphs (L3)

### UNIT V

6 L

**Trees:** Some properties of trees, pendant vertices, distance and centers, rooted and binary trees, spanning trees, shortest spanning trees, Kruskal's algorithm.

#### Learning Outcomes

After completion of this unit, the student will be able to

- construct the spanning tree and binary tree from graphs (L3)
- build minimal spanning tree using different algorithms (L3)

#### Text Book(s):

1. J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with applications to Computer Science, Tata McGraw Hill, 1997.
2. Joe L. Mott, Abraham Kandel and T. P. Baker, Discrete Mathematics for Computer Scientists & Mathematicians, 2/e, Prentice Hall of India Ltd, 2012.

#### References

1. Keneth. H. Rosen, Discrete Mathematics and its applications, 6/e, Tata McGraw-Hill, 2009.
2. Richard Johnsonburg, Discrete mathematics, 7/e, Pearson Education, 2008.

3. Narsingh Deo, Graph theory with applications to Engineering and Computer Science, Prentice Hall of India, 2006.

### Course Outcomes:

After completion of this course, the student will be able to

- Identify through enhanced logical capabilities (L3)
- Find a general solution of recurrence (L3)
- Build algebraic structures and relations (L3)
- Analyze the concepts in graph theory (L4)
- Apply graph theory concepts in core subjects such as data structures and network theory effectively (L3)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Identify through enhanced logical capabilities (L3)	2	2	1	2	-	-	-	-	-	-	-	-	2	2	1
<b>CO2</b>	Find a general solution of recurrence (L3)	3	2	2	2	-	-	-	-	-	-	-	-	2	2	1
<b>CO3</b>	Build algebraic structures and relations (L3)	3	2	2	3	-	-	-	-	-	-	-	-	2	2	1
<b>CO4</b>	Analyze the concepts in graph theory (L4)	3	3	3	3	-	-	-	-	-	-	-	-	2	2	1
<b>CO5</b>	Apply graph theory concepts in core subjects such as data structures and network theory effectively (L3)	3	2	3	3	-	-	-	-	-	-	-	-	3	3	1



# 19EID132: DESIGN THINKING

LTPC

2023

*Design is a realization of a concept or idea into a configuration, drawing or a product. Design Thinking is cognitive and practical processes by which design concepts are developed by designers. Innovation is a new idea or a new concept. Product development is the creation of a new or different product that offers new benefits to the end user. this course Introduce s the design thinking in product innovation.*

## Course Objectives:

- To familiarize product design process
- To Introduce the basic s of design thinking
- To bring awareness on idea generation
- To familiarize the role of design thinking in services design

## UNIT I

8 L

Introduction to design, characteristics of successful product development, product development process, identification of opportunities, product planning, Innovation in product development.

### Learning Outcomes

After completing this unit, the student will be able to

- identify characteristics of successful product development(L3)
- identify opportunities for new product development(L3)
- plan for new product development(L3)

## UNIT II

8 L

Design Thinking: Introduction, Principles, the process, Innovation in Design Thinking, benefits of Design thinking, design thinking and innovation, case studies.

### Learning Outcomes

After completing this unit, the student will be able to

- explain the principles of Design Thinking(L2)
- identify the benefits of Design Thinking(L3)
- use innovations in Design Thinking(L3)

## UNIT III

10 L

Idea generation: Introduction, techniques, Conventional methods, Intuitive methods, Brainstorming, Gallery method, Delphi method, Synectics etc Select ideas from ideation methods, case studies.

### Learning Outcomes

After completing this unit, the student will be able to

- explain the techniques in idea generation(L2)
- select ideas from ideation methods (L3)
- identify the methods used in idea generation in some case studies(L3)

## UNIT IV

10 L

Design Thinking in Information Technology, Design Thinking in Business process model, Design Thinking for agile software development, virtual collaboration, multi user and multi account interaction, need for communication, TILES toolkit, Cloud implementation.

### Learning Outcomes

After completing this unit, the student will be able to

- use Design Thinking in business process model(L3)
- apply Design Thinking for Agile software development(L3)
- use TILES toolkit(L3)

## UNIT V

8 L

Design thinking for service design: how to design a service, Principles of service design, Benefits of service design, Service blue print, Design strategy, Organization, principles for information design, principles of technology for service design.

### Learning Outcomes

After completing this unit, the student will be able to

- use principles of service design(L3)
- explain the benefits of service design(L5)
- apply principles of technology for service design(L3)

### Text Book(s):

1. Pahl, Beitz, Feldhusen, Grote – Engineering Design: a systematic approach, Springer, 2007
2. Christoph Meinel and Larry Leifer, Design Thinking, Springer, 2011
3. Aders Riise Maehlum - Extending the TILES Toolkit – from Ideation to Prototyping
4. <http://www.algarytm.comA/it-executives-guide-to-design-thinking:e-book>.
5. Marc stickdorn and Jacob Schneider, this is Service Design Thinking, Wiely, 2011

## Course Outcomes:

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

- Innovate new methods in product development(L6)
- Apply Design Thinking in developing the new designs(L3)
- Select ideas from ideation methods in new product development(L5)
- Use Design Thinking in developing software products(L3)
- Apply principles of Design Thinking in service design(L3)

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Innovate new methods in product development(L6)	2	2	3	2	1	1	1	1	1	-	1	1	2	2	-
<b>CO2</b>	Apply Design Thinking in developing the new designs(L3)	2	2	3	2	1	1	1	1	1	-	1	1	2	2	-
<b>CO3</b>	Select ideas from ideation methods in new product development(L5)	2	2	3	2	1	1	1	1	1	-	1	1	2	2	-
<b>CO4</b>	Use Design Thinking in developing software products(L3)	2	2	3	2	1	1	1	1	1	-	1	1	2	2	-
<b>CO5</b>	Apply principles of Design Thinking in service design(L3)	2	2	3	2	1	1	1	1	1	-	1	1	2	2	-

*Digital logic circuits are the basic building blocks of modern computers. To understand the working of computers, one needs to know how numbers are represented and processed using digital logic circuits. this course first teaches number representation in computers and Boolean algebra. After covering minimization of expressions and basic logic gates, the design of combinational and sequential circuits that perform a specific function are discuss ed. The aim of the course is to provide the student with an understanding of how data is represented and processed at the hardware level. this course acts as a foundation for a course on Computer Architecture and Organization.*

### Course Objectives

- Facilitate the student to represent numbers in different number systems and convert numbers from one number system to another.
- Introduce logic gates and theorems and properties of Boolean algebra.
- Familiarize the student with techniques for minimization expression and establish its necessity.
- Demonstrate the design of combinational and sequential logic circuits.

### UNIT I

8 L

**Binary Systems:** Positional representation of numbers, Decimal, Octal, Hexadecimal number systems, General radix 'r' system, Conversions, Complements, Binary codes, Arithmetic with signed and unsigned numbers (addition, subtraction), Introduction to error detection and error correction.

### Learning Outcomes

After completion of this unit, the student will be able to

- explain different number systems(L2)
- solve the number system conversion problems (L3)
- apply arithmetic operations on signed and unsigned binary numbers (L3)
- explain basic error detection and correction methods (L2)

### UNIT II

8 L

**Boolean Algebra and Logic Circuits:** Axiomatic definition of Boolean Algebra, basic theorems and properties of Boolean Algebra, Boolean Functions, Minterms and Maxterms, Canonical and Standard forms, Digital logic gates, Synthesis using AND, OR and NOT gates, NAND and NOR logic networks.

### Learning Outcomes

After completion of this unit, the student will be able to

- summarize the properties of Boolean algebra (L2)
- solve expressions in the canonical and standard forms (L3)
- construct logic circuits with logic gates (L3)
- construct any Boolean function using Universal gates (L3)

## UNIT III

8 L

**Gate-Level Minimization:** The K-Map method, two variable K-Map, three variable K-Map, four variable K-Map, five variable K-Map, six variable K-Map, K-Maps with don't care conditions (incompletely specified functions), Tabular method for minimization (Quine McCluskey Method), Sum of products (SOP) and Product of sums (POS) simplification.

### Learning Outcomes

After completion of this unit, the student will be able to

- illustrate the representation of Boolean expression as a K-map (L2)
- translate the Boolean expression into its minimal form using K-maps (L2)
- translate the given expression into its minimal form using QMC method (L2)

## UNIT IV

8 L

**COMBINATIONAL LOGIC:** Design procedures, Adders, Subtractors, Multiplexers, Demultiplexers, Encoders, Decoders, Priority encoder, Code converters, Seven segment display, Magnitude comparator, Decimal adder (BCD adder), Binary Multiplier.

### Learning Outcomes

After completion of this unit, the student will be able to

- explain the working of basic combinational circuits (L5)
- distinguish between the functions of different combinational circuits (L4)
- build combinational circuits to perform a required function (L6)

## UNIT V

8 L

**SEQUENTIAL CIRCUITS:** Flip Flops, basic latch, R-S flip flop, D flip flop, T flip flop, JK flip flop, Registers, Shift registers, Synchronous and Asynchronous (ripple) counters, BCD counter (synchronous and asynchronous), Ring counter, Johnson counter, Registers and Shift Registers.

### Learning Outcomes

After completion of this unit, the student will be able to

- distinguish between combinational circuits and sequential circuits (L2)
- explain the working of different flip-flops (L5)
- design registers and counters to perform a given function (L6)

### Text Book(s):

1. M Morris Mano, Michael D. Ciletti Digital Design, 5/e, Pearson Education, 2011.

### References

1. Z.V. Kohavi, Switching theory and Finite Automata, 2/e, McGraw Hill, 1978.
2. Stephen Brown & Zvonko Vranesic, Fundamental of digital logic with Verilog Design, 2/e, Tata McGraw Hill, 2007.

## Course Outcomes:

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

- Interpret a given number in different number systems (L2)
- Design logic circuits using gates to perform a Boolean function (L6)
- Solve Boolean expressions into their simplified form (L3)
- Explain the working of combinational and sequential circuits (L5)
- Design a combinational or sequential circuit to perform a given function (L6)

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Interpret a given number in different number systems (L2)	1	1	1	-	-	-	-	-	2	-	-	-	2	1	-
<b>CO2</b>	Design logic circuits using gates to perform a Boolean function (L6)	1	2	1	-	-	-	-	-	2	-	-	-	2	1	-
<b>CO3</b>	Solve Boolean expressions into their simplified form (L3)	2	2	1	-	-	-	-	-	2	-	-	-	2	1	2
<b>CO4</b>	Explain the working of combinational and sequential circuits (L5)	2	2	2	-	-	-	-	-	3	-	-	-	2	2	2
<b>CO5</b>	Design a combinational or sequential circuit to perform a given function (L6)	2	2	2	-	-	-	-	-	3	-	-	-	2	2	2

**19ECS231: OBJECT ORIENTED PROGRAMMING THROUGH JAVA**  
(w.e.f 2020-21 admitted batch)

**LT P C**  
**2 0 3 3.5**

*This course enables the students to gain knowledge on various object oriented aspects of Java. The course tours the students through classes, inheritance, interfaces, packages, and exceptions. The knowledge gained in this course can be applied to develop standalone applications for Android, Real Time Programming etc.*

**Course Objectives**

- To familiarize object-oriented programming concepts and techniques.
- To illustrate classes and class libraries, developing classes for simple applications.
- To illustrate the usage of Arrays and Strings.
- To demonstrate various types of Inheritance mechanisms.
- To Introduce packages applicability and usage of Exceptions.

**UNIT I**

**7 L**

**Java Programming Fundamentals:** Java Language, Key Attributes of Object-Oriented Programming, Java Development Kit, Simple Program, Create Blocks of Code, Keywords, Identifiers, The Java Class Libraries.

**data Types and Operators:** Java's Primitive Types, Literals, Variables, Scope and Lifetime of Variables, Operators- Arithmetic, Relational, Logical, Bitwise, Assignment. Type conversion in Assignments, using a Cast, Operator Precedence.

**Program Control Structures:** if, switch, for, enhanced for, while, do-while, break, continue.

**Learning outcomes**

After completion of this unit the student will be able to

- explain attributes of object oriented programming. (L2)
- write a basic program: (L2)
- apply various data types and operators specific to Java (L3)
- implement control structures and extended structures specific to Java (L3)

**UNIT II**

**8 L**

**Introduction to Classes, Objects And methods:** Class Fundamentals, Objects creation, Reference Variables and Assignment, methods, Returning a Value, using Parameters, constructors, Parameterized constructors, new Operator, this Keyword, finalize() method, Wrapper Classes, Parsing, Auto boxing and Unboxing. **I/O:** Command- Line Arguments, Scanner and Buffered Reader Classes,

**A Closer Look into methods and Classes:** Controlling Access to Class Members, passing objects to methods, passing arguments, Returning Objects, Method Overloading, Over loading constructors, Understanding Static, Variable-Length Arguments.

**Learning outcomes**

After completion of this unit the student will be able to

- identify the advantages of using classes (L3)
- implement classes that support user input (L3)
- implement polymorphism through overloading (L3)
- interpret knowledge on method usage variants in classes (L2)

## UNIT III

10 L

**Arrays:** 1D Arrays, Multidimensional Arrays, Irregular Arrays, Array References, using the Length Member. Arrays class of util package, Array Lists, Vector class

**Strings:** String class, constructors, length(), string literals, concatenation, toString(), Character extraction, string comparison, searching strings, modifying, data conversion, changing the case, joining, split(). **String Buffer** class: constructors, length(), capacity(), ensureCapacity(), setLength(), charAt(), setCharAt(), getChars(), append(), insert(), reverse(), delete(), deleteCharAt(), replace().

### Learning outcomes

After completion of this unit the student will be able to

- demonstrate the knowledge on Arrays and irregular arrays (L2)
- interpret the usage of Arrays, Array Lists and Vectors (L2)
- choose methods for performing various operations on strings(L1)

## UNIT IV

8 L

**Inheritance:** basic s, Member Access and Inheritance, constructors and Inheritance, using Super, Multilevel Hierarchy, construct or execution hierarchy, Superclass References and Subclass Objects, Method Overriding, Abstract Classes, using final.

**Interfaces:** Fundamentals, Creating and implementing an Interface, using Interface References, implementing Multiple Interfaces, Extending Interfaces, Nested Interface.

### Learning outcomes

After completion of this unit the student will be able to

- use various types of inheritances (L3)
- implement multiple inheritance through interfaces (L3)

## UNIT V

7 L

**Packages:** Package Fundamentals, Member Access, Importing Packages, Static import.

**Exception Handling:** Exception Hierarchy, Fundamentals, Consequences of an Uncaught Exception, Handling errors, Multiple Catch, Throwing and Rethrowing an Exception, Throwable, using finally, using throws, Creating Exception Subclasses.

### Learning outcomes

After completion of this unit the student will be able to

- develop packages (L3)
- employ exceptions originated in various scenarios (L3)

### Course Outcomes

At the end of the course, students will be able to

- describe the data types, operators and control structures (L2)
- understand the concepts of Object Oriented Programming (L2)
- make use of Arrays and Strings related operations (L3)



- apply features of OOP to reap its benefits (L3)
- demonstrate the ease of handling various scenarios of program execution without abrupt interruption (L2)

### Text Book(s)

1. Herbert Schildt, Dale Skrien, Java Fundamentals A Comprehensive Introduction, 1/e, Tata McGraw Hill, 2017.
2. Herbert Schildt, The Java complete References, 9/e, Tata McGraw Hill, 2014.

### References

1. Y.DanielLiang, An Introduction to JAVA Programming, 10/e, Tata McGraw Hill.
2. Kathy Sierra, Head First Java, 2/e, Shroff Publishers, 2012.
3. Balagurusamy, Programming with JAVA, 2/e, Tata McGraw Hill, 2014.

### Programs for practical sessions:

**21P**

1. Develop a program to demonstrate the use of labelled break and continue statements.
2. Develop a program to demonstrate the use of for each loop.
3. Develop a program to sort an array in ascending and descending order.
4. Develop a program to create a student class and display his details.
5. Develop a program to create an array of objects for employee class.
6. Develop a program that will take a string from a command line argument and check whether it is a palindrome or not.
7. Write a program for finding area of different geometric shapes (Circle, Rectangle and Cube) using method overloading.
8. Write a Program to generate Fibonacci series by using construct or to initialize the data Members.
9. Develop a program to demonstrate construct or overloading.
10. Develop a program to accept a sentence and display the words in it.
11. Design a vehicle class hierarchy in Java, and develop a program to demonstrate Polymorphism.
12. Develop a program to demonstrate multiple inheritance through interface.
13. Write a program to find the roots of a quadratic equation using interface and packages.
  - Declare an interface in package Quad1
  - Declare another package Quad2 and implement the interface
14. Develop a program to demonstrate exception handling by using THROW, MULTIPLE CATCH & FINALLY statements.
15. Write a program to throw a user define d exception for employee details
  - If an employee name is a number, a name exception must be thrown.

- If an employee age is greater than 50, an age exception must be thrown

### Case Study:

Consider a Library Management System where in Books are issued and received back After the due date. The data available with the Library would be the Title of the book, author and number of copies available with the library, date of issue. Each book is given a unique identification number and similarly the members of the library are also given a unique identification number. A book can be retained for 15 days with the member After issue. implement code to:

- Find whether a particular book is available in the library: search by Title or by author.
- Post a Reminder to the member when his book is due a day before. The remainder would state the name of the book and the date due

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Describe the data types, operators and control structures (L2)	1	1	1	1	1	-	-	-	-	-	-	1	1	1	1
<b>CO2</b>	Understand the concepts of Object Oriented Programming (L2)	2	2	2	1	1	-	-	-	-	-	-	2	1	2	1
<b>CO3</b>	Make use of Arrays and Strings related operations (L3)	2	1	1	1	1	-	-	-	-	-	-	1	1	2	1
<b>CO4</b>	Apply features of OOP to reap its benefits (L3)	2	1	1	1	1	-	-	-	-	-	-	2	1	2	1
<b>CO5</b>	Demonstrate the ease of handling various scenarios of program execution without abrupt interruption (L2)	1	1	1	1	1	-	-	-	-	-	-	2	1	1	1

# 19ECS203: DATA COMMUNICATIONS

LTPC

2002

*A large majority of computer applications require communication of data from one device to another. As such, this course deals with data communications, including conversion of data into a signal, propagation of the signal through a medium and conversion of the signal back into data. Proper communication also requires the two communicating devices to follow a common protocol. this course covers the concepts of layered network architecture, properties of different transmission media and data communication principles. various signal encoding techniques and their merits and demerits are taught, together with basic error and flow control techniques and multiplexing. The course acts as a foundation for later courses.*

## Course Objectives

- Introduce the concepts of data Communications and different models
- Impart the characteristics of various transmission media.
- Familiarize different analog and digital transmission techniques.
- Expose the basic error control and flow control techniques.
- Acquaint with static channel allocation using TDMA and FDMA.

## UNIT I

4 L

**Data communication, data networking and the Internet:** A communication model, data communications, networks, the Internet. Protocol Architecture: Need for protocol architecture, TCP/IP protocol architecture, OSI model, TCP/IP Vs OSI model.

### Learning Outcomes

After completion of this unit, the student will be able to

- explain basic working of the computer network(L2)
- infer the necessity of layered protocol architecture(L2)
- compare the OSI and TCP/IP architectures(L2)

## UNIT II

6 L

**Data transmission:** concepts and terminology, analog and digital data transmission, transmission impairments, channel capacity. Transmission Media: Guided and unguided

### Learning Outcomes

After completion of this unit, the student will be able to

- summarize various transmission impairments(L2)
- describe analog transmission, digital transmission and channel capacity(L2)
- compare guided and unguided media(L2)

## UNIT III

6 L

**Signal encoding techniques:** Digital data to digital signals, digital data to analog signals, analog data to digital signals, analog data to analog signals.

## Learning Outcomes

After completion of this unit, the student will be able to

- illustrate various signal encoding techniques (L2)
- analyze signal encoding techniques (L4)
- select an encoding technique for a given network scenario(L3).

## UNIT IV

6 L

**Digital data Communication techniques:** Asynchronous and synchronous transmission, types of errors, error detection techniques, error correction techniques (single bit)

data link control protocols: Flow control, error control, high level data link control (HDLC) protocol.

## Learning Outcomes

After completion of this unit, the student will be able to

- compare synchronous and asynchronous transmission(L2)
- test for errors in a given data stream(L4)
- analyze various flow control techniques (L4)
- summarize the working of the HDLC protocol(L2)

## UNIT V

6 L

**Multiplexing:** Frequency division multiplexing, characteristics, synchronous time division multiplexing, characteristics. statistical time division multiplexing, characteristics.

## Learning Outcomes

After completion of this unit, the student will be able to

- explain the need for multiplexing(L2)
- summarize the characteristics of multiplexing techniques (L2)
- compare the performance of multiplexing techniques under different conditions(L2)

## Text Book(s):

1 William Stallings, data and Computer Communications, 8/e, Pearson Education., 2013.

## References:

1. Fred Harshall, data Communications, Computer Networks and Open systems, 4/e, Pearson Education, 2005.
2. Behrouz A Forouzan, data Communications and Networking, 4/e, McGraw Hill, 2012.

## Course Outcomes:

At the end of the course, students will be able to

- Illustrate and summarize the OSI and TCP/IP network architectures(L2)
- Compare the properties of various transmission media(L2)
- Utilize error correction and detection techniques to detect or correct errors(L3)
- Analyze flow control schemes for data transmission(L4)
- Explain basic signal encoding and multiplexing techniques(L2)

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Illustrate and summarize the OSI and TCP/IP network architectures(L2)	1	1	-	-	-	-	-	-	-	-	-	-	1	-	-
<b>CO2</b>	Compare the properties of various transmission media(L2)	2	2	-	1	-	-	-	-	-	-	-	-	1	1	-
<b>CO3</b>	Utilize error correction and detection techniques to detect or correct errors(L3)	3	2	1	1	-	-	-	-	-	-	-	-	1	1	-
<b>CO4</b>	Analyze flow control schemes for data transmission(L4)	3	3	2	3	-	-	-	-	-	-	-	-	1	2	-
<b>CO5</b>	Explain basic signal encoding and multiplexing techniques(L2)	1	1	-	-	-	-	-	-	-	-	-	-	1	-	-

## 19ECS221: COMPUTER ENGINEERING WORKSHOP

LTPC

0042

*The Computer Engineering Workshop course enables the students to gain practical knowledge of PC Hardware and software, software installation, troubleshooting aspects, working with Internet, Excel and PowerPoint tools. this is spread over 14 weeks of duration.*

### Course Objectives

- Demonstrate assembly and disassembly of a Personal Computer.
- Installation of an Operating System.
- Train to troubleshoot either Hardware or software.
- Enable to work with Internet and Search Engines.
- Familiarize with MS-Office Tools (Excel and PowerPoint).

### List of Practical Experiments:

#### PC Hardware and software

6 P

**Week 1: Task 1:** Every student should disassemble and assemble the PC back to working condition. Lab instructors should verify the work and follow it up with a viva. students need to go through the video which shows the process of assembling a PC. A video would be given as part of the course content.

**Week 2: Task 2:** Every student should individually install MS-Windows on the personal computer. Lab instructor should assist and verify the installation and the teachers follow it up with a viva.

**Week 3: Task 3:** Every student should install Linux on the computer. this computer should have windows installed. The system should be configured as dual boot with both windows and Linux. Lab instructors should assist and verify the installation and the teachers follow it up with a viva.

**Week 4: Task 4:** this task covers basic commands and system administration in Linux which includes: basic Linux commands in bash, Create hard and symbolic links, Text processing and usage of wildcards.

#### Hardware and software Troubleshooting

9 P

**Week 5: Task 5: Hardware Troubleshooting:** students have to be given a PC which does not boot due to improper assembly or defective peripherals. They should identify the problem and fix it to get the computer back to working condition. The work done should be verified by the instructor and followed up with a Viva.

**Week 6: Task 6: software Troubleshooting:** students have to be given a mal functioning CPU due to system software problems. They should identify the problem and fix it to get the computer back to working condition. The work done should be verified by the instructor and followed up with a viva.

## **Internet and World Wide Web**

**9P**

**Week 7: Task 7: Orientation and Connectivity Boot Camp:** students should get connected to their Local Area Network and access the Internet. In the process they configure the TCP/IP setting. Finally, students should demonstrate, to the instructor, how to access the websites and email. If there is no internet connectivity, preparations need to be made by the instructors to simulate the WWW on the LAN.

**Week 8: Task 8: Web Browsers and Surfing the Web:** students customize their web browsers with the LAN proxy settings, bookmarks, search toolbars and pop-up blockers. Plug-ins like Macromedia Flash and JRE for applets should be configured.

**Week 9: Task 9: Search Engines and Netiquette:** students should know what search engines are and how to use the search engines. A few topics would be given to the students for which they need to search on Google. this should be demonstrated to the instructors.

**Week 10: Task 10: Cyber Hygiene:** students would be exposed to the various threats on the internet and would be asked to configure their computer to be safe on the internet. They need to first install an anti-virus software, configure their personal firewall and windows update on their computer. Then they need to customize their browsers to block pop-ups, block ActiveX downloads to avoid viruses and/or worms.

## **Excel**

**9P**

**Week 11: Task 11: Excel Orientation:** The mentor needs to tell the importance of MS office 2007/ equivalent (FOSS) tool Excel as a Spreadsheet tool.

**Week 12: Task 12: using Excel:** Accessing, overview of toolbars, saving excel files, using help and resources, creating a Scheduler: Features to be covered: Gridlines, Formatting Cells, Summation, Auto fill, Formatting Text.

**Week 13: Task 13:** Calculating GPA: Features to be covered: Cell Referencing, Formulae in excel: Count, Average, Standard deviation etc., Charts, Renaming and Inserting worksheets, Hyper linking, LOOKUP/VLOOKUP, Sorting, Conditional formatting.

Students will be working on basic power point utilities and tools which help them create basic power point presentation. Topic include:

**Week 14: Task-14: PPT Orientation:** Slide Layouts, Inserting Text, Word Art, Formatting Text, Bullets and Numbering, Auto Shapes, Lines and Arrows.

**Week 15: Task-15: Making interactive presentations:** Hyperlinks, Inserting image s, Clip Art, Audio, Video, Objects, Tables and Charts.

### Text Book(s):

1. Vikas Gupta, Comdex Information Technology course Tool Kit, Wiley Dreamtech, 2009.
2. Cheryl A Schmidt, The Complete Computer upgrade and repair book, Wiley, 3/e, Dreamtech, 2002.
3. ITL Education Solutions limited, Introduction to Information Technology, Pearson Education, 2006.
4. Kate J. Chase, PC Hardware and A+ Handbook, PHI (Microsoft), 2000.

### Course Outcomes:

At the end of the course, students will be able to

- Identify various hardware components of a Personal Computer(L3)
- Install Operating System(L3)
- Troubleshoot hardware and software (L3)
- Work with Internet and Search engines(L4)
- Make use of Excel and PowerPoint(L3)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Identify various hardware components of a Personal Computer(L3)	1	1	-	3	3	-	-	-	-	-	-	-	1	1	-
<b>CO2</b>	Install Operating System(L3)	1	1	-	3	3	-	-	-	-	-	-	-	1	1	-
<b>CO3</b>	Troubleshoot hardware and software (L3)	1	1	-	3	3	-	-	-	-	-	-	-	1	1	-
<b>CO4</b>	Work with Internet and Search engines(L4)	1	1	-	3	3	-	-	-	-	-	-	-	1	-	-
<b>CO5</b>	Make use of Excel and PowerPoint(L3)	1	1	-	3	3	-	-	-	-	-	-	-	1	-	-



# 19EMC281: CONSTITUTION OF INDIA

(common to all)

L T P C

3 0 0 0

## UNIT I

10 L

**Introduction to Indian Constitution:** Constitutional history, constituent assembly, salient features of the constitution, significance of preamble, amending process of the constitution.

## UNIT II

8 L

**Rights and Duties:** Citizenship, fundamental rights and directive principles, fundamental duties.

## UNIT III

8 L

**Union Government:** President and vice president, election, removal and powers, prime minister and council of ministers, parliament, supreme court, union, state relations, emergency provisions.

## UNIT IV

8 L

**State and Local Governments:** Governor, state legislature, assembly and council, chief minister and council of ministers, high court, rural and urban local governments with special reference to 73rd and 74th constitutional amendment acts.

## UNIT V

8 L

**Other Constitutional and Statutory Bodies:** Comptroller and auditor general, election commission, finance commission, attorney general and advocate general, union public service commission (UPSC), state public service commissions (SPSCs), tribunals, national human rights commission (NHRC).

### Text Book(s)

1. J. C. Johari, Indian Government and Politics, Vishal Publications, Delhi, 2009.
2. M. V. Pylee, Introduction to the Constitution of India, 5/e, Vikas Publishing House, Mumbai, 2007.

### References

1. D.D. Basu, Introduction to the Indian Constitution, 21/e, Lexis Nexis, Gurgaon, India, 2011.
2. Subhas C. Kashyap, Our Constitution, 2/e, National Book Trust India, New Delhi, 2013.

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India	-	-	-	-	-	-	1	2	-	1	-	-	-	-	-
<b>CO2</b>	Interpret knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens	-	-	-	-	-	-	-	2	1	-	-	-	-	-	-
<b>CO3</b>	Correlate familiarity with key political developments that have shaped the Constitution and amended it from time to time.	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-
<b>CO4</b>	Describe the separation and distribution of powers in parliamentary democracy	-	-	-	-	-	2	-	2	-	-	-	-	-	-	-
<b>CO5</b>	Define the Preamble, Fundamental Rights and Directive Principles of State Policy	-	-	-	-	-	2	2	1	-	1	-	-	-	-	-

## 19EMC282: ENVIRONMENTAL SCIENCES

(common to all)

**LTPC**

**3000**

*The course enables the students to adapt eco-centric thinking and actions rather than human-centric thinking on natural resources, their utilization and conservation. The course also focuses on the importance of ecosystems, biodiversity and their degradation leads to pollution, finding solutions through application of control measures to combat pollution and legal measures to achieve sustainable development.*

### **Course Objectives:**

- To familiarize the students about the importance of the environmental studies.
- To acquaint with different natural resources and their associated problems.
- To Introduce various ecosystems, values of biodiversity and their conservation.
- To expose to today's pollution levels and their impacts.
- To create awareness on different social issues such as conservation of water, green building concept.
- To impart knowledge on present population scenario, its impacts and role of informational technology on environment and human health.

### **UNIT I**

**10 L**

**Introduction to environment and natural resources:** Introduction to environment: Definition, scope and importance, multidisciplinary nature of environment, need for public awareness. Natural Resources: Renewable and non-renewable resources, natural resources and associated problems. Forest resources: Uses, Reasons for over-exploitation, deforestation effects, timber extraction, case studies. Water resources: Use and over – utilization of surface and ground water, floods, drought, conflicts over water, dams- benefits and problems. Mineral resources: Uses, environmental effects of extracting and using mineral resources, case studies. Food resources: World food problems, Impacts of overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. energy resources: Growing energy needs, use of renewable and non-renewable energy sources, case studies. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.

### **Learning Outcomes**

After the completion of this unit, the student will be able to

- list different renewable and non-renewable resources (L1)
- learn how the over-exploitation of natural resources impact human life (L1)
- demonstrate the role of an individual in the conservation of natural resources (L2)
- explain the equitable use of natural resources for sustainable lifestyles (L2)

### **UNIT II**

**9 L**

**Ecosystems and biodiversity: Structure components of ecosystem:** Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, energy flow in the ecosystem (10% law), Ecological succession. Biogeochemical cycle: (Nitrogen, carbon, Phosphorus cycle). Introduction, types, structure and function of the following ecosystem: - Forest ecosystem. Grassland ecosystem. Desert ecosystem. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries). Biodiversity: Definition, Levels of

biodiversity: genetic, species and ecosystem diversity. Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic and optional values. India as a mega – diversity nation. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching of wildlife, man- wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ conservation of biodiversity.

### **Learning Outcomes**

After the completion of this unit, the student will be able to

- learn how ecosystem functions (L1)
- explain the structure and function of terrestrial and aquatic ecosystems (L2)
- illustrate the values and threats to biodiversity (L2)
- explain the importance of conservation of biodiversity (L2)

## **UNIT III**

**8 L**

**Environmental pollution and control:** Environmental Pollution: Definition, causes, effects and control measures: Air Pollution, Water pollution, Soil pollution, Marine pollution, Thermal pollution, Nuclear hazards, Solid waste Management, e-waste, Hazardous waste management. Role of an individual in prevention of pollution. Pollution case studies. Disaster Management: floods, earthquake, cyclone and landslides.

### **Learning Outcomes**

After the completion of this unit, the student will be able to

- list causes, effects and control measures of pollution (air, water & soil) (L1)
- classify different types of pollutants (L2)
- explain disaster management of floods, earthquake, cyclone and landslides (L2)
- identify the pollution related case studies (L3)
- demonstrate the role of an individual in prevention of pollution (L2)

## **UNIT IV**

**9 L**

**Social issues and global environment problems and efforts:** From unsustainable to Sustainable development. Urban problems related to energy. Water conservation, rain water harvesting, watershed management, Remote sensing and GIS methods. Resettlement and rehabilitation of people: its problems and concerns. Case Studies, Environmental ethics: Issues and possible solutions. Green building concept, Environmental Impact Assessment (check lists, matrix methods), Environmental Management Plan, Climate change: global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.

### **Learning Outcomes**

After the completion of this unit, the student will be able to

- explain different water conservation methods (L2)
- compare remote sensing and GIS methods (L2)
- apply green building concept (L3)
- demonstrate the consequences of global warming, acid rains and ozone layer depletion (L2)
- analyze environmental impact assessment and management plan (L4)

**Human population and environment legislation:** Population growth, variation among nations. Family Welfare programme. Environment and human health. HIV/AIDS, Human rights. Value Education. Women and Child Welfare. Role of Information Technology in Environment and human health. Environment Legislation. Air (Prevention and Control of Pollution) Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Forest Conservation Act. Environmental Protection Act, Pollution prevention act. Issues involved in enforcement of environmental legislation. Public awareness. Project Work.

### Learning Outcomes

After the completion of this unit, the student will be able to

- compare population growth and variation among nations (L2)
- apply value education (L3)
- classify women and child welfare (L2)
- distinguish different environmental legislation acts and issues involved in enforcement of legislation (L4)
- analyze the role of information technology in environment and human health (L4)

### Text Book (s):

1. Anubha Kaushik and C.P. Kaushik, Text book of environmental studies New Age International Publisher, 2014.
2. Erach Barucha, Text book of environmental studies for under graduates courses, published by – University Grants Commission, University Press, 2005
3. Anindita Basak, Environmental Studies. Pearson, 2009

### References:

1. D.K. Asthana and Meera Asthana, A Text book of Environmental Studies, S. Chand, 2010.
2. P.M Cherry Solid and Hazardous Waste Management, CBS Publisher, 2016.
3. Charles H. Eccleston, Environmental Impact Assessment, CRC Press, 2011.
4. K.K. Singh, Natural Resources Conservation and Management, MD Publications, 2008.
5. J. Jeffrey Peirce, Ruth F. Weiner and P. Aarne Vesilind, Environmental Pollution and Control, Butterworth-Heinemann, 1998.
6. James Maclaurin and Kim Sterelny, What is Biodiversity, The University of Chicago Press 2008.
7. R.B. Mandal, Introductory methods in Population Analysis, concept Publishing Co, 2007.

### Course Outcomes:

After the completion of this course, the student will be able to

- Explain about environment and natural resources (L2)
- Illustrate the values and threats to biodiversity (L2)
- Identify the pollution related case studies (L3)
- Demonstrate the consequences of global warming, acid rains and ozone layer depletion (L2)
- Analyze the role of information technology in environment and human health (L4)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Explain about environment and natural resources (L2)	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
<b>CO2</b>	Illustrate the values and threats to biodiversity (L2)	-	-	-	-	-	-	2	1	-	1	-	-	-	-	-
<b>CO3</b>	Identify the pollution related case studies (L3)	-	-	2	-	-	-	-	1	-	2	-	1	-	-	-
<b>CO4</b>	List the consequences of global warming, acid rains and ozone layer depletion (L2)	-	-	-	-	-	-	-	1	-	-	2	2	-	-	-
<b>CO5</b>	Analyze the role of information technology in environment and human health (L4)	-	-	2	-	-	-	2	1	2	-	-	1	-	-	-

## 19EHS221: COMPREHENSIVE SKILL DEVELOPMENT II

LT PAC

000 6 1

### Course Objectives:

- To encourage the all-round development of students by focusing on soft skills, Coding & domain skills.
- To make the engineering students aware of the importance, the role and the content of soft skills, Coding and domain skills through instruction, knowledge acquisition, demonstration and practice.
- To develop and nurture the soft skills, coding and domain skills of the students through individual and group activities.
- To expose students to right attitudinal and behavioral aspects and to build the same through activities

Stream	course Code	course Title	Category	L	T	P	C
Comprehensive Skill Development	19EHS221	Soft Skills and Quantitative Aptitude	HS	1	2		1
		Coding	HS			3	
Total number of hrs per week						6	

### Part-1

3 Hours per week

#### A. Verbal and Soft Skills:

Communication Skills, Presentation Skills, Decision Making and Problem-Solving, Group discussion.

Unit	Module/ Topics	Hrs
1.	Communication Skills	4
2.	Presentation Skills	4
3.	Decision Making and Problem-Solving	3
4.	Group discussion	4
	<b>Total</b>	<b>15</b>

#### B. Quantitative Aptitude and Reasoning

Puzzles, numbers, Arithmetic, data interpretation.

Unit	Module/ Topics	Hrs
1.	Non-Verbal Reasoning	5
2.	Data Sufficiency	2
3.	Analytical Reasoning	3
4.	Puzzles	5
	<b>Total</b>	<b>15</b>

Unit	Module/ Topics	Hrs
1.	Numbers [Number System, Divisibility rules, Remainders, LCM & HCF]	3
2.	Numerical Computation and Estimation-1 [ i. Chain Rule ii. Ratio Proportions iii. Partnerships & Averages iv. Percentages v. Profit-Loss, and discounts vi. Mixtures]	6
3.	Data interpretation [Pie diagrams, Line Graph, Bar Graph, Tabular forms, and Caselets]	3
4.	Progressions and series	3
	Total	15

## Part-2

**3 Hours per week**

**Coding:** Complex problem solving using data Structures in terms of improving efficiency:

Time Complexity and Space Complexity, Linked List, Stacks and Queues using Linked List, Binary Trees, Binary Search Trees, Trie, Representation of graphs, Breadth First Search, Depth First Search, Dynamic Programming.

### Scheme of Evaluation

Internal Assessments by Assignments, Quizzes (multiple Choice questions). All the students are expected to do at least 5 problems in each topic and they should submit the content written by them in each topic for final evaluation.

Type of Assessment	No.of Marks
At least 5 problems in each topic	15
Assignments	15
Content writing	10
Quizzes	10
<b>Total</b>	<b>50</b>

### Late Work

Each homework is due in the beginning of the class meeting (that is, at 6:00pm) on the due date. If homework is submitted within seven days After this deadline, the grade will be reduced by 50%. Submission more than seven days After the deadline will not be accepted. If you have a serious reason for requesting an extension, such as illness or family emergency, you should discuss it with one of the instructors as soon as the problem arises, and definitely before the submission deadline.

### References: -

The course does *not* have a required text book. You may optionally use the following textbook and URLs to look up standard algorithms:

1. Data Structures and Algorithms made easy by Narasimha Karumanchi
2. **Data Structure and Algorithmic Thinking with Python** by [Narasimha Karumanchi](#)
3. **Algorithm Design techniques : Recursion, Backtracking, Greedy, Divide and Conquer and Dynamic Programming** by [Narasimha Karumanchi](#)
4. Coding Interview Questions by [Narasimha Karumanchi](#)
5. Competitive Programming in Python- 128 Algorithms to develop your Coding Skills by Cristhop Durr & Jill-Jen Vie.
6. Guide to Competitive Programming: Learning and Improving Algorithms through Contests (Undergraduate Topics in Computer Science) by Antti Laaksonen
7. <https://www.geeksforgeeks.org/competitive-programming-a-complete-guide/>
8. <https://www.codechef.com/certification/ data -structures-and-algorithms/prepare>
9. <https://codeforces.com/>
10. <https://leetcode.com/>



## Course Outcomes:

On completion of the course, student will be able to

- Identify patterns and relationships within numbers and arithmetic problems
- Perform accurate calculations using various arithmetic operations
- Extract and interpret key information from data sets
- Select appropriate data structures based on Time and Space Complexity considerations
- Implement and manipulate Linked Lists for efficient problem solving

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Identify patterns and relationships within numbers and arithmetic problems	-	2	1	-	-	-	-	-	-	-	-	-	-	1	-
<b>CO2</b>	Perform accurate calculations using various arithmetic operations	1	-	-	3	-	-	-	-	-	-	-	-	-	1	-
<b>CO3</b>	Extract and interpret key information from data sets	2	-	-	-	3	-	-	-	-	-	-	-	-	1	-
<b>CO4</b>	Select appropriate data structures based on Time and Space Complexity considerations	-	2	-	3	-	-	-	-	-	-	-	-	-	1	-
<b>CO5</b>	Implement and manipulate Linked Lists for efficient problem solving	-	2	-	3	-	-	-	-	-	-	-	-	-	2	-

**Semester IV**

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1.	19EMA210	Engineering Mathematics IV (Numerical methods)	BS	3	0	0	0	3	Branch Specific
2.	19EID232	Internet of Things	ES	2	0	2	0	3	Common to all
3.	19ECS202	Computer Organization and Architecture	PC	3	0	0	0	3	Branch Specific
4.	19ECS204	Operating Systems	PC	3	0	0	0	3	Branch Specific
5.	19ECS232	Computer Networks	PC	3	0	2	0	4	Branch Specific
6.	19ECS234	Design and Analysis of Algorithms	PC	3	0	2	0	4	Branch Specific
7.	19EMC282/ 19EMC281	Environmental Sciences/ Constitution of India	MC	3	0	0	0	0	Common to all
8.	19ECS292	Comprehensive Skill Development III	PW	0	0	0	6	1	Common to all
<b>Total</b>								<b>21</b>	

**19EMA210: ENGINEERING MATHEMATICS IV  
(NUMERICAL METHODS)**

**LTPC**

**3003**

*This course is designed to enhance problem solving skills of engineering students using a powerful problem solving tool namely numerical methods. The tool is capable of handling large systems of equations, nonlinearities and complicated geometries that are common in engineering practice but often impossible to solve analytically.*

**Course Objectives:**

- To familiarize the students with numerical solutions of equations.
- To get exposed to finite differences and interpolation.
- To demonstrate the numerical differentiation and integration.
- To explain the numerical solutions of ordinary differential equations.

**UNIT I**

**8 L**

**Solution of algebraic and transcendental equations:** Regula falsi method, Newton Raphson method, **Solution of linear system of equations: Direct methods:** Gauss elimination method, Gauss Jordan method, **Iterative methods:** Gauss Jacobi method, Gauss Seidel method, finding the eigenvalues of a matrix by Power method.

**Learning Outcomes**

At the end of this unit, the student will be able to

- find approximate roots of an equation by using different numerical methods (L3).
- solve system of linear equations using various techniques (L3).
- find eigenvalues of a matrix (L3).

**UNIT II**

**8 L**

**Interpolation:** Difference operators and relations, difference tables, Newton's forward and backward interpolation formulae, divided difference formula, Lagrange's interpolation formula.

**Learning Outcomes**

At the end of this unit, the student will be able to

- examine the relation between various operators (L4).
- find a function using various methods (L3).

**UNIT III**

**8 L**

**Numerical differentiation:** Derivatives using forward, backward and central difference formulae.

**Numerical Integration:** Trapezoidal rule, Simpson's 1/3rd rule, Simpson's 3/8th rule.

**Learning Outcomes**

At the end of this unit, the student will be able to

- find differentiation of a function by using different numerical methods (L3)
- find integration of a function by using different numerical methods (L3)
- solve ordinary differential equations by using different numerical schemes (L3)

#### UNIT IV

10 L

**Numerical solutions of ordinary differential equations-1:** Picard's method, -Taylor's series method- Euler's method –Modified

Euler's method, -Runge-Kutta method - Predictor-Corrector method

##### **Learning Outcomes**

At the end of this unit, the student will be able to

- solve first order differential equation using various methods (L3).

#### UNIT V

8 L

**Numerical solutions of ordinary differential equations-2:** Simultaneous first order differential equations, second order differential equations, boundary value problems, finite-difference method.

##### **Learning Outcomes**

At the end of this unit, the student will be able to

- solve simultaneous first order differential equations (L3).
- solve second order differential equations (L3)
- solve boundary value problems using finite-difference method (L3).

##### **Text Book(s):**

1. B. S. Grewal, Higher Engineering Mathematics, 44/e, Khanna Publishers, 2017.
2. Erwin Kreyszig, advanced Engineering Mathematics, 10/e, John Wiley & Sons, 2018.

##### **References:**

1. M.K. Jain, S.R.K. Iyengar, R.K. Jain, Numerical methods for Scientific and Engineering Computation, 5/e, New Age International(P) Limited, 2007.
2. S.S.Sastry, Introductory methods of Numerical Analysis, 4/e, PHI Learning Publications, 2009.
3. H.C Saxena, Finite Differences and Numerical Analysis, Chand and Company Pvt. Ltd., New Delhi.

### Course Outcomes:

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

- Analyze how root finding techniques can be used to solve practical engineering problems(L4).
- Apply various interpolation techniques to solve practical problems (L3).
- Apply numerical differentiation and integration whenever and wherever routine methods are not applicable (L3).
- Solve differential equations using various numerical methods (L3).
- Know the strengths and weaknesses of the various methods and be able to decide which ones are appropriate for a particular problem (L3)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Analyze how root finding techniques can be used to solve practical engineering problems (L4).	1	1	-	2	-	-	-	-	-	-	-	-	2	2	1
<b>CO2</b>	Apply various interpolation techniques to solve practical problems (L3).	3	2	2	1	-	-	-	-	-	-	-	-	2	2	1
<b>CO3</b>	Apply numerical differentiation and integration whenever and wherever routine methods are not applicable (L3).	3	2	3	3	-	-	-	-	-	-	-	-	2	2	1
<b>CO4</b>	Solve differential equations using various numerical methods (L3)	3	3	3	3	-	-	-	-	-	-	-	-	2	2	1
<b>CO5</b>	Know the strengths and weaknesses of the various methods and be able to decide which ones are appropriate for a particular problem (L3)	3	3	3	3	-	-	-	-	-	-	-	-	3	3	1

## 19EID232: INTERNET OF THINGS

(For 2020-21 Odd and Even Sems and 2021-22 Odd Sem only)

L T P C

2 0 2 3

*The Internet of Things (IoT) is a network of a wide variety of devices like vehicles, humans, soil etc. these devices gather data using sensors, which can be used for monitoring or control. this course is an introduction to the embedded devices, communication protocols and APIs used in IoT.*

### Course Objectives

- Introduce the fundamental concepts of IoT and physical computing
- Expose the student to a variety of embedded boards and IoT Platforms
- Create a basic Understanding of the communication protocols in IoT communications.
- Familiarize the student with application program interfaces for IoT.
- Enable students to create simple IoT applications.

### UNIT I

5 L

**Overview of IoT:** The Internet of Things: An Overview, the Flavor of the Internet of Things, the “Internet” of “Things”, the Technology of the Internet of Things, Enchanted Objects, Who is Making the Internet of Things? Design Principles for Connected Devices, Calm and Ambient Technology, Privacy, Keeping Secrets, Whose Data Is It Anyway?, Web Thinking for Connected Devices, Small Pieces, Loosely Joined, First-Class Citizens On the Internet, Graceful Degradation, Affordances.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- explain IoT architecture(L2)
- interpret the design principles that govern connected devices(L2)
- summarize the roles of various organizations for IoT(L2)

### UNIT II

6 L

**Embedded Devices - I:** Embedded Computing Basics, Microcontrollers, System-on-Chips, Choosing Your Platform, Arduino, Developing on the Arduino, Some Notes on the Hardware, Openness.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- explain the basics of microcontrollers(L2)
- outline the architecture of Arduino(L2)
- develop simple applications using Arduino(L3)

## UNIT III

6 L

**Embedded Devices - II:** Raspberry Pi, Cases and Extension Boards, Developing on the Raspberry Pi, Some Notes on the Hardware, Openness, Other notable platforms, Mobile phones and tablets, Plug Computing: AI ways -on Internet of Things.

### Learning Outcomes:

After completion of this unit, the student will be able to

- outline the architecture of Raspberry Pi(L2)
- develop simple applications using Raspberry Pi(L3)
- select a platform for a particular embedded computing application(L3)

## UNIT IV

6 L

**Communication in the IoT:** Internet Principles, Internet Communications: An Overview, IP, TCP, the IP Protocol Suite (TCP/IP), UDP, IP Addresses, DNS, Static IP Address Assignment, Dynamic IP Address Assignment, IPv6, MAC Addresses, TCP and UDP Ports, An Example: HTTP Ports, Other common Ports, Application Layer Protocols- HTTP, HTTPS: Encrypted HTTP, Other Application Layer Protocols.

### Learning Outcomes:

After completion of this unit, the student will be able to

- interpret different protocols and compare them(L2)
- select which protocol can be used for a specific application(L3)
- utilize the Internet communication protocols for IoT applications(L3)

## UNIT V

5 L

**Prototyping Online Components:** Getting Started with an API, Mashing Up APIs, Scraping, Legalties, writing a New API, Clockodillo, Security, implementing the API, Using Curl to Test, Going Further, RealTime Reactions, Polling, Comet, Other Protocols, MQ Telemetry Transport, Extensible Messaging and Presence Protocol, Constrained Application Protocol.

### Learning Outcomes:

After completion of this unit, the student will be able to

- select IoT APIs for an application(L3)
- design and develop a solution for a given application using APIs(L6)
- test for errors in the application(L4)
- judge the security issues in Real time applications. (L5)

## INTERNET OF THINGS LABORATORY

### List of Practical Experiments:

1. Select any one development board (Eg., Arduino or Raspberry Pi) and control LED using the board.
2. Using the same board as in (1), read data from a sensor. Experiment with both analog and digital sensors.
3. Control any two actuators connected to the development board using Bluetooth.
4. Read data from sensor and send it to a requesting client. (using socket communication)  
Note: the client and server should be connected to same local area network.
5. Create any cloud platform account, explore IoT services and register a thing on the platform.
6. Push sensor data to cloud.
7. Control an actuator through cloud.
8. Access the data pushed from sensor to cloud and apply any data analytics or visualization services.
9. Create a mobile app to control an actuator.
10. Identify a problem in your local area or college which can be solved by integrating the things you learned so far and create a prototype to solve it (Mini Project).

### Text Book(s):

Adrian McEwen, Hakim Cassimally, Designing the Internet of Things, Wiley Publications, 2012.

### References

1. ArshdeepBahga, Vijay Madiseti, Internet of Things: A Hands-On Approach, Universities Press, 2014.
2. Pethuru Raj, Anupama C. Raman, the Internet of Things, Enabling technologies and use cases –CRC Press, 2017.

### Web Sources

<https://www.arduino.cc/>

<https://www.raspberrypi.org/>

### Course Outcomes:

After completion of this course, the student will be able to

- Choose the sensors and actuators for an IoT application (L1)
- Select protocols for a specific IoT application (L2)
- Utilize the cloud platform and APIs for IoT application (L3)
- Experiment with embedded boards for creating IoT prototypes(L3)
- Design a solution for a given IoT application (L6)



### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Choose the sensors and actuators for an IoT application (L1)	1	2	3	3	1	1	-	-	-	-	-	1	1	1	1
<b>CO2</b>	Select protocols for a specific IoT application (L2)	2	3	3	2	1	1	1	1	-	-	-	1	2	2	1
<b>CO3</b>	Utilize the cloud platform and APIs for IoT application (L3)	2	3	3	3	3	1	1	1	-	-	-	1	2	2	1
<b>CO4</b>	Experiment with embedded boards for creating IoT prototypes(L3)	2	3	3	3	3	1	1	1	-	-	-	1	2	3	1
<b>CO5</b>	Design a solution for a given IoT application (L6)	3	3	3	3	3	2	2	1	1	1	1	1	3	3	2

## 19ECS202: COMPUTER ORGANIZATION AND ARCHITECTURE

L T P C

3 0 0 3

*Computer Organization and Architecture provides a comprehensive knowledge on the structure and behavior of computer hardware architecture and application of the design concepts. The basic concepts of this course can have a view as to how a computer system works. this course enables the students to learn the basics of hardware components from basic gates to memory and I/O devices and instruction set architectures.*

### Course Objectives

- Attain the knowledge of fundamental circuit components and techniques for Designing the circuits
- Describe and understand the processor memory hierarchy
- Understand the concepts of interrupts and I/O devices
- Attain the general knowledge of advances in micro programming and their implementation in computer design
- Experience the design process in the context of a reasonable size hardware system

### UNIT I

8 L

**Register Transfer and Micro Operations:** Register transfer Language, register transfer, bus and memory transfers, arithmetic micro operations, logic micro operations, shift micro operations, arithmetic logic shift unit

#### Learning Outcomes

After completion of this unit, the student will be able to

- demonstrate the register transfer Language (L2)
- learn different types of micro operations(L2)

### UNIT II

10 L

**Basic Computer Organization and Design:** Instruction codes, computer registers, computer instructions, timing and control, instruction cycle, memory-references instructions, input-output and interrupt, complete computer description. Design of the basic computer, design of accumulator logic.

**Micro Programmed Control:** Control memory, address sequencing, micro program example, design of control unit.

#### Learning Outcomes

After completion of this unit, the student will be able to

- learn different types of memory-reference instructions(L2)

- construct the micro programmed control unit(L3)

### UNIT III

10 L

**Central Processing Unit:** Introduction, general register Organization, stack Organization, instruction formats, addressing modes, data transfer and manipulation, program control.

**Pipeline and Parallel Processing:** parallel processing, pipelining, arithmetic pipeline, instruction pipeline.

**Computer Arithmetic:** Introduction, addition and subtraction, decimal arithmetic unit, Booth's multiplication algorithm.

#### Learning Outcomes

After completion of this unit, the student will be able to

- illustrate different types of addressing modes(L2)
- understand the concepts of pipelining and parallel processing (L2)
- solve and practice computer arithmetic algorithms(L3)

### UNIT IV

8 L

**Input-Output Organization:** Peripheral devices, I/O Interface, Asynchronous data Transfer, Modes of Transfer, Priority Interrupt, DMA, I/O Processor, Serial Communication.

#### Learning Outcomes

After completion of this unit, the student will be able to

- understand the peripheral devices (L2)
- explain the modes of data transfer(L2)
- understand I/O interface(L2)

### UNIT V

8 L

**Memory Organization:** Memory Hierarchy, Main Memory, Auxiliary Memory, Associative Memories, Cache Memory, Virtual Memories, Memory Management Hardware.

#### Learning Outcomes

After completion of this unit, the student will be able to

- understand the memory hierarchy(L2)
- analyze the Organization of different types of memories(L4)
- learn the memory management hardware(L2)

#### Text Book(s):

1. M. Morris Mano, Computer System Architecture, 3/e, Pearson education, 2008.

#### References

1. Carl Hamacher, Zvonko Vranesic, Safwat Zaky, Computer Organization, 5/e, McGraw Hill, 2001.
2. John P. Hayes, Computer Architecture and Organization, 3/e, McGraw Hill, 1998.
3. William Stallings, Computer Organization and Architecture, 6/e, Pearson PHI, 2012.

### Course Outcomes:

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

- Classify the machine's instruction set architecture (ISA) including basic instruction fetch and execute cycles, instruction formats, control flow, and operand addressing modes(L2)
- Build the design and functioning of a machines central processing unit (CPU) including the data path components (ALU, register file) and the control unit(L3)
- Understand the basic input/output functioning including program controlled I/O and interrupt I/O(L1)
- Analyze the Organization of different types of memories (L4)
- Analyze the performance of processors and cache(L4)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Classify the machine's instruction set architecture (ISA) including basic instruction fetch and execute cycles, instruction formats, control flow, and operand addressing modes(L2)	3	3	3	2	-	-	-	-	-	-	-	-	2	1	1
<b>CO2</b>	Build the design and functioning of a machines central processing unit (CPU) including the data path components (ALU, register file) and the control unit(L3)	3	3	3	3	1	-	-	-	-	-	-	-	3	3	1
<b>CO3</b>	Understand the basic input/output functioning including program controlled I/O and interrupt I/O(L1)	1	1	1	1	-	-	-	-	-	-	-	-	1	-	-
<b>CO4</b>	Analyze the Organization of different types of memories (L4)	2	2	2	2	-	-	-	-	-	-	-	-	1	1	-
<b>CO5</b>	Analyze the performance of processors and cache(L4)	2	2	2	2	-	-	-	-	-	-	-	-	1	1	-

## 19ECS204: OPERATING SYSTEMS

LTPC

3003

*Operating system is an essential part of any computer system. this course is designed to explain the basics and the applications of operating system, the working of operating system. this course also focuses on other concepts of operating system: scheduling Algorithms, process management and process synchronization. It also gives us a detailed idea about memory management and I/O systems.*

### Course Objectives

- To Introduce students with basic concepts of operating system, its functions and services.
- To provide the basic concepts of process management and synchronization.
- To familiarize the dead lock issues.
- To understand the various memory management schemes.
- To give exposure over I/O systems and mass storage structures and Linux system.

### UNIT I

8 L

**Introduction:** What Operating Systems Do, Computer System Organization, Computer-System Architecture, Operating System Structure, Operating system operations, Process Management, Memory Management, Storage management, Protection and security, Kernel data structures

**Operating system Structures:** operating system services, User and operating system Interface, system calls, Types of System calls, system programs, operating system structure, system boot.

### Learning Outcomes

After completion of this unit, the student will be able to

- explain the main responsibilities of an operating system (OS) and the history leading to their current form(L2)
- list the most fundamental subsystems and services of OS (L1)
- analyze and list out different system calls (L4)

### UNIT II

8 L

**Process Management:** Process concepts, process scheduling, Operations on processes, inter-process communication

**CPU Scheduling:** Scheduling-criteria, scheduling algorithms, Thread scheduling, Multiple processor scheduling, algorithm evaluation, Multithreaded programming, Multi-core Programming, Multi-threading Models, Thread Libraries.

### Learning Outcomes

After completion of this unit, the student will be able to

- demonstrate the concepts of Process, thread and CPU scheduling(L2)
- list out different scheduling algorithms(L1)
- analyze scheduling algorithms with different examples (L4)

### UNIT III

8 L

**Process Synchronization:** Critical section problem, Peterson's solution, synchronization hardware, Mutex locks, semaphores, classic problems of synchronization, monitors.

**Deadlock:** System model, deadlock characterization, deadlock prevention, detection and avoidance, recovery from deadlock.

#### Learning Outcomes

After completion of this unit, the student will be able to

- classify and compare hardware and software solutions to the critical section problem, demonstrate several classical process synchronization problems(L2)
- analyze deadlock prevention and avoidance policies(L4)
- apply different methods to recover from deadlock(L3)

### UNIT IV

8 L

**Memory Management:** Swapping, contiguous memory allocation, paging, segmentation, structure of page table.

**Virtual memory:** Demand paging, copy-on-write, page-replacement, allocation of frames, thrashing.

**File concepts:** File concept, access methods, directory and disk structure, protection.

#### Learning Outcomes

After completion of this unit, the student will be able to

- list out detailed description of various ways of organizing memory hardware(L1)
- analyze various techniques of allocating memory to processes, analyze different file concepts and access methods. (L4)
- compare different page replacement algorithms(L2)

### UNIT V

10 L

**I/O systems:** application interface, kernel I/O subsystem, transforming I/O to hardware operation.

**Mass-storage structure:** Disk management, disk scheduling, Swap space management

**System Protection:** Goals of protection, principles of protection, Domain of protection, Access matrix.

**Linux System:** Design principle, kernel modules, process management, scheduling, memory management, file systems, input and output, network structure, security.

#### Learning Outcomes

After completion of this unit, the student will be able to

- demonstrate the principles and complexities of I/O and hardware. (L2)
- analyze system protection techniques (L4)
- evaluate disk scheduling algorithms(L5)

**Text Book(s):**

1. Abraham Silberchatz, Peter B. Galvin, Greg Gagne, Operating System concepts with Java, 9/e, John Wiley, 2016.

**References**

1. Andrew S Tanenbaum, modern Operating Systems, 2/e, Pearson/PHI, 2014.
2. Crowley, Operating System- A Design Approach, McGraw-Hill, 2012.
3. Stallings, Operating Systems - Internal and Design Principles, 5/e, 2013.
4. Pal Chaudhary, Operating system principles & Design, 1/e, PHI Learning, 2013.
5. Deitel and Deitel, Operating System, Pearson Education, 2003.
6. D.M. Dhamdhare, Operating systems- A concept based Approach, 2/e, McGraw Hill, 2010.

**Course Outcomes:**

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

- Illustrate the basic and overall view of operating system (L2)
- Analyze the concept of a process, process life cycle, process states and state transitions(L4)
- Implement and practice CPU scheduling strategies, process synchronization techniques and memory-management schemes (L3)
- Simplify and resolve Deadlock h and ling situation (L4)
- Evaluate Disk storage management, protection and security mechanisms (L5)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Illustrate the basic and overall view of operating system (L2)	1	1	-	-	-	-	-	-	-	-	-	-	1	-	-
<b>CO2</b>	Analyze the concept of a process, process life cycle, process states and state transitions (L4)	3	3	3	3	-	-	-	-	-	-	-	-	1	3	1
<b>CO3</b>	Implement and practice CPU scheduling strategies, process synchronization techniques and memory-management schemes (L3)	3	3	2	3	1	-	-	-	-	-	-	-	2	1	1
<b>CO4</b>	Simplify and resolve Deadlock h and ling situation (L4)	3	3	3	3	-	-	-	-	-	-	-	-	2	3	1
<b>CO5</b>	Evaluate Disk storage management, protection and security mechanisms (L5)	2	2	-	3	1	-	-	-	-	-	-	-	1	2	1

## 19ECS232: COMPUTER NETWORKS

LTPC

3024

*The course is designed to impart a basic understanding of the working of computer networks, with the Internet as the case in point. Starting with the application layer with which the user interacts directly, it covers the important principles and protocols in the application, transport, network and link layers. Brief Introduction to socket programming and wireless networks are Introduced.*

### Course Objectives:

- Familiarize the student with the components of the Internet and the concept of layered protocol architecture.
- Expose the student to the important principles behind the working of various layers of a network.
- Enable the student to write simple network applications using socket programming.
- Demonstrate the working of the most important protocols used in the Internet.
- Acquaint the student with the basics of wireless networking.

### UNIT I

6 L

**Computer networks and the Internet:** Internet, The Network Edge, The Network Core: Delay, Loss and through put in Packet-Switched Networks, Protocol Layers and their Service Models, History of Computer Networking and the Internet.

#### Learning Outcomes

After completion of this unit, the student will be able to

- identify the roles of the various components of the Internet(L3)
- explain network parameters such as delay, loss and through put(L2)
- model the network using a layered architecture(L3)

### UNIT II

8 L

**Application Layer:** Principles of Network applications, The Web and HTTP, electronic Mail in the Internet, DNS- The Internet's Directory Service, Socket Programming: Creating Network applications

#### Learning Outcomes

After completion of this unit, the student will be able to

- summarize the principles governing the working of network applications (L2)
- outline the working of popular applications in the Internet(L2)
- develop simple network applications using socket programming(L6)

### UNIT III

10 L

**Transport Layer:** Introduction and Transport-Layer Services, Multiplexing and Demultiplexing, Connectionless Transport: UDP, Principles of Reliable data Transfer, Connection-oriented Transport: TCP, Principles of Congestion Control: TCP Congestion Control



## Learning Outcomes

After completion of this unit, the student will be able to

- explain the need for multiplexing and demultiplexing at the transport layer(L2)
- compare connectionless service with connection-oriented service(L4)
- outline the working of TCP and UDP(L2)
- analyze the principles of congestion control(L4)

## UNIT IV

10 L

**The Network Layer:** Introduction, Virtual Circuit and data gram Networks, Inside Router, The Internet Protocol (IP), Routing Algorithms

## Learning Outcomes

After completion of this unit, the student will be able to

- distinguish between virtual circuit and data gram networks(L4)
- outline the working of the Internet Protocol(L2)
- explain and analyze the working of routing algorithms(L2)

## UNIT V

10 L

**The Link Layer:** Introduction to the Link Layer, Multiple Access Links and Protocols, Switched Local Area Networks

**Wireless and Mobile Networks:** Introduction, Wireless Links and Network characteristics, Wi-Fi: 802.11 Wireless LANs (Architecture and MAC Protocol), Mobile IP

## Learning Outcomes

After completion of this unit, the student will be able to

- summarize the protocols used for multiple access links(L2)
- compare the characteristics of wireless networks with those of wired networks(L4)
- outline the working of IEEE 802.11 standard and Mobile IP(L2)

## COMPUTER NETWORKS LABORATORY

### List of Practical Experiments:

1. Write a report that includes a diagram showing the topology, type of connection devices, and speed of the wired and wireless LAN in your Organization. Also find out the MAC and IP addresses and the subnet mask of your computer.
2. Install and run a network diagnosis tool such as Tcp dump or Wireshark. Start capturing packets on an active interface, open a browser and type the address of your favorite search engine. Wait till the page loads and stop capture. List out the type and number of each type of packets captured.
3. Write a program to create a server that listens to port 5003 using stream sockets. write a simple client program to connect to the server. Send a simple text message “Hello” from the client to the server and the server to the client and close the connection.
4. Write a program to create a chat server that listens to port 5004 using stream sockets. write a simple client program to connect to the server. Send multiple text messages from the client to the server and vice versa. When either party types “Bye”, close the connection.
5. Write a program to create a server that listens to port 5005 using stream sockets. write a

simple client program to connect to the server. The client should request for a text file and the server should return the file before terminating the connection.

6. Write a program to create a server that listens to port 5006 using stream sockets. write a simple client program to connect to the server. Run multiple clients that request the server for binary files. The server should service each client one After the other before terminating the connection.
7. Write a program to create a server that listens to port 5007 using stream sockets. write a simple client program to connect to the server. Run multiple clients that request the server for text files. The server should service all clients concurrently.
8. Write a program to create a server that listens to port 5009 using data gram sockets. write a simple client program that requests the server for a binary file. The server should service multiple clients concurrently and send the requested files in response.

#### Text Book(s):

1. James F. Kurose and Keith W. Ross, Computer Networking: A Top-Down Approach, 6/e, Pearson, 2012.

#### References

1. Andrew S. Tanenbaum and David J. Wetherall, Computer Networks, 5/e, Prentice Hall, 2011.
2. Larry L. Peterson and Bruce S. Davie, Computer Networks: A Systems Approach, 3/e, Morgan Kaufmann, 2011.
3. Richard Stevens, UNIX Network Programming – Volume 1, 3/e, Prentice Hall of India, 1997

#### Course Outcomes:

At the end of the course, students will be able to

- Interpret the concept of modular network design using layered protocol architecture(L5)
- List the various components in the Internet and their functions(L1)
- Analyze various types of services provided by each layer in the network architecture(L4)
- Discuss the working of the important protocols used in the Internet(L6)
- Develop simple network applications and test them(L6)

#### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Interpret the concept of modular network design using layered protocol architecture(L5)	3	2	1	1	2	-	-	-	-	-	-	-	1	-	1
<b>CO2</b>	List the various components in the Internet and their functions(L1)	1	1	2	-	-	1	-	-	-	-	-	-	1	1	-
<b>CO3</b>	Analyze various types of services provided by each layer in the network architecture(L4)	2	2	3	3	3	1	-	-	-	-	-	-	1	1	-
<b>CO4</b>	Discuss the working of the important protocols used in the Internet(L6)	2	1	-	-	3	-	-	-	-	-	-	-	1	-	-
<b>CO5</b>	Develop simple network applications and test them(L6)	2	2	3	3	3	-	-	-	-	-	-	-	1	3	1

## 19ECS234: DESIGN AND ANALYSIS OF ALGORITHMS

L T P C

3 0 2 4

*This course enables the students to gain knowledge in various techniques of Designing algorithms, estimating the efficiency of the developed algorithms in terms of time and space. The knowledge gained in this course can be applied to the latest developments in technology.*

### Course Objectives

- Explain the asymptotic performance of algorithms.
- Demonstrate the complexity of an algorithm in terms of time and space.
- Help to design and implement programs in various programming paradigms.
- Familiarize with efficient algorithms in software design and development.

### UNIT I

9 L

**Introduction to Algorithms:** Algorithm specification, Performance Analysis. Divide and Conquer: The general method: Binary search, finding maximum and minimum, Merge sort, Quick sort, Selection sort, Strassen's Matrix multiplication.

#### Learning Outcomes

After completion of this unit, the student will be able to

- define and specify the characteristics of an algorithm(L1)
- analyze the performance of an algorithm(L4)
- list different methods in analyzing time complexity(L1)
- interpret divide and conquer technology for Designing algorithms(L2)
- illustrate the efficiency of algorithms designed(L2)

### UNIT II

8 L

**The Greedy Method:** The general method, Knapsack problem, Job sequencing with deadlines, optimal storage on tapes, minimum cost spanning trees, single source shortest paths.

#### Learning Outcomes

After completion of this unit, the student will be able to

- define control abstraction of Greedy method(L1)
- illustrate the significance of greedy method(L2)
- compare divide and conquer strategy with greedy method(L2)
- apply the method to implement various applications (L3)

### UNIT III

8 L

**Dynamic Programming:** The general method, multistage graphs, all pairs shortest paths, optimal binary search trees, reliability design, the travelling sales person problem.

#### Learning Outcomes

After completion of this unit, the student will be able to

- compare dynamic method with previous methods (L2)
- apply dynamic method for developing algorithms(L3)
- illustrate the merits of dynamic method(L2)
- analyze the performance of algorithms(L4)

#### UNIT IV

9 L

**Basic search and traversing techniques:** techniques for Binary trees, techniques for Graphs, connected components and spanning trees, Bi-connected components and depth first search. Back Tracking: The General Method, Eight Queens problem, Sum of subsets, Graph coloring, Hamiltonian cycle.

#### Learning Outcomes

After completion of this unit, the student will be able to

- illustrate techniques of searching(L2)
- make use of different methods of searching and traversing(L3)
- recall the concept of spanning trees(L1)
- apply principles of backtracking in solving problems related to graphs(L3)

#### UNIT V

8 L

**Branch and Bound:** The method, traveling sales person problem, efficiency considerations.

**Algebraic Problems:** The general method, Evaluation and Interpolation.

#### Learning Outcomes

After completion of this unit, the student will be able to

- outline general method of branch and bound(L2)
- develop solution for travelling salesperson problem(L3)
- distinguish between performance of various methods (L4)
- compare different interpolation methods (L4)
- evaluate algebraic expressions(L5)

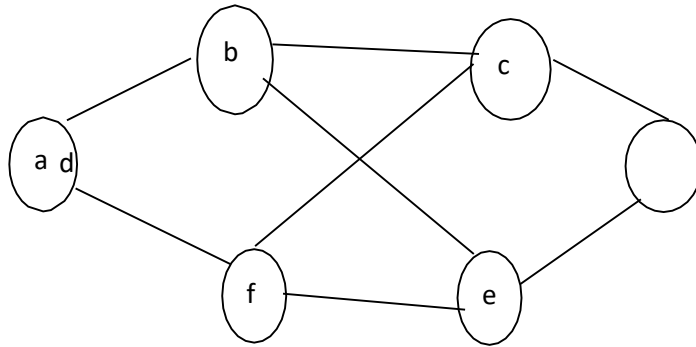
## DESIGN AND ANALYSIS OF ALGORITHMS LABORATORY

### List of Practical Experiments:

1. Sort a given set of elements using the Quick sort method and determine the time required to sort the elements. Repeat the experiment for different values of n, the number of elements in the list to be sorted and plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator.
2. Implement a parallelized Merge Sort algorithm to sort a given set of elements and determine the time required to sort the elements. Repeat the experiment for different values of n, the number of elements in the list to be sorted and plot a graph of the time taken versus n. The elements can be read from a file or can be generated using the random number generator.
3. Use divide and conquer method to recursively implement and to find the maximum and minimum in a given list of n elements.
4. Find minimum Cost Spanning Tree of a given undirected graph using
  - (i) Kruskal's algorithm.
  - (ii) Prim's algorithm.
5. Consider the following five jobs and their associated weights and deadlines, implement job sequencing algorithm to obtain optimal solution.

Index	1	2	3	4	5
Job	J1	J2	J3	J4	J5
Deadline	2	1	3	2	1
profit	60	100	20	40	20

6.
  - (i) print all the nodes reachable from a given starting node in a digraph using BFS method.
  - (ii) check whether a given graph is connected or not using DFS method.
7. Find a subset of a given set  $S = \{s_1, s_2, \dots, s_n\}$  of n positive integers whose sum is equal to a given positive integer d. For example, if  $S = \{1, 2, 5, 6, 8\}$  and  $d = 9$  there are two solutions  $\{1, 2, 6\}$  and  $\{1, 8\}$ . A suitable message is to be displayed if the given problem instance doesn't have a solution.
8. Implement All Pairs Shortest Paths Problem using Floyd's algorithm.
9. From a given vertex in a weighted connected graph, find shortest paths to other vertices using Dijkstra's algorithm.
10. Implement backtracking method to color all the vertices of a graph such that no two adjacent vertices have the same color (Graph Coloring Problem).
- 11.



Implement any scheme to find the optimal solution for the Traveling Salesperson problem and then solve the same problem instance using any approximation algorithm and determine the error in the approximation.

12. Develop an algorithm to evaluate an algebraic expression.

**Text Book(s):**

1. Ellis Horowitz, S. Sahni, Fundamentals of Computer Algorithms, 2/e, University Press, 1984.
2. Thomas H. Cormen, Charles E. Leiserson, Introduction to Algorithms, et.al., 3/e, MIT Press, 2012.

**References**

1. Aho, Hopcraft, Ullman, The Design and Analysis of Computer Algorithms, 1/e, 2002.
2. Michel T. Goodrich & Roberto Tamassia, Algorithm Design: foundations, Analysis, and Internet Examples, 1/e, John Wiley and Sons, 2001.
3. Sara Baase, Allen Van Gelder, Computer Algorithms: Introduction to Design and Analysis, 3/e, Pearson Education, 1999.
4. Mark Allen Weiss, data Structures and Algorithm Analysis in JAVA, 3/e, Pearson Education, 2011.
5. Jon Kleinberg, Eva Tardos, Algorithm Design, 1/e, Pearson, 2013.

**Course Outcomes:**

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

- Define algorithm(L1)
- Compare various methods of designing algorithms(L2)
- Illustrate the merits and demerits of different designing techniques(L2)
- Identify best method to develop an algorithm(L3)
- Evaluate the algorithms in terms of efficiency(L5)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Define algorithm(L1)	2	1	1	3	-	-	-	-	-	-	-	-	3	3	-
<b>CO2</b>	Compare various methods of Designing algorithms(L2)	2	3	2	3	-	-	-	-	-	-	-	-	3	3	-
<b>CO3</b>	Illustrate the merits and demerits of different Designing techniques (L2)	1	1	-	1	-	-	-	-	-	-	-	-	3	3	-
<b>CO4</b>	Identify best method to develop an algorithm(L3)	2	2	1	3	-	-	-	-	-	-	-	-	3	3	1
<b>CO5</b>	Evaluate the algorithms in terms of efficiency(L5)	3	3	1	3	-	-	-	-	-	-	-	-	3	3	1

## 19ECS292: COMPREHENSIVE SKILL DEVELOPMENT III

LT PA C

00 061

### Course Objectives:

- To encourage the all-round development of students by focusing on soft skills, Coding & domain skills.
- To make the engineering students aware of the importance, the role and the content of soft skills, Coding and domain skills through instruction, knowledge acquisition, demonstration and practice.
- To develop and nurture the soft skills, coding and domain skills of the students through individual and group activities.
- To expose students to right attitudinal and behavioral aspects and to build the same through activities

Stream	Course Code	Course Title	Category	L	T	P	C
Comprehensive Skill Development	19ECS292	Soft Skills and Quantitative Aptitude	PW	1	2		1
		Coding	PW			3	
Total number of hrs per week						6	

### Part-1

3 Hours per week

#### A. Verbal and Soft Skills:

Vocabulary Builder, Reading Comprehension, Fill-in-the-Blanks, General Usage

Unit	Module/ Topics	Hrs
1.	Vocabulary Builder	4
2.	Reading Comprehension	4
3.	Paragraph Jumbles	3
4.	General Usage	4
	<b>Total</b>	<b>15</b>



### **B. Quantitative Aptitude and Reasoning**

Puzzles, Arithmetic, Geometry, Mensuration.

<b>Unit</b>	<b>Module/ Topics</b>	<b>Hrs</b>
<b>1.</b>	Numbers	3
<b>2.</b>	Arithmetic	6
<b>3.</b>	Data interpretation	3
<b>4.</b>	Puzzles	3
	Total	15

<b>Unit</b>	<b>Module/ Topics</b>	<b>Hrs</b>
<b>1.</b>	Numerical Computation and Estimation-2. [i. Time and Work, ii. Pipes and Cisterns, iii. Time and Distance, iv. Problems on trains, Boats and Streams, v. Races and Games of skill, vi. SI & CI]	6
<b>2.</b>	Geometry [i. Lines and Angles ii. Triangles iii. Quadrilaterals & Polygons iv. Circles]	4
<b>3.</b>	Mensuration [i. 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), ii. 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)]	3
<b>4.</b>	Data Sufficiency on Quantitative Reasoning	2
	Total	15

#### **Part-2**

**3 Hours per week**

**Coding:** -Medium Level problem solving techniques:

Permutations and Combination, Probability, Hash Tables, Heap, Greedy Method, Backtracking

#### **Scheme of Evaluation**

Internal Assessments by Assignments, Quizzes (multiple Choice questions). All the students are expected to do at least 5 problems in each topic and they should submit the content written by them in each topic for final evaluation.

<b>Type of Assessment</b>	<b>No.of Marks</b>
At least 5 problems in each topic	15
Assignments	15
Content writing	10
Quizzes	10
<b>Total</b>	<b>50</b>

#### **Late Work**

Each homework is due in the beginning of the class meeting (that is, at 6:00pm) on the due date. If homework is submitted within seven days After this deadline, the grade will be reduced by 50%. Submission more than seven days After the deadline will not be accepted. If you have a serious reason for requesting an extension, such as illness or family emergency, you should discuss it with one of the instructors as soon as the problem arises, and definitely before the submission deadline.

## References: -

The course does *not* have a required text book. You may optionally use the following text book and URLs to look up standard algorithms:

1. Data Structures and Algorithms made easy by Narasimha Karumanchi
2. **Data Structure and Algorithmic Thinking with Python** by [Narasimha Karumanchi](#)
3. **Algorithm Design techniques : Recursion, Backtracking, Greedy, Divide and Conquer and Dynamic Programming** by [Narasimha Karumanchi](#)
4. Coding Interview Questions by [Narasimha Karumanchi](#)
5. Competitive Programming in Python- 128 Algorithms to develop your Coding Skills by Cristhop Durr & Jill-Jen Vie.
6. Guide to Competitive Programming: Learning and Improving Algorithms through Contests (Undergraduate Topics in Computer Science) by Antti Laaksonen
7. <https://www.geeksforgeeks.org/competitive-programming-a-complete-guide/>
8. [https://www.codechef.com/certification/ data -structures-and-algorithms/prepare](https://www.codechef.com/certification/data-structures-and-algorithms/prepare)
9. <https://codeforces.com/>
10. <https://leetcode.com/>

## Course Outcomes:

On completion of the course, student will be able to

- Perform accurate calculations using various arithmetic operations (including fractions, decimals, percentages)
- Apply formulas for surface area and volume to real-world scenarios (e.g., construction, design)
- Apply geometric concepts (points, lines, angles, shapes) to solve problems
- Implement and utilize Hash Tables for efficient data storage and retrieval
- Design and implement Backtracking algorithms for solving problems with multiple possibilities

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Perform accurate calculations using various arithmetic operations (including fractions, decimals, percentages)	2	-	3	-	-	-	-	-	-	-	-	-	-	1	-
<b>CO2</b>	Apply formulas for surface area and volume to real-world scenarios (e.g., construction, design)	3	-	-	2	-	-	-	-	-	-	-	-	-	1	-
<b>CO3</b>	Apply geometric concepts (points, lines, angles, shapes) to solve problems	1	-	3	-	-	-	-	-	-	-	-	-	-	1	-
<b>CO4</b>	Implement and utilize Hash Tables for efficient data storage and retrieval	-	-	-	3	2	-	-	-	-	-	-	-	-	3	-
<b>CO5</b>	Design and implement Backtracking algorithms for solving problems with multiple possibilities	-	3	-	-	2	-	-	-	-	-	-	-	-	2	-

### Semester V

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1.	19ECS331	Software Engineering	PC	3	0	2	0	4	Branch Specific
2.	19ECS305	Cryptography and Network Security	PC	3	0	0	0	3	Branch Specific
3.	19ECS333	Data base Management Systems	PC	3	0	2	0	4	Branch Specific
4.	19ECS303	Formal Language s and Automata theory	PC	3	0	0	0	3	Branch Specific
5.	19ECS3XX	Program Elective I	PE	2	0	2	0	3	Branch Specific
6.	19EOE3XX	Open Elective I <sup>®</sup>	OE	3	0	0	0	3	Common to all
7.	19EID3XX	Inter Disciplinary Elective I	ID	2	0	2	0	3	
8.	19ECS391	Comprehensive Skill Development IV	PW	0	0	0	6	1	Common to all
<b>Total</b>							<b>24</b>		

**Note:** Open Elective I<sup>®</sup>: For the admitted batch of 2019-20, Life Sciences for Engineers is Compulsory

## 19ECS331: SOFTWARE ENGINEERING

L T P C  
3 0 2 4

*This course is aimed at helping students build up an understanding of how to develop a software system from scratch by guiding them through the development process and giving them the fundamental principles of system development with object-oriented technology using UML. The course will initiate students to the different software process models, software requirements engineering process, systems analysis and design as a problem-solving activity, key elements of analysis and design within the system development life cycle. Giving the student an insight into Learning the quality methods, testing methodologies.*

### Course Objectives:

- Understanding the software engineering concepts, process and various models of software engineering.
- Understanding the software requirements and their importance and having knowledge about analysis, modelling etc.
- Knowing and understanding software design, architecture design of software products.
- Understanding every aspect of software quality management, reviews and quality assurance methods
- Understanding the testing of software and having knowledge of strategies and tactics of software testing.

### UNIT I:

8L

**Introduction to software Engineering:** The Nature of software, The software Process, software Engineering Practice.

**Process Models:** A Generic Process Model, Prescriptive Process Models: The Waterfall Model, Prototyping Process Model, Evolutionary Process Model, Unified Process Model.

**Agility and Process:** Agility, Agility and the Cost of Change, Agile Process, Scrum.

### Learning Outcomes

After completion of this unit, the student will be able to:

- define software and its evaluation nature (L1)
- how to use models in engineering projects (L1)
- demonstrate the working of agile methodology within the market (L2)
- explain the advantages and disadvantages of different types of process models (L2)
- relate process models are recommended to use (L2)

### UNIT II:

10L

**Principles that Guide Practice:** Core Principles, Principles that Guide Each Framework Activity.

**Understanding Requirements:** Requirements Engineering, Establishing the Ground work, Requirements Gathering, Building the Analysis Model, Negotiating Requirements, Requirements Monitoring, Validating Requirements.

**Requirements Modelling:** Requirements Analysis, Scenario- based Modeling, Class- based Modeling, Functional Modelling, behavioral Modelling.

### Learning Outcomes

After completion of this unit, the student will be able to:

- classify the principles to framework activities (L2)
- summarize the requirements engineering tasks (L2)
- construct the software requirements specification document for a software project (L3)
- build to analyze, design and develop the system models using an object-oriented methodology (UML) for software development (L3)

### UNIT III:

8L

**Design concepts:** Design within the Context of software Engineering, The Design Process, Design concepts, The Design Model.

**Architectural Design:** software Architecture, Agility and Architecture, Architectural Styles, Architectural Considerations, Architectural Decisions, Architectural Design.

**Learning Outcomes**

After completion of this unit, the student will be able to:

- build a design model from an analysis model (L3)
- develop the design model ir respective of every element (L3)
- examine the design concepts and design model(L4)
- list the different software architectural styles and patterns(L4)
- examine the architectural design (L4)

**UNIT IV:**

**8L**

**Quality concepts:** Quality, software Quality, Achieving software Quality.

**Reviews - A Recommended Approach:** Criteria for Types of Reviews, Formal Technical Reviews, Agile Reviews.

**Software Quality Assurance:** Elements of software Quality Assurance, SQA Process and Product characteristics, SQA Tasks, Goals and Metrics, Statistical software Quality Assurance, software Reliability, The ISO 900 Quality Standards, The SQA Plan.

**Learning Outcomes**

After completion of this unit, the student will be able to:

- explain quality concepts (L5)
- importance of approaches to conducting the reviews (L5)
- decide which metrics are used to improve the quality (L5)
- explain different quality standards (L5)

**UNIT V:**

**8L**

**Software Testing: Component Level:** A Strategic Approach to software testing, Planning and Recordkeeping, Test Case Design, White-Box testing, Black-Box testing.

**Integration Level:** Software testing Fundamentals, Integration testing, Artificial Intelligence and Regression testing, Validation testing.

**Learning Outcomes**

After completion of this unit, the student will be able to:

- list the different testing techniques (L4)
- examine different approaches to software testing strategies (L4)
- choose a suitable testing technique to find the errors of a software functionalities(L5)
- select proper testing strategy and tactic for a specified project (L5)

**Text Books(s)**

1. Roger S. Pressman, Bruce R. Maxim, software Engineering: A Practitioner's Approach, 9thEdition, McGraw Hill, International Edition, 2020.

**Reference Book(s)**

1. K.K. Agarwal &Yogesh Singh, software Engineering, New Age International Publishers, 2007.
2. Waman S Jawadekar, software Engineering Principles and Practice, McGraw-Hill, 2004.
3. Rajib Mall, Fundamentals of software Engineering, 4/e, PHI, 2009.
4. Ian Somerville, software Engineering, 9th Edition, Pearson, 2011

**Course Outcomes:**

- How to use models in engineering projects(L1)
- Summarize the requirements engineering tasks(L2)
- Develop the design model ir respective of every element(L3)
- Decide which metrics are used to improve the quality(L5)
- Choose a suitable testing technique to find the errors of a software functionalities(L5)

## **For Laboratory courses: List of Experiments:**

### **1. Mini-Project I A Point-of-Sale (POS) System**

A retail POS system typically includes a computer, monitor, keyboard, barcode scanners, weight scale, receipt printer, credit card processing system, etc. and POS terminal software. It interfaces to various service applications, such as a third-party tax calculator and inventory control. These systems must be relatively faulted tolerant; that is, even if remote services are temporarily unavailable they must still be capturing sales and handling at least cash payments. A POS system must support multiple and varied client-side terminals and interfaces such as browser, PDAs, touch-screens.

### **2. Mini-Project II Online Shopping**

The customer uses some web site to make purchases online. Follow the various websites like snapdeal, Flipkart, Amazon. in so as to design online shopping.

### **3. Mini-Project III E-Library OPAC**

An Online Public Access Catalog (OPAC) is an e-Library website that is part of the Integrated Library System (ILS), also known as a Library Management System (LMS), and managed by a library or group of libraries. Members of the library can search the library catalogue online to locate various resources - books, periodicals, audio and visual materials, or other items under the control of the library. Members may reserve or renew the resources.

### **4. Mini-Project IV A Multi-Threaded Airport Simulation**

Simulate the operations in an airport. Your applications should support multiple aircraft using several runways and gates avoiding collisions/ conflicts. Landing: an aircraft uses the runway, lands, and then taxis over to the terminal. Take-Off: an aircraft taxis to the runway and then take off.

### **5. Mini-Project V Bank ATM**

An automated teller machine (ATM) or the automatic banking machine (ABM) is a banking subsystem that provides bank customers with access to financial transactions in a public space without the need for a cashier, clerk or bank teller. A customer uses a bank ATM to check balances of his/ her bank accounts, deposit funds, withdraw cash and/or transfer funds. ATM technician provides maintenance and repairs.

### **6. Mini-Project VI Hospital Management System**

The hospital management system is a large system including several subsystems or modules providing a variety of functions. Hospital subsystems or modules support some of the many job duties of hospital receptionists. The receptionist scheduled the patient's appointments and admission to the hospital to collect information from the patient upon the patient's arrival and or phone. For the patient that will stay in the hospital ("inpatient"), she or he should have a bed allotted in a ward. Receptionists might also receive patient's payments, record them in a data base and provide receipts, file insurance claims and medical reports.

### **7. Mini-Project VII An Auction application**

Several commerce models exist and are the basis for a number of companies like eBay.com, pricellne.com etc. Design and implement an auction application that provides auction services. It should clearly model the various auctioneers, the bidding process, auctioning etc.

### **8. Mini-Project VIII A Notes and File Management System**

In the course of one student's years and professional career, one produces a lot of personal notes and documents. All these documents are usually kept on papers or individual files on the computer. Either way, the bulk of the information is often erased, corrupted and eventually lost. The goal of this project is to build a distributed software application that addresses the problem. The system will provide an interface to create, organize and manage personal notes through the Internet for multiple users. The system will also allow users to collaborate by assigning permissions for multiple users to view and edit notes.

### **9. Mini-Project IX Credit Card Processing System**

A credit card processing system (Credit card payment gateway) is a system under consideration. The main part of the system is the Merchant's Credit Card Processing System. The merchant submits a credit card transaction request to the credit card payment gateway

on behalf of a customer. Bank which issued the customer's credit card which could approve or reject the transaction. If the transaction is approved, funds will be transferred to the merchant's bank account.

### 10. Mini-Project X Airport check -In and Security Screening

Passenger, tour guide, minor (child), the passenger with special needs (e.g. with disabilities), involved in relation to airport business. Individual check -in, group check -in (for groups of tourists), security screening, etc. Representing the process taking place in the airport and serving the needs of passengers.

#### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	How to use models in engineering projects (L1)	2	-	-	-	2	-	-	-	-	-	-	-	1	1	-
<b>CO2</b>	Summarize the requirements engineering tasks(L2)	2	2	1	1	1	-	-	-	-	-	-	-	2	2	1
<b>CO3</b>	Develop the design model irrespective of every element (L3)	2	2	3	2	3	-	-	-	-	-	-	-	3	3	2
<b>CO4</b>	Decide which metrics are used to improve the quality (L5)	2	3	1	3	-	-	-	-	-	-	-	-	2	2	1
<b>CO5</b>	Choose a suitable testing technique to find the errors of a software functionalities(L5)	2	3	1	3	2	-	-	-	-	-	-	-	2	2	1

## 19ECS305: CRYPTOGRAPHY AND NETWORK SECURITY

LTP C  
3 0 0 3

*The aim of this course is to Introduce information security concepts to the students. this course develops a basic understanding of goals, threats, attacks and mechanisms, algorithms and their design choices. The course also familiarizes students with a few mathematical concepts used in cryptology. The course emphasizes to give a basic understanding of attacks in cryptosystems and how to shield information from attacks. It also deals with message authentication, Digital signatures and Network security.*

### Course Objectives:

- Understand basics of security concepts and comprehend Classical Encryption techniques (L3)
- Impart various symmetric cryptographic techniques (L2)
- Learn number theory related to RSA and Diffie-Hellman algorithms (L3)
- Study different hash functions and message authentication techniques (L3)
- Impart knowledge on application and transport layers security concepts (L2)

### UNIT I:

9 L

**Introduction:** Computer Security concepts, The OSI Security Architecture, Cryptography, cryptanalysis, attacks, services, security mechanisms.

**Classical Encryption techniques:** Substitution techniques, Caesar Cipher, Monoalphabetic Ciphers, Playfair Cipher, Hill Cipher Polyalphabetic Ciphers. Transposition techniques.

### Learning Outcomes

After completion of this unit, the student will be able to:

- illustrate different security attacks (L2)
- apply classical substitution methods (L3)
- explain Transposition techniques (L2)

### UNIT II:

9L

**Symmetric Key Cryptography:** Block Ciphers and the data Encryption Standard (DES) algorithm. differential and linear cryptanalysis, triple DES. Block cipher design principles, Block cipher modes of operation, advanced Encryption Standard (AES), Stream Ciphers: RC4.

### Learning Outcomes

After completion of this unit, the student will be able to:

- distinguish block and stream ciphers (L2)
- explain working of block cipher DES and AES algorithm (L2)
- discuss working of stream cipher RC4 (L2)

### UNIT III:

9L

**Number theory:** Divisibility and The Division Algorithm, The Euclidean Algorithm, Modular Arithmetic, Prime numbers, Fermat's and Euler's Theorems, testing for Primality, The Chinese Remainder Theorem. **Public Key Cryptography:** Principles of public key cryptosystem, RSA algorithm, security of RSA. Diffie Hellman key exchange.



## Learning Outcomes

After completion of this unit, the student will be able to:

- illustrate the concepts of divisibility, modularity and primality (L2)
- RSA algorithm using a suitable programming Language (L4)
- explain Diffie Hellman key exchange method (L2)

## UNIT IV:

9 L

**Cryptographic Hash Functions:** applications of hash Functions, Secure Hash Algorithm (SHA) SHA-512, SHA 3. **MAC and Digital Signatures:** Message Authentication Requirements, Message Authentication Functions, Requirements for Message Authentication Codes, HMAC, DAA and CMAC. **Digital signatures,** Digital Signature Standard (DSS). **Authenticated Encryption:** CCM, GCM.

## Learning Outcomes

After completion of this unit, the student will be able to:

- explain and implement simple hash functions (L2)
- discuss message authentication techniques (L2)
- explain Digital Signature Standard (DSS) (L2)

## UNIT V:

9 L

**Key management and distribution:** Distribution of Public Keys, X.509 Certificates

**Internet Security:** Introduction to SSL and TLS. **Email Security:** Pretty Good Privacy (PGP), S/MIME. **IP Security:** IP security overview, IP security Policy, Encapsulating Security Payload.

## Learning Outcomes

After completion of this unit, the student will be able to:

- explain transport-level security techniques (L2)
- discuss application -level security techniques (L2)
- list network-level security techniques (L2)

## Text Books(s)

1. William Stallings, Cryptography and Network Security – Principles and Practice, 7/e. Pearson Education, 2017.

## Reference Book(s)

1. Behrouz A Fourouzen and Debdeep Mukhopadhyaya, Cryptography and Network Security, 3/e, McGraw Hill, 2015.
2. Atul Kahate, Cryptography and Network Security, 4/e, McGraw Hill, 2019.
3. Buchmann, Introduction to Cryptography, Springer, 2004
4. Bruce Schneier, Applied Cryptography: Protocols, Algorithms, and Source Code in C (cloth), 2/e, Publisher: John Wiley & Sons, Inc., 1996.
5. Chwan-Hwa (John) Wu, Introduction to Computer Networks and Cybersecurity, CRC Press, 2013

## Course Outcomes:

- Illustrate working of classical encryption techniques (L3)
- Describe the working of symmetric encryption techniques (L2)
- Experiment the working of public key cryptography algorithms such as RSA, Diffie-Hellman (L3)
- Apply Hash functions and message authentication techniques (L3)
- Summarize application and transport layers security mechanisms. (L2)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Illustrate working of classical encryption techniques (L3)	3	2	1	1	-	2	-	1	-	-	-	-	3	-	1
<b>CO2</b>	Describe the working of symmetric encryption techniques (L2)	3	2	1	1	-	2	-	1	-	-	-	-	3	-	1
<b>CO3</b>	Experiment the working of public key cryptography algorithms such as RSA, Diffie-Hellman (L3)	3	2	1	1	-	2	-	1	-	-	-	-	3	-	1
<b>CO4</b>	Apply Hash functions and message authentication techniques (L3)	3	2	1	1	-	2	-	1	-	-	-	-	3	-	1
<b>CO5</b>	Summarize application and transport layers security mechanisms. (L2)	3	2	1	1	-	2	-	1	-	-	-	-	3	-	1

## 19ECS333: DATA BASE MANAGEMENT SYSTEMS

L	T	P	C
3	0	2	4

*This course provides fundamental and practical knowledge on data base management system concepts through data Modeling, Normalization, Structured Query Language. Concurrency control, Transaction management and crash recovery are Introduced. this course is structured to enable students to gain experience in creation of data models, design of data base and data base application Development.*

### Course Objectives

- Focus the role of a data base management system in an Organization
- Demonstrate basic data base concepts, including the structure and operation of the relational data model
- Introduce simple and moderately advanced data base queries using Structured Query Language (SQL)
- Explain and successfully apply logical data base design principles, including E-R diagrams and data base normalization
- Demonstrate the concept of a data base transaction and related data base facilities, including concurrency control, and data object locking and protocols

### UNIT I: Introduction to DBMS and ER-Model

8 L

**Introduction to DBMS:** Overview, File system vs DBMS, advantages of DBMS, storage data, queries, transaction management, DBMS structure, people who work with data bases.

**Data base Design:** data models, the importance of data models.

**E-R model:** Entities, attributes and entity sets, relationship and relationship sets, mapping cardinalities, keys, features of ER model, conceptual data base design with ER model.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- interpret the basic terminology of DBMS like data, data base, data base management systems(L2)
- compare DBMS over File Systems(L2)
- define levels of abstraction with three tier architecture(L1)
- define the role of DBA and other users of DBMS(L1)
- model a given application using ER diagram(L3)

### UNIT II: Relational Model

8 L

**Relational model:** Integrity constraints over relations and enforcement, querying relation data, logical data base design, views, destroying/altering tables and views.

Relational Algebra and Relational Calculus

#### Learning Outcomes

After completion of this unit, the student will be able to:

- translate an ER Model to Relational Model and vice versa(L2)
- match the integrity constraints from ER model to relational model(L1)
- compare the difference between views and physical tables and working with views(L2)
- construct the given Query in Relational Algebra and Relational Calculus(L3)

### UNIT III: Structured Query Language (SQL) and data base application Development

8L

**Structured Query Language (SQL):** Introduction to SQL, basic SQL Queries: DML, DDL, DCL, TCL commands, The set oriented commands like Union, Intersection, Except and Nested Queries, Aggregate Operators, Null values, Relational set operators, SQL join operators

**Data base application Development:** SQL functions, procedural SQL, embedded SQL, cursors, ODBC and JDBC, triggers and active data base, Designing active data bases.

**Learning Outcomes**

After completion of this unit, the student will be able to:

- create and modify data base using SQL query(L5)
- illustrate different types of query forms (simple queries, nested queries, and aggregated queries) in SQL(L2)
- build Embedded SQL, cursors, triggers and active data base using PL/SQL programs(L3)
- develop knowledge about ODBC and JDBC connectivity to connect data base(L3)

**UNIT IV: Schema Refinement and Normal forms**

**8 L**

**Schema Refinement and Normal forms:** Schema Refinement, Functional Dependencies, Reasoning about Functional Dependencies. Normal forms, properties of Decomposition, Normalization, different types of normal forms, different types of dependencies.

**Learning Outcomes**

After completion of this unit, the student will be able to:

- make use of about schema refinement process(L3)
- extend the concept of functional dependencies (FDs) and knows about anomalies(L2)
- illustrate knowledge about different types of normal forms and the importance of normalization(L2)

**UNIT V: Transaction Management and Concurrency Control**

**10 L**

**Transaction Management and Concurrency Control:** Introduction to Transaction Management, ACID properties, Transactions and Schedules, Concurrent Execution of Transactions, Lock- based Concurrency Control.

**Concurrency Control:** 2PL, Serializability and Recoverability, Introduction to Lock Management, Lock Conversions, Dealing with Deadlocks, Specialized Locking techniques, Concurrency control without locking,

**Crash Recovery:** Aries, Recovering from a System Crash, Media recovery.

**Learning Outcomes**

After completion of this unit, the student will be able to

- interpret the overview of transaction management in DBMS(L2)
- explain the importance of concurrency and concurrency control mechanisms(L2)
- develop knowledge about concurrency control with and without locks(L3)
- identify different types of crashes in DBMS(L3)
- apply crash recovery techniques to recover from DBMS crashes (L3)

**Text Books(s)**

Raghu Ramakrishnan and Johannes Gehrke, data base Management Systems, McGraw-Hill, 3e, 2014.

**Reference Book(s)**

1. H.F.Korth and A.silberschatz, Data Base System Concepts, McGraw-Hill, 6e, 2011.
2. RamezElmasri, Shamkant B. Navathe, Fundamentals of data base Systems, Pearson Education, 7e, 2016.

**Course Outcomes:**

- Understand and evaluate the role of database management system in an organization(L2)
- Explain and apply logical database design principles, including E-R diagrams and database normalization(L3)
- Understand and use of database queries using Structured Query Language (SQL)(L2)
- Demonstrate the concept of a database transaction and related database facilities, including concurrency control, and data object locking and protocols(L2)
- Design and develop a small database project using database Software (L6)

**For Laboratory courses: List of Experiments:**

Software used: MySql / Oracle 19c

1. (a) Develop a sample ER model for the specified data base.  
 (b) implementation of DDL, DML, TCL and DRL commands  
 (a) Create(b) alter(c)drop (d) rename(e) truncate(f) Insert  
 (g) Select (h) Update (i)Delete (j) commit (k) rollback  
 (l)save point (m) Like'%' (n)grant (o) revoke (p)relational operators.
2. Create an Employee data base to set various constraints. (The Employee relation is having EID, Ename, DoB, Dept., Joining date, Salary)  
 (a) Primary key (e) Null, (i) Disable Constraints  
 (b) Foreign Key (f) Not null(j) Drop Constraints  
 (c) check (g) Default  
 (d) Unique(h) Enable Constraints
3. Write PL/SQL statements for the following queries on EMPLOYEE table with following schema (*Emp\_no, E\_name, E\_address, E\_ph\_no, Dept\_no, Dept\_name, Job\_id, Designation, Salary*)  
 a) List the E\_no, E\_name, Salary of all employees working for MANAGER.  
 b) Display all the details of the employee whose salary is more than the Sal of any IT PROFF.  
 c) List the employees in the ascending order of Designations of those joined After 1981.  
 d) List the employees along with their experience and Daily Salary.  
 e) List the employees who are either 'CLERK' or 'ANALYST'.  
 f) List the employees who joined on 1-MAY-81, 3-DEC-81, 17-DEC-81, 19-JAN-80.  
 g) List the employees who are working for the Dept no 10 or 20.  
 h) List the Enames those are starting with 'S'.  
 i) Display the name as well as the first five characters of name(s) starting with 'H'  
 j) List all the employees except 'PRESIDENT' & 'MGR' in as order of Salaries.
4. Creating Views, grouping functions and performing joins.
5. Lab Practice Assignment:
  - a. Create user and implement the following commands on relation (Emp and Dept).
  - b. Develop a query to grant all privileges of employees table into departments table.
  - c. Develop a query to grant some privileges of employees table into departments table.
  - d. Develop a query to revoke all privileges of employees table from departments table.
  - e. Develop a query to revoke some privileges of employees table from departments table.4.  
 Use of different of operators for nested sub-queries.
6. Trigger:
  - a. To write a Trigger to pop-up the DML operations.
  - b. To write a Trigger to check the age valid or not using Message Alert.
  - c. Create a Trigger for Raise appropriate error code and error message.
  - d. Create a Trigger for a table it will update another table while inserting values.

7. checking normalization for data base tables and use of cursors.

### 8. Mini Projects.

The students are given the following use cases as mini project for a group of 3-4 as a batch, to model the data and create UI with database connectivity.

- a) Inventory Control System.
- b) Material Requirement processing System.
- c) Hospital Management System.
- d) Railway Reservation System.
- e) Personal Information System.
- f) Web based User Identification System.
- g) Timetable Management System.
- h) Hotel Management System.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand and evaluate the role of database management system in an organization(L2)	1	1	-	1	-	-	-	-	-	-	-	-	1	-	-
<b>CO2</b>	Explain and apply logical database design principles, including E-R diagrams and database normalization(L3)	1	2	2	2	2	-	-	-	-	-	-	1	2	2	-
<b>CO3</b>	Understand and use of database queries using Structured Query Language (SQL)(L2)	2	2	3	3	3	-	-	-	-	-	-	1	2	2	-
<b>CO4</b>	Demonstrate the concept of a database transaction and related database facilities, including concurrency control, and data object locking and protocols(L2)	2	2	2	2	-	-	-	-	-	-	-	-	2	2	1
<b>CO5</b>	Design and develop a small database project using database Software (L6)	2	2	3	3	3	-	-	-	2	-	1	1	1	3	1

## 19ECS303: FORMAL LANGUAGES AND AUTOMATA THEORY

L T P C  
3 0 0 3

*Automata theory comprised of theoretical computer science and discrete mathematics, is the study of abstract machines for solving computation problems. this course is intended to help the students to gain knowledge in fundamentals of theory of computation that can recognize formal Language s typically illustrate d by the Chomsky hierarchy. this knowledge can further be applied widely in compiler construct ion, artificial intelligence.*

### Course Objectives:

- Impart the mathematical concepts of theoretical computer science from the perspective of formal Language s in the design of solving computational machines.
- Familiarize various formal Language s, grammar and their relationships.
- Demonstrate various finite state machines and recognize formal Language s.

### UNIT I: Finite Automata

8L

Central concepts of strings, Language s and automata theory, Deterministic Finite Automata, Non-Deterministic Finite Automata, Finite Automata with Epsilon Transitions, Finite Automata with Output.

#### Learning Outcomes

After completion of this unit, the student will be able to

- illustrate the central concepts of automata theory (L2)
- construct Non-Deterministic Finite Automata and Deterministic Finite Automata (L3)
- list out various finite state machines (L1)

### UNIT II: Regular Expressions and Languages

8L

Regular Expressions, Finite Automata and Regular Expressions, applications of Regular Expressions, Closure properties of Regular Sets, Pumping Lemma for Regular Language s, Equivalence and Minimization of Finite Automata by partitioning.

#### Learning Outcomes

After completion of this unit, the student will be able to

- interpret various operations and properties of regular expressions (L2)
- construct a Non-Deterministic Finite Automaton for a regular expression (L3)
- decide whether a Language is a regular Language or not using pumping lemma theorem (L5)
- construct the equivalent minimized Deterministic Finite Automata (L3)

### UNIT III: Grammars

10 L

Context-free grammars; Parse trees; applications; Ambiguity in grammars and Languages, Simplification of Context Free Grammars, Normal forms, Pumping Lemma for Context Free Languages, Closure properties of Context Free Languages.

#### Learning Outcomes

After completion of this unit, the student will be able to

- classify the grammars of the formal Languages (L2)
- construct an unambiguous grammar from ambiguous grammar(L3)
- decide whether a Language is context free Language or not using pumping lemma theorem (L5)
- illustrate the process of string acceptance of Context Free Languages (L2)

### UNIT IV: Pushdown Automata

9 L

Definition of the Pushdown Automaton, The Language of Push Down Automaton, Equivalence between Acceptance by Empty Stack and Acceptance by Final State, Equivalence of CFG and PDA, Deterministic Pushdown Automaton, Membership Algorithm (CYK).

### **Learning Outcomes**

After completion of this unit, the student will be able to

- illustrate the design of Pushdown Automata for Context Free Languages (L2)
- analyze the equivalence of Pushdown Automata with empty store to final state (L4)
- analyze the equivalence of Pushdown Automata with Context Free Languages (L4)

### **UNIT V: Turing machines**

**8L**

Turing Machine as Acceptor, Turing Machine as a Computing Device, Programming techniques for Turing Machine, Extensions to the basic Turing Machine, Linear-Bounded Automata, Universal Turing machines (UTM).

### **Learning Outcomes**

After completion of this unit, the student will be able to

- illustrate the design of Turing machine for unrestricted grammars (L2)
- identify various programming techniques in the design of Turing machines (L3)
- distinguish between Turing machines and Linear-Bounded Automata (L4)

### **Text Books(s)**

1. John E. Hopcroft, Rajeev Motwani and Jeffrey D. Ullman, Introduction to Automata theory, Languages and Computation, 3/e, Pearson, 2008.
2. Kamala Krithivasan and Rama R, Introduction to Formal Languages, Automata theory and Computation, Pearson Education, 2009.

### **Reference Book(s)**

1. Peter Linz, An Introduction to Formal Language and Automata, NarosaPub. House, Re print 2000.
2. John C. Martin, Introduction to Languages and the theory of Computation, 3/e, Tata McGrawHill, 2003.
3. Michael Sipser, Introduction to theory of Computation, 3/e, Wadsworth Publishing Co Inc, 2012.

### **Course Outcomes:**

After completion of this course, the student will be able to

- Identify different finite state machines for modelling and solving computational problems(L1)
- Illustrate the concepts in the design of Finite State Machines to recognize Regular Languages (L2)
- Analyze the relation between grammar and language, and design Context Free Grammars for formal languages (L4)
- Construct Pushdown Automata for the Context Free Languages and analyze the equivalence between them (L3)
- Design and analyze Turing Machine for Unrestricted Grammar (L6)



### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Identify different finite state machines for modelling and solving computational problems (L1)	3	1	2	-	-	-	-	-	-	-	-	-	3	-	-
<b>CO2</b>	Illustrate the concepts in the design of Finite State machines to recognize Regular Languages (L2)	3	3	3	1	-	-	-	-	-	-	-	-	3	-	1
<b>CO3</b>	Analyze the relation between grammar and Language, and design Context Free Grammars for formal Languages (L4)	3	3	3	2	-	-	-	-	-	-	-	-	2	-	-
<b>CO4</b>	Construct Pushdown Automata for the Context Free Languages and analyze the equivalence between them (L3)	3	3	3	2	-	-	-	-	-	-	-	-	2	-	1
<b>CO5</b>	Design and analyze Turing Machine for Unrestricted Grammar (L6)	3	3	3	2	-	-	-	-	-	-	-	-	2	-	2

## 19ECS341: PROGRAMMING WITH R

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

The course is designed to enable the student to write programs for problem solving. After an Introduction to R, R Studio, Exploratory data Analysis, using R for data Visualization and Graphics for Communication are designed to work together to make data science fast, fluent. this course lays for developing program logic and for writing programs in R according to the developed logic.

### Course Objectives:

- impart usage of functions in R in an efficient way.
- Familiarize R for computation, graphics, and modelling.
- focus R in their own research.
- Facilitate knowledge of R on their own.

### UNIT I: Introduction – Importance of R and R Studio (IDE)

**8 L**

**R Language constructs** – Variables, data types, Program Structure in R, Arithmetic and Boolean operators.

**Control Statements:** if, If-else, default values for argument, return values, for loop, while conditions and repeat loop.

### Learning Outcomes

After completion of this unit, the student will be able to:

- show and use R for simple programming tasks(L1)
- interpret the structure of R program and various key features of R(L5)
- construct R programs using various conditional statements(L3)

### UNIT II: R Data Structures

**10 L**

Introduction to data Structure in R, Vectors, Lists, Scalars, data Frames, Matrices, Arrays, Strings, Factors, Use of data structures in different conditions, Advantage of using a particular approach.

**Functions in R:** Mathematical Functions, Summary Functions, String Functions, data frame functions, vector functions, user defined functions and built-in functions in R.

### Learning Outcomes

After completion of this unit, the student will be able to:

- translate mathematical expressions to R notation using operators (L2)
- develop R programs using loops and nested loops(L3)
- solve problems related to arrays, strings and vectors(L6)
- apply the in-built functions to develop custom functions for solving problems(L3)

### UNIT III: File Handling in R

**8 L**

File operations in R, reading file, writing to a file, Importing and exporting a file.

**Using R for data Visualization:** Graphics, Creating Graphs, The Workhorse of R Base Graphics, the plot() Function –Customizing Graphs, Saving Graphs to Files.

### Learning Outcomes

After completion of this unit, the student will be able to:

- make use of files and file operations to store and retrieve data (L3)
- utilize data from files and other sources and perform various data manipulation tasks on them(L3)
- evaluate the functions and methods of effective visualization of quantitative information(L5)  
apply data visualization techniques offered by R base like dot plot, box plot, scatter plot, line chart(L3)

**UNIT IV: Data Transformation****10L****Data Transformation** using dplyr package.**Exploratory data Analysis:** variation, missing values, co variation, patterns and models.**Learning Outcomes**

After completion of this unit, the student will be able to:

- learn how to transform your data using the dplyr package(L4)
- discover any existing patterns and identify mistakes(L4)
- propose hypothesis that can be tested and check assumptions(L6)

**UNIT V: Graphics for Communication****6 L****Graphics for Communication:** Introduction, label, Annotations, scales, zooming, themes, saving your plots.**Model building, R Markdown basics****Learning Outcomes**

After completion of this unit, the student will be able to:

- utilize R graphics and tables to visualize results of various statistical operations on data (L3)
- Learn to fit data into models and better understand how the model works (L5)
- Learn to communicate with markdown files (L4)

**Text Books(s)**

1. Jared P. Lander, R for Everyone, 2/e, Pearson Publications, 2017.
2. Garrett Golemund and Hadley Wickham, R for data Science, O'Reilly Media, 1/e, 2017.

**Reference Book(s)**

1. Norman Matloff, The Art of R Programming, Cengage Learning, 1/e, 2011.

**Course Outcomes:**

After completion of this course, the student will be able to

- Build motivation for learning a programming language(L1)
- Show how to transform the datasets into a form convenient for Analysis (L2)
- Show how to learn powerful R tools for solving data problems with greater clarity and ease(L2)
- Determine how to examine the data, generate hypotheses, and quickly test them(L5)
- Choose R Markdown for integrating prose, code, and results(L5)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Build motivation for learning a programming language(L1)	1	1	1	1	1	-	-	1	1	-	-	1	2	2	1
<b>CO2</b>	Show how to transform the datasets into a form convenient for Analysis (L2)	2	3	2	2	1	-	-	1	1	-	-	-	2	2	1
<b>CO3</b>	Show how to learn powerful R tools for solving data problems with greater clarity and ease(L2)	2	3	3	2	3	1	-	1	1	-	-	-	2	3	1
<b>CO4</b>	Determine how to examine the data, generate hypotheses, and quickly test them(L5)	3	3	3	2	2	1	-	1	1	-	-	-	2	3	1
<b>CO5</b>	Choose R Markdown for integrating prose, code, and results(L5)	1	1	3	1	2	-	-	1	1	-	-	-	2	3	1

## 19ECS343: ADVANCED DATA STRUCTURES FOR MACHINE LEARNING

L T P C  
2 0 2 3

*After the students have gone through a course on data structures using python, where they learn the formal and abstract representations of data and its manipulation. Studying course on advanced data structures should teach the students concrete implementations and manipulation of such basic data structures and their use in design and analysis of non-trivial algorithms for a given computational task. On completion of such a course, students should be able to analyse the asymptotic performance of algorithms demonstrate their familiarity with major data structures, rule to manipulate those, and their canonical applications such as graphs and pattern Recognition.*

### Course Objectives:

- CO1: analyze algorithms and data structures applying methods for amortized analysis
- CO2: Evaluate methods for performance improvement of dictionaries and hashing techniques.
- CO3: analyze and assess various time and space efficient searching tree data structures
- CO4: analyze and assess the applicability of fundamental graph algorithms to applications and external sorting schemes.
- CO5: define and apply data structures for Pattern Matching and tries

### UNIT I: Review of Basic Data Structures

9 L

Recursion: illustrative examples; Array based sequences: low level arrays, Dynamic Arrays, amortized analysis; Stacks, Queues, Double Ended Queues; **Priority Queues**: Priority Queue as ADT, implementing Heap using Priority Queue, Sorting with Priority Queue;

### Learning Outcomes

After completion of this unit, the student will be able to:

- analyse the fundamental concepts of linear data structures (L3)
- apply priority queue for implementation of heaps (L3)
- demonstrate sorting using priority queues (L2)

### UNIT II: Maps and Hash Tables

9L

**Maps, and Hash Tables**: Maps and Dictionaries; Hash Tables; **Hash table representation**: hash functions, collision resolution-separate chaining, open addressing- linear probing, quadratic probing, double hashing, rehashing, extendible hashing, comparison of hashing and skip lists.

### Learning Outcomes

After completion of this unit, the student will be able to:

- describe the fundamental concepts of maps and hashing techniques (L2)
- apply hashing techniques for indexing(L4)

### UNIT III: Trees

9L

General Trees, Binary Trees, implementing Trees, Binary search trees; Balanced search trees, AVL trees, Splay Trees, Red –Black Trees, Multiway search Trees, B-Trees, B-Tree of order  $m$ , height of a B-Tree, insertion, deletion and searching, Comparison of Search Trees.

### Learning Outcomes

After completion of this unit, the student will be able to:

illustrate the representation and use of non linear data structures (L2)

- illustrate different variants of search trees (L5)
- construct B-Trees of higher order (L3)

#### **UNIT IV: Graphs**

**9L**

The graph ADT, Representation in memory; Directed Acyclic Graph; Shortest path using Prim-Jarnik Algorithm and Kruskal's Algorithm; Disjoint Partitions and Union find Structures.

**External Sorting:** Model for external sorting, Multi-way merge, Polyphase merge.

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

demonstrate the applications of graph for finding shortest paths (L2)

- analyze sets through disjoint partition and union (L2)
- apply model for external sorting techniques for data sets (L2)
- apply merging schemes to data sets (L2)

#### **UNIT V: Pattern Matching and Tries**

**9L**

**Pattern Matching:** Pattern matching algorithms -Brute force, the Boyer –Moore algorithm, the Knuth-Morris- Pratt algorithm;

**Tries:** Standard Tries, Compressed Tries, Suffix Tries, Search Engine Indexing.

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

- compare different pattern matching algorithms(L4)
- demonstrate the fundamental concepts of *trie* data structure(L2)
- create applications for search engine indexing(L2)

#### **Text Books(s)**

1. Michael T.Goodrich, R.Tamassia and Michael H.Goldwasser, Data structures and Algorithms in Python, Wiley student edition, John Wiley and Sons, 2013.
2. S.Sahni, Data structures, Algorithms and Applications in java, Universities Press Orient Longman Pvt. Ltd, 2011.
3. Bradley N Miller, David Ranum, Problem Solving with Algorithms and Data Structures using Python, Franklin, Beedle& Associates publishing, 2013.

#### **Reference Book(s)**

1. MarkAllen Weiss, Data structures and Algorithm Analysis in Java, 3/e Pearson Education. Ltd., 2011.
2. Data structures using java, Langsam, Augenstein and Tanenbaum, PHI, 2003.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Analyze algorithms and data structures applying methods for amortized Analysis	3	3	3	1	1	-	-	-	-	-	-	-	1	1	2
<b>CO2</b>	Evaluate methods for performance improvement of dictionaries and hashing techniques.	2	2	2	1	1	-	-	-	-	-	-	-	1	1	1
<b>CO3</b>	Analyze and assess various time and space efficient searching tree data structures	2	2	2	1	1	-	-	-	-	-	-	-	1	1	1
<b>CO4</b>	Analyze and assess the applicability of fundamental graph algorithms to applications and external sorting schemes.	2	2	3	1	1	-	-	-	-	-	-	-	1	1	2
<b>CO5</b>	Define and apply data structures for Pattern Matching and tries	2	2	2	1	1	-	-	-	-	-	-	-	1	1	2

# 19ECS345: ADVANCED COMPUTER NETWORKS

LTPC  
2023

*This course aims to provide understanding of advanced computer network concepts, building on the basic functions of various layers, protocols and standards used in practice to have a comprehensive and deep knowledge in computer networks.*

## Course Objectives:

- Introduce the concepts of network architecture and application programming interface concepts
- Enable the students to understand various Internetworking protocols
- Familiarize the students with advanced internet working concepts such as Interdomain routing and multicast communication
- Introduce the concepts of end-to-end protocols, congestion control, and resource allocation techniques
- Expose the student to the latest trends in traditional, multimedia applications and content distribution networks

## UNIT I Introduction

8 L

**Introduction:** applications, Requirements – Perspectives, Scalable Connectivity, Cost-Effective Resource Sharing, Support for common Services. Network Architecture- Layering and Protocols, OSI Architecture, Internet Architecture. implementing Network software - application Programming Interface (Sockets). Performance- Bandwidth and Latency, Delay×Bandwidth Product, application Performance Needs.

### Learning Outcomes

After completion of this unit, the student shall be able to:

- differentiate connectivity and scalable connectivity (L2)
- describe network architectures (L2)
- explain cost effective resource sharing (L2)
- Program simple network software using socket programming (L3)
- summarize the performance of a network in terms of bandwidth, latency and their product (L2)

## UNIT II Internetworking

8 L

**Internetworking (Part - I): Switching and Bridging-** data grams, Virtual Circuit Switching, Source Routing, Bridges and LAN switches. **basic Internetworking (IP)**-What is an internetwork, service model, global addresses, data gram Forwarding in IP, Subnetting and classless addressing, address translation (ARP), DHCP, ICMP, Virtual Networks and Tunnels.

### Learning Outcomes

After completion of this unit, the student shall be able to:

- Compare data gram networks with virtual circuit networks (L2)
- describe various data link layer switching techniques (L2)
- Sketch data gram forwarding approach in Internet Protocol (L2)
- Present the process of subnetting and classless addressing (L2)
- explain the concept of tunnelling (L2)

## UNIT III Internetworking and advanced Internet working

8 L

**Inter-networking (Part - II): Routing** - Network as a Graph, Distance Vector (RIP), Link State (OSPF), Metrics. **implementation and Performance-** Switch basics, Ports, Fabrics, Router implementation. **advanced Internetworking:** The Global Internet – Routing Areas, Interdomain Routing (BGP), IP Version 6 (IPv6). **Multicast:** Multicast addresses, Multicast routing (DVMRP, PIM)

### Learning Outcomes

After completion of this unit, the student shall be able to:

- illustrate with an example working of distance vector and link state routing protocols (L3)
- describe performance of network devices such as a switch, router and a bridge (L2)
- explain the concepts of autonomous system and Interdomain routing (L2)
- Sketch the header of Internet Protocol version 6 (L2)
- List different multicast communication techniques (L2)

## UNIT IV advanced Internet working and End-to-End Protocols

8 L

**Multiprotocol Label Switching (MPLS):** Destination- based Forwarding, Explicit Routing, Virtual Private Networks and Tunnels, **Routing among Mobile devices :** Challenges for Mobile Networking, Routing to Mobile Hosts (Mobile IP), **End-to-End Protocols:** Simple Demultiplexer (UDP), Reliable Byte Stream (TCP) - End-to-End Issues, Segment Format, Connection Establishment and Termination, Sliding Window Revisited, Triggering Transmission, Adaptive Retransmission, Record Boundaries, TCP Extensions, Performance, Alternative Design Choices. **Congestion Control and Resource Allocation:** Issues in Resource Allocation - Network Model, Taxonomy, Evaluation Criteria. Queuing Disciplines - FIFO, Fair Queuing

### Learning Outcomes

After completion of this unit, the student shall be able to:

- describe the concept of virtual private networks and tunnels (L2)
- summarize routing process in mobile hosts (L2)
- Sketch TCP's connection establishment and termination (L3)
- explain the process congestion control in TCP (L2)
- List and describe different queuing mechanisms (L2)

## UNIT V Applications

8 L

**Traditional applications** - Email, world wide web, HTTP, web services. Multimedia applications, Session Control and Call Control (SDP, SIP, H.323), Resource Allocation for Multimedia applications. Infrastructure services - DNS, SNMP. Overlay Networks - Routing Overlays, Peer-to-Peer Networks, Content Distribution Networks.

### Learning Outcomes

After completion of this unit, the student shall be able to:

- illustrate working of electronic mail and world wide web (L3)
- Enumerate various protocols used for multimedia communication (L2)
- describe various resource allocation techniques for multimedia applications (L2)
- explain the working of DNS and SNMP (L2)
- summarize working of different overlay networks (L2)

### Text Books(s)

1. Larry L. Peterson, Bruce S. Davie. Computer Networks, A Systems Approach, Morgan Kaufmann Publishers, Fifth Edition, 2012

### Reference Book(s)

1. W. R. Stevens. Unix Network Programming, Vol.1, Pearson Education, 1990
2. Andrew S Tanenbaum and David J Wetherall, Computer Networks, 5/e, Pearson Education, 2010
3. Darren Spohn, data Network Design, 3/e TMH, 2002
4. D.Bertsekas, R.Gallager, data Networks, 2/e, PHI, 1992

### Course Outcomes:

After successful completion of the course, the student shall be able to:

- Describe network architecture and application programming interface concepts (L2)
- Explain working of internetworking protocols (L2)
- Illustrate different routing protocols and end-to-end transmission (L3)
- Distinguish the various protocols used at the transport layer (L2)



- Summarize working of traditional, multimedia applications and overlay networks (L2)

**For Laboratory courses: List of Experiments:**

- Configuration and logging to a router and Introduction to the basic user Interfaces. Introduction to the basic router configuration and basic commands
- Configuration of IP addressing for a given scenario for a given set of topologies.
- Write client server programs using socket programming to exchange messages between the client and the server.
- Configure a DHCP Server to serve contiguous IP addresses to a pool of four IP devices with a default gateway and a default DNS address. Integrate the DHCP server with a BOOTP demon to automatically serve Windows and Linux OS Binaries based on client MAC address
- Configure, implement and debug the following: Use open source tools for debugging and diagnostics.
  - ARP/RARP protocols
  - RIP routing protocols
  - BGP routing
  - OSPF routing protocols
  - Static routes (check using netstat)
- Configure DNS: Make a caching DNS client, and a DNS Proxy; implement reverse DNS and forward DNS, using TCP dump/Wireshark characterise traffic when the DNS server is up and when it is down
- Configure FTP Server on a Linux/Windows machine using a FTP client/SFTP client characterise file transfer rate for a cluster of small files 100k each and a video file of 700mb. Use a TFTP client and repeat the experiment.
- Configure a mail server for IMAP/POP protocols and write a simple SMTP client in C/C++/Java client to send and receive emails.
- Implement Open NMS+ SNMPD for checking Device status of devices in community MIB of a linux PC.

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Describe network architecture and application programming interface concepts (L2)	2	2	1	1	1	-	-	-	-	-	-	-	2	1	1
<b>CO2</b>	Explain working of internet working protocols (L2)	3	1	-	2	-	-	-	-	-	-	-	-	2	1	1
<b>CO3</b>	Illustrate different routing protocols and end-to-end transmission (L3)	3	2	-	3	1	-	-	-	-	-	-	-	2	1	1
<b>CO4</b>	Distinguish the various protocols used at the transport layer (L2)	3	2	-	3	1	-	-	-	-	-	-	-	3	1	1
<b>CO5</b>	Summarize working of traditional, multimedia applications and overlay networks (L2)	3	2	-	2	-	-	-	-	-	-	-	-	3	1	1

## 19ECS347: DISTRIBUTED SYSTEMS

L T P C  
2 0 2 3

*The course is designed to provide an understanding of the principles on which the Internet and other distributed systems are based, their architecture, algorithms and how they meet the demands of contemporary distributed applications.*

### Course Objectives:

1. Understand foundations of Distributed Systems.
2. Introduce inter process communication in Distributed Systems.
3. Introduce the idea of peer-to-peer services and file system.
4. Understand in detail about Distributed Transaction management
5. Design and develop large scale distributed systems.

### UNIT I: Characterization of Distributed Systems

6 L

Characterization of Distributed Systems: Examples of Distributed Systems, Trends in Distributed Systems, focus on resource sharing, Challenges.

System models: physical models, Architectural models, Fundamental models

Case study: World Wide Web.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- demonstrate knowledge of the basic elements and concepts related to distributed system technologies(L2)
- analyze the challenges of distributed systems. (L4)

### UNIT II: Inter process Communication & Remote Invocation

6L

Inter process Communication: The API for internet protocols, External data representation and marshalling, Multicast communication, Network virtualization: Overlay networks. Case study: MPI  
Remote Invocation: Request-reply protocols, Remote procedure call, Remote method invocation.

Case study: Java RMI,

#### Learning Outcomes

After completion of this unit, the student will be able to:

- outline the communication aspects of middleware. (L2)
- examine how RPC and RMI takes place in distributed system. (L4)

### UNIT III: Peer-to-peer Systems, Distribute File Systems & Name Services

7 L

Peer-to-peer Systems: Introduction, Napster and its legacy, Peer-to-peer middleware, Routing overlays. Overlay case studies: Pastry, Tapestry

Distributed File Systems: Introduction, File service architecture, Case study: Sun Network File System

Name Services: Introduction, Name services and the Domain Name System, Directory services

#### Learning Outcomes

After completion of this unit, the student will be able to:

- identify the need of peer-peer systems and its applications (L3)
- demonstrate knowledge of details the main underlying components of distributed file systems(L2)
- explain the issues related to name services and name spacing. (L2)

### UNIT IV: Time and Global states

7L

Time and Global states: Introduction, Clocks, events and process state, synchronizing physical clocks, Logical time and logical clocks, Global states,

Coordination and Agreement: Introduction, Distributed mutual exclusion, Elections, Coordination and agreement in group communication.

### **Learning Outcomes**

After completion of this unit, the student will be able to:

- classify the physical clocks and logical clocks(L4)
- analyze the need of mutual exclusion. (L4)
- outline the election algorithms. (L2)

## **UNIT V: Transactions and Concurrency Control**

**6 L**

Transactions and Concurrency Control: Introduction, Transactions, Nested transactions, Locks, Optimistic concurrency control, Timestamp ordering,

Distributed Transactions: Introduction, Flat and nested distributed transaction, Atomic Commit protocols, Concurrency control in distributed transactions. Distributed deadlocks, Transaction recovery

### **Learning Outcomes**

After completion of this unit, the student will be able to:

- analyze the atomic commit protocols and deadlocks. (L4)
- make use and apply important methods in distributed systems to support deadlocks and transaction recovery (L3)

### **Text Books(s)**

1. George Coulouris, Jean Dollimore and Tim Kindberg, Gordon Blair, “Distributed Systems concepts and Design”, 5/e, Pearson Education, 2012.

### **Reference Book(s)**

1. Pradeep K Sinha, “Distributed Operating Systems: concepts and Design”, Prentice Hall of India, 2007.
2. Tanenbaum A.S., Van Steen M., “Distributed Systems: Principles and Paradigms”, Pearson Education, 2007.
3. Liu M.L., “Distributed Computing, Principles and applications”, Pearson Education, 2004.
4. Nancy A Lynch, “Distributed Algorithms”, Morgan Kaufman Publishers, USA, 2003.

### **Course Outcomes:**

- Discuss trends in Distributed Systems. (L6)
- Apply remote method invocation and objects. (L3)
- Analyze distributed file systems and peer-to-peer systems (L3)
- Design Distributed Transaction management. (L6).
- Demonstrate experience in building large-scale distributed applications (L2)

### **For Laboratory courses: List of Experiments:**

1. To study Client Server based program using RPC and RMI
2. Implement process strategies: creation of child, zombie, orphan process
3. Simulate file allocation strategies for Sequential (In this file Organization, the records of the file are stored one After another both physical ly and logically. that is, record with sequence number 16 is located just After the 15<sup>th</sup> record. A record of a sequential file can only be accessed by reading all the previous records.)
4. Simulate file allocation strategies for Indexed (Indexed file allocation strategy brings all the pointers together into one location: an index block. Each file has its own index block, which is an array of disk-block Addresses. The ith entry in the index block points to the ith block of the file. The directory contains the address of the index block. To find and read the ith block, the pointer in the ith index-block entry is used.)
5. Simulate file allocation strategy for Linked (With linked allocation, each file is a linked list of disk blocks; the disk blocks may be scattered anywhere on the disk. The directory contains a pointer to the first and last blocks of the file. Each block contains a pointer to the next block.)

6. Implement file Organization strategy for single level
7. Implement file Organization strategy for Two level
8. Implement file Organization strategy for Hierarchical level
9. To study implementation of Mutual Exclusion algorithms
10. To write Program for multi-threaded client/server processes.
11. Simulate Bankers Algorithm for Dead Lock Avoidance
12. Simulate Bankers Algorithm for Dead Lock Prevention
13. Write a distributed application using EJB
14. Write a program using CORBA to demonstrate object brokering.
15. Use.Net framework to deploy a distributed application.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Discuss trends in Distributed Systems. (L6)	1	2	-	-	-	1	-	-	-	-	-	-	1	-	1
<b>CO2</b>	Apply remote method invocation and objects. (L3)	2	2	2	2	1	-	-	-	-	-	-	-	1	1	1
<b>CO3</b>	Analyze distributed file systems and peer-to-peer systems (L3)	2	3	1	3	1	-	-	1	-	-	-	-	2	2	1
<b>CO4</b>	Design Distributed Transaction management. (L6).	2	3	3	3	2	-	-	1	-	-	-	-	2	2	1
<b>CO5</b>	Demonstrate experience in building large-scale distributed applications(L2)	3	3	3	3	1	1	1	1	1	1	-	1	3	3	3

## 19ECS349: COMPUTER GRAPHICS

L T P C  
2 0 2 3

*This course provides a comprehensive Introduction to computer graphics. focuses on fundamental concepts and techniques, and their cross-cutting relationship to multiple problem domains in graphics (rendering, animation, geometry, imaging). Lab sessions on developing basic primitives to core algorithms for Graphics enables the learner to grasp the complexities of computer graphics.*

### Course Objectives:

- Provide Introduction to basic concepts and principles of Computer Graphics.
- Enable understanding of design of various algorithms related to computer graphics
- Facilitate Analysis of 2D geometrical transformation and 2D viewing
- Outline 3D geometrical transformations and viewing
- Exposure to Hardware devices and applications of Computer Graphics

### UNIT I: Introduction to Graphics Systems

L 6 P 4

Applications domains of Computer Graphics. Overview of Graphics systems: concepts of scan conversion, rasterization and rendering. Overview of coordinate systems, Video Display devices - Raster Scan systems-random scan Systems-Graphics monitors and Workstations-Input devices.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- Understand usage of graphics systems in various applications (L2)
- illustrate different concepts in graphics systems (L2)
- Explore input, display devices used in graphics systems (L2)

### UNIT II: Graphics primitives

L 7 P 6

Display and Drawing of Graphics Primitives: Point, Line, Circle, ellipse, Polygon and Text. line drawing algorithms- DDA, Bresenham, Circle generating mid-point Algorithm, Ellipse generating mid-point algorithm.

Filled Area Primitives: Polynomial, Spline Curves. Scan line polygon fill algorithm, boundary-fill and flood fill algorithms. Inside outside tests.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- apply algorithms to draw Graphics primitives (L3)
- Explore Filled Area Primitive algorithms (L2)
- illustrate Drawing and Filling Area Primitives (L2)

### UNIT III: 2D Graphics: Geometrical transformations, 2D Viewing

L7P6

Two dimensional Transformations: Translation, scaling, rotation, reflection and shear. Matrix representations and homogeneous coordinate systems, composite transformations. Transformations between coordinate systems.

Two Dimensional Viewing: The viewing pipeline, viewing coordinate reference frame, window to viewport coordinate transformation. Clipping: Point clipping, Cohen-Sutherland Line Clipping, Sutherland-Hodgeman polygon clipping, Text Clipping.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- Learn two dimensional transformations in Graphics (L2)

- Analyse two dimensional viewing (L4)
- Understand Clipping (L2)

#### **UNIT IV: 3D Graphics**

**L6P6**

**Three Dimensional Object representation:** Three Dimensional concepts and Object representations: Polygon Surfaces, Curved Lines and Surfaces.

**Three Dimensional Geometric Transformations:** Translation-Rotation-Scaling-Reflection Transformations-Composite Transformations, Three Dimensional Transformation Functions.

**Three Dimensional Viewing:** Viewing Pipeline, Viewing Coordinates, Projection Transformations: parallel Projections Perspective Projections, Three Dimensional Clipping

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

- illustrate three dimensional object representations in Graphics (L2)
- Explore three dimensional transformations in Computer Graphics (L2)
- Analyse three dimensional viewing (L4)

#### **UNIT V: Illumination and Colour Models, Aliasing, data Structures for Graphics**

**L6P6**

**Light and Colour** – light sources, Colour Models.

**Aliasing:** Antialiasing techniques like Pre and post-filtering, super sampling, and pixel phasing.

**Data Structures for Graphics:** Introduction to Quad Trees, K-d Trees, Boundary Volume Hierarchies, Triangular Meshes.

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

- illustrate illuminating light sources and colour models (L2)
- Select suitable Aliasing techniques required for said application (L3)
- summarize various data structures used for Graphics (L2)

#### **Text Books(s)**

1. Donald Hearn & M. Pauline Baker, “Computer Graphics C Version”, Pearson Education, New Delhi, 2014
2. Peter Shirley, Steve Marschiner, etc., ” Fundamentals of Computer Graphics” 3<sup>rd</sup> Edition, Taylor & Francis Group, CRC Press, 2009

#### **Reference Book(s)**

1. David F. Rogers, Procedural Elements for Computer Graphics, Tata McGraw Hill BookCompany, New Delhi, 2003
2. J. D. Foley, S. K Feiner, A Van Dam F. H John, Computer Graphics: Principles & Practice in C, Pearson Education, 2004
3. Edward Angel, Dave Shreiner, “Interactive Computer Graphics” 6<sup>th</sup> Edition, Addison-Wesley

#### **Course Outcomes:**

- Summarize basics of Computer graphics (L2)
- Differentiate graphics data handling from non-graphics data handling (L4)
- Analyse 2D graphics representations (L4)
- Implement basic 2-D, 3-D graphics algorithms (L3)
- Grasp 3D graphics representations (L1)

**For Laboratory courses: List of Experiments:**

1. Implementation of line generation using DDA, Bresenham algorithms.
2. Implementation of Circle generation using Mid-point method and Bresenham's method.
3. Implementation of Ellipse generation using Mid-point Method.
4. Implementation of Polygon filling using flood fill, boundary fill, and scan line algorithms.
5. Implementation of 2D transformations: Translation, Scaling, Rotation, Mirror reflection and Shearing
6. Implementation of Line Clipping using Cohen- Sutherland Algorithm
7. Implementation of Polygon Clipping using Sutherland - Hodgeman Algorithm
8. Implement Representation of a 3D object using polygon surfaces and then perform 3D transformation.
9. Implementation of projection of a 3D object on Projection Plane: Parallel and Perspective.
10. Implement colour transformation
11. Implement Quad Trees
12. Model a polygon with Triangle mesh

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Summarize basics of Computer graphics (L2)	1	1	1	1	1	-	-	-	-	-	-	-	1	1	1
<b>CO2</b>	Differentiate graphics data handling from non-graphics data handling (L4)	1	1	1	1	1	-	-	-	-	-	-	-	1	1	1
<b>CO3</b>	Analyse 2D graphics representations (L4)	2	3	3	3	1	-	-	-	-	-	-	-	2	3	1
<b>CO4</b>	Implement basic 2-D, 3-D graphics algorithms (L3)	1	3	3	3	2	-	-	-	-	-	-	-	2	3	1
<b>CO5</b>	Grasp 3D graphics representations (L1)	1	3	2	3	2	-	-	-	-	-	-	-	2	2	1

## 19ECS351: SOFTWARE REQUIREMENTS MANAGEMENT

**L T P C**  
**2 0 2 3**

*The purpose of requirements management is to ensure that the Organization validates and meets the needs of its customers, external and internal stakeholders. Requirements management provides a way to avoid errors by keeping track of changes in requirements and fostering communication with stakeholders from the start of a project throughout the engineering lifecycle. Student will be able to identify requirements of the software problem/ application and prepare estimation in terms of cost and effort*

### Course Objectives:

- Understand the various types of requirements of the software applications.
- Study the various aspects of Requirements engineering such as s/w constraints, assess requirements risk, and feasibility etc.
- how to prepare an SRS document and manage the requirements?
- Acquaint with various software size estimation techniques.
- Demonstrate different approaches for software cost and effort estimation.

### UNIT I: Introduction

**8L**

Introduction, requirements, requirement engineering, requirements document, best way to write requirements, detailed requirements, difference between functional and non-functional requirements, system stakeholders, requirements engineering process, recognizing requirements engineering process problems, suggesting a good requirements engineering process. Practical process improvement: Process maturity, process assessment, process improvement, top ten guidelines.

### Learning Outcomes

After completion of this unit, the student will be able to:

- understand the functional requirements of the software applications(L2)
- understand the non-functional requirements of the software applications(L2)
- identify the stake holders(L3)

### UNIT II: Requirements Elicitation

**8 L**

Assess system feasibility, identify and consult system stakeholders, record requirement sources, system's operating environment, using business concerns to drive requirements elicitation, domain constraints, collect requirements from multiple viewpoints, use scenarios to elicit requirements, operational process. Requirements Analysis and Negotiation: System boundaries prioritize requirements, assess requirements risk.

### Learning Outcomes

After completion of this unit, the student will be able to:

- To assess the system feasibility. (L2)
- understand the challenges of Requirements Elicitation. (L2)
- Introduce various s/w constraints(L1)
- describe the various risks associated with requirements(L3)

### UNIT III: Describing Requirements & Requirements Management

**8 L**

**Describing Requirements:** Standard templates use Language, use diagrams, supplement natural Language requirements, specifying requirements quantitatively.

**Requirements Management:** Uniquely identify each requirement, policies for requirements management, traceability policies, maintaining a traceability manual, change management policies,



identify global system requirements, identify volatile requirements, record rejected requirements.

### **Learning Outcomes**

After completion of this unit, the student will be able to:

- study various policies for requirement management. (L2)
- demonstrate s/w change management policies. (L3)
- understand about SRS(L2)

### **UNIT IV: software Size Estimation**

**8L**

software estimation, size based estimation, two views of sizing, function point analysis, Mark-II FPA, full function points, LoC estimation, and conversion between size measures.

### **Learning Outcomes**

After completion of this unit, the student will be able to:

- understand various s/w size estimation methods (L2)
- study different LoC estimation techniques (L2)
- understand function point analysis. (L2)

**UNIT V: Effort, Schedule & Cost Estimation** 10 L What is productivity, estimation factors, approaches for effort and schedule estimation, COCOMO II, Putnam estimation model, algorithmic models, cost estimation tools: Desirable features of requirements management tools, some requirements management tools available, Rational Pro, desirable features in software estimation tools, some software estimation tools.

### **Learning Outcomes**

After completion of this unit, the student will be able to:

- estimate software effort for applications or products(L5)
- estimate software cost by various methods (L5)
- schedule a software application development(L3)
- acquaint with various software estimation tools (L2)

### **Text Books(s)**

1. Ian Sommerville and Pete Sawyer, Requirements Engineering: A good practice guide, John Wiley, 1997.
2. Rajesh Naik, Swapna Kishore, software Requirements and Estimation, TMH, 2001.

### **Reference Book(s)**

1. DeanLeffingwell, Don Widrig, Managing Software Requirements, A Use Case Approach, 2/e, Addison- Wesley, 2003.
2. Ian Graham, Requirements Engineering and Rapid Development, Addison Wesley, 1998
3. S.Robertson, J.Robertson, Mastering the Requirements Process, 2/e, Pearson, 2006.

### **Course Outcomes:**

- Identify the functional and non-functional requirements of s/w application /problem/product. (L3)
- Prepare feasible study report for a small s/w application(L2)
- Develop an SRS for specific case study. (L3)
- Apply various s/w size estimation techniques to specific application or case study. (L3)
- Apply cost and effort estimation methods to specific application or case study (L3)

**For Laboratory courses: List of Experiments:**

1. Develop requirements specification for a given problem (the requirements specification should include both functional and non-functional requirements)
2. Develop DFD Model (Level 0, Level 1 DFD and data dictionary) of the sample problem (Use of a CASE tool required).
3. Develop Structured design for the DFD model developed.
4. Develop UML Use case model for a problem (Use of a CASE tool any of Rationalrose, Argo UML, or Visual Paradigm etc. is required)
5. Develop Sequence Diagrams (using case study)
6. Develop Class diagrams (using case study)
7. Develop Activity Diagram (using case study)
8. Develop State chart diagram (using case study)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Identify the functional and non-functional requirements of s/w application /problem/product. (L3)	2	3	1	3	1	-	-	-	3	3	2	-	3	3	1
<b>CO2</b>	Prepare feasible study report for a small s/w application(L2)	2	3	3	3	1	1	-	-	3	3	3	1	3	3	1
<b>CO3</b>	Develop an SRS for specific case study. (L3)	2	3	3	3	1	-	-	-	2	1	2	-	2	3	1
<b>CO4</b>	Apply various s/w size estimation techniques to specific application or case study. (L3)	1	3	2	3	2	1	-	-	-	-	-	-	2	3	1
<b>CO5</b>	Apply cost and effort estimation methods to specific application or case study (L3)	1	3	2	3	2	-	-	-	-	-	-	-	2	2	1

## 19EEEC371: FUNDAMENTALS OF COMMUNICATION SYSTEMS

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

*This course covers fundamental concepts of communication systems, which are essential for the understanding of advanced communication systems. Beginning with the basic communication system, the need for modulation, various analog and digital modulation techniques are covered. Further, this course will also focus on the basic concepts of various antenna and Radar systems, their working principles and applications.*

### Course Objectives:

- To familiarize with the need of modulation, AM, DSBSC and its applications.
- To explain the concept of angle modulation techniques and its practical applications.
- To demonstrate various pulse coding and the generation of digital modulation techniques.
- To explain the basics of antenna and its applications in HF/UHF/MW frequencies.
- To describe the working principles and applications of various RADAR Systems.

### UNIT I

**9L**

**Introduction to Communication Systems:** Introduction to communication, elements of communication system, need of modulation, electromagnetic spectrum and typical applications. amplitude modulation techniques: elements of analog communication, theory of amplitude modulation (AM) technique, double sideband suppressed carrier (DSBSC) technique, generation of amplitude modulated Signal: generation of AM Signal, generation of DSBSC Signal.

#### Learning Outcomes

After completion of this unit, the student will be able to

- describe the elements of communication system (L1).
- explain the need of modulation, electromagnetic spectrum and applications (L2).
- analyze the generation of amplitude modulated signal and DSBSC signals (L5).

### UNIT II

**8L**

**Angle Modulation techniques:** theory of angle modulation technique: frequency modulation, phase modulation, frequency spectrum of the FM wave, narrow band and wide band FM, stereophonic FM multiplex system, comparison of FM and AM.

#### Learning Outcomes

After completion of this unit, the student will be able to

- describe the theory of angle modulation technique (L1).
- compare frequency modulation, amplitude modulation and phase modulation (L2).
- differentiate narrow band and wide band FM (L4).
- analyze the stereophonic FM multiplex system (L4).

### UNIT III

**8L**

**Digital Pulse Modulation techniques:** pulse code modulation, delta modulation, digital modulation techniques: Introduction, basic digital modulation schemes: amplitude shift keying (ASK), frequency shift keying (FSK) and phase shift keying (PSK).

### **Learning Outcomes**

After completion of this unit, the student will be able to

- explain the digital pulse modulation techniques like pulse code modulation and delta modulation (L2).
- classify the basic digital modulation schemes (L3).
- demonstrate the generation of ASK, PSK, FSK signals (L3).

### **UNIT IV**

**9L**

**Antennas:** basic considerations, wire radiator in space, terms and definitions, directional high-frequency antennas: dipole arrays, folded dipole and applications UHF and microwave antennas: parabolic reflector antenna, horn antenna.

### **Learning Outcomes**

After completion of this unit, the student will be able to

- explain the basic concepts of antenna fundamentals (L1).
- define the terms and definitions of antenna parameters (L1).
- illustrate the characteristics and applications of directional high-frequency antennas (L3).
- demonstrate the characteristics and applications of UHF and microwave antennas (L3).

### **UNIT V**

**8L**

**Radar Systems:** Fundamentals, radar performance factors, basic pulsed radar systems, moving- target indication (MTI), CW doppler radar, frequency modulated CW radar.

### **Learning Outcomes**

After completion of this unit the student will be able to

- explain the fundamentals and performance factors of radar (L1).
- describe the principles of pulsed radar systems and moving- target indication (MTI) (L1).
- distinguish between CW Doppler radar and frequency modulated CW radar (L4).

### **Text Book:**

1. George Kennedy, Bernard Davis and S R M Prasanna, electronic Communication Systems, 5 Ed Mc Graw Hill Education (India) Private Limited, 2014.

### **References:**

1. Taub H. and Schilling D., Principles of Communication Systems, Tata McGraw Hill, 2010.
2. Simon Haykins, Michel Mohar, Introduction to Analog and Digital Modulation, second edition, Wiley India, 2014.
3. P. Rama Krishna Rao, Analog Communications 1 Ed, Tata McGraw Hill, 2011.
4. Gottapu Sasibhushana Rao, Microwave and Radar Engineering, 1 Ed, Pearson Education, 2014.

### **Course Outcomes:**

After successful completion of the course, the student will be able to

- Summarize the need of modulation, AM, DSBSC and its applications (L2).
- Describe the concept of angle modulation techniques and its practical applications (L1).
- Demonstrate various pulse coding and the generation digital modulation techniques (L3).
- Explain the basics of antenna and its applications in HF/UHF/MW frequencies(L2).
- Describe the working principles and applications of various RADAR Systems(L2).

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Summarize the need of modulation, AM, DSBSC and its applications (L2).	2	1	-	1	1	-	-	-	-	-	-	-	1	-	-
<b>CO2</b>	Describe the concept of angle modulation techniques and its practical applications (L1).	3	2	-	2	1	-	-	-	-	-	-	-	1	-	-
<b>CO3</b>	Demonstrate various pulse coding and the digital modulation techniques (L3).	3	2	-	2	1	-	-	-	-	-	-	-	1	-	1
<b>CO4</b>	Explain the basics of antenna and its applications in HF/UHF/MW frequencies(L2).	3	2	-	2	1	-	-	-	-	-	-	-	1	-	1
<b>CO5</b>	Describe the working principles and applications of various RADAR Systems(L2).	2	2	-	2	1	-	-	-	-	-	-	-	1	-	1

## 19EME371: QUANTITATIVE TECHNIQUES FOR MANAGEMENT

L T P C  
2 0 2 3

### Course Objectives:

- To study the fundamentals of linear programming and its application to special cases like transportation and assignment models.
- To understand the complex nature of operations research, problem, define the problem, formulate and solve the model and to perform the follow-up procedures.
- Demonstrate how analytical techniques and statistical models can help enhance decision making by converting data to information and insights for decision-making.
- Categorize and construct multistage decision Analysis problems using decision trees.
- Categorize and construct multifactor problems with multiple objectives and uncertainty.
- Critically evaluate decisions of others and develop ways they could have improved their decision making

### UNIT I

10 L

Introduction, Measures of Central Tendency Mean, Median, Mode, Concept of Testing of Hypothesis, Types of Errors, Confidence intervals, Z- test for Means, Standard deviations and Proportions; T-test; F-test for two variances.

#### Learning Outcomes:

After completing this unit, the student will be able to

- memorize how statistical data can be read for Analysis and give valid inferences(L1)
- describe and discuss the key terminology, concepts tools and techniques used in business statistical Analysis(L2)
- analyze the data and give valid inferences(L4)
- design, conduct and analyze the experiments more efficiently and effectively(L6)

### UNIT II

8 L

Chi- Square test for goodness of fit and independent of Attributes and their Applications, Correlation and Types, Scatter Diagram Method, Karl Pearson's Coefficient of Correlation and its properties, Spearman's Rank Correlation Coefficient, Regression & Multivariate Analysis.

#### Learning Outcomes:

After completing this unit, the student will be able to

- explain and critically discuss the issues surrounding sampling and significance(L2)
- apply Regression Analysis based on the experimental data and give valid inference(L3)
- determine the influential factors and also the interaction effects on the response function(L5)

**UNIT III****8 L**

Decision Analysis, Decisions under risk, Decision trees- Decision Analysis with experimentation, Utility theory, Decisions under uncertainty.

**Learning Outcomes:**

After completing this unit, the student will be able to

- understand the need of decision Analysis apply Mathematical techniques in engineering decision making(L2)
- understand the need of decision Analysis (L3)
- correlate the applications of decision-making principles to different environments like uncertain and risky(L4)

**UNIT IV****10 L**

Introduction to multi-objective decision making, Concept of Pareto optimality, Goal programming formulation, the weighting method of solution, Analytic hierarchy process

**Learning Outcomes:**

After completing this unit, the student will be able to

- To correlate the applications of decision making principles to different environments like uncertain and risky(L2)
- To apply the multi-objective solving concepts like utility and analytic hierarchy process(L3)
- To apply the multi-objective solving concepts like utility and analytic hierarchy process(L5)

**UNIT V****12 L**

Linear programming: Introduction, Formulation, Graphical solution, Simplex method Transportation Problem-Formulation, Initial Feasible Solution Assignment Models- Formulation, Optimal solution-Hungarian method

**Learning Outcomes:**

After completing this unit, the student will be able to

- define, contrast between the different terminologies of real time field(L1)
- outline the wide applicability of operations research technology from agriculture to defense, covering almost all domains of science, arts, commerce and technology(L2)
- develop optimum solution for numerous problems of operations research by systematic defining, formulating, analyzing, developing an optimum solution and further refining the solution(L3)
- anticipate a high level of Mathematical, analytical and problem solving skills for problems that are of spontaneous nature, whose solution will be individualistic in application(L6)

**Text Book:**

1. Anderson, Sweeney, Williams, 2005, An introduction to management science Thomson SouthWestern
2. Barry Render, Ralph M Stair Jr, Michael E Hanna, 2005, Quantitative Analysis for management, Pearson Education

**Reference Book:**

1. Charles A. Gallagher Hugh. J.Watson, 1985, Quantitative Methods for Business Decisions, McGraw Hill international Book Company
2. Frederic S.Hillier, Gerald J.Liberman, 2005 Introduction to operations Research, A TataMcGraw-Hill
3. Gupta M.P. and R.B. Khanna, 2004, Quantitative Techniques for Decision Making, Prentice Hall India
4. Sharma J.K, 2006, operations Research theory and Practice, Macmillan India Ltd.

**Course Outcomes:**

Upon completion of this course, the students will be able to

- Formulate the real-life problems as Mathematical programming problems(L6)
- Use appropriate Mathematical techniques in engineering decision making. (L3)
- Use operations Research Techniques/ Models like Linear programming, Transportation Model, Project management, for optimal allocation of resources. (L3)
- Understand and apply the characteristics of different types of decisions making capabilities. (L3)
- Identify real-life problems and choose appropriate tool/technique to model them, being aware of the assumptions underlying the tools(L3)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Formulate the real-life problems as Mathematical programming problems(L6)	3	3	3	3	-	3	3	-	1	-	-	-	1	-	-
<b>CO2</b>	Use appropriate Mathematical techniques in engineering decision making. (L3)	3	3	1	3	-	1	1	1	-	-	1	1	-	2	1
<b>CO3</b>	Use operations Research Techniques/ Models like Linear programming, Transportation Model, Project management, for optimal allocation of resources. (L3)	3	3	3	3	1	3	3	-	-	-	2	-	1	2	1
<b>CO4</b>	Understand and apply the characteristics of different types of decisions making capabilities. (L3)	3	3	3	3	1	1	1	1	1	-	1	1	-	2	1
<b>CO5</b>	Identify real-life problems and choose appropriate tool/technique to model the m, being aware of the assumptions underlying the tools (L3)	3	3	3	3	1	3	3	1	1	-	2	1	-	2	1



*Measurements pervade our life. Industry, commerce, medicine, and science rely on measurements. Sensors enable measurements because they yield electric signals with embedded information about the measurand. electronic circuits process those signals in order to extract that information. Hence, sensors are the basis of measurement systems. The emphasis of this course is on the design of a sensor and its signal conditioning circuits.*

**Course Objectives:**

- To understand the basic fundamentals of sensors and their characteristics.
- To implement the principles of Resistive sensors and its signal conditioning circuit
- To apply the concepts of Reactance variation and electromagnetic sensors
- To realize the Self-Generating sensors and its signal conditioning circuits
- To interpret the concepts of Intelligent Sensors & other sensing methods

**UNIT I**

**8L**

**Introduction to sensor- based measurement systems:** General concepts and terminology, sensor classification, static characteristics & dynamic characteristics of measurement systems **Primary Sensors:** Temperature, pressure, flow velocity and flow-rate, level, force and torque, acceleration and inclination, velocity sensors, microsensor technology.

**Learning Outcomes After completion of this unit, the student will be able to**

- Understand the basic sensor classification (L1)
- analyze the Sensor Performance characteristics (L4)
- Limitations of sensor. (L3)
- Understand about the different primary sensors. (L1)
- analyze Purpose of microsensor technology(L4)

**UNIT II**

**8L**

**Resistive Sensors:** Potentiometers, strain gauges, resistive temperature detectors (rtds), thermistors, magneto resistors, light -dependent resistors (LDRs), resistive hygrometers, resistive gas sensors, liquid conductivity sensors, **Signal conditioning for resistive sensors:** Measurement of resistance, voltage dividers, Wheatstone bridge: balance measurements, Wheatstone bridge: deflection measurements, differential and instrumentation amplifiers, interference.

**Learning Outcomes After completion of this unit, the student will be able to**

- Understand the basics resistive sensors
- describe the signal conditioning for the measurement of resistance
- explain the basic circuits for Wheatstone Bridge.
- analyze the Amplifiers circuits.
- Outline the concepts of interference circuits

**UNIT III**

**8L**

**Reactance variation and electromagnetic sensors:** capacitive sensors, inductive sensors, electromagnetic sensors, **Signal conditioning for reactance variation sensors:** problems and alternatives, ac bridges, carrier amplifiers and coherent detection, specific signal conditioners for capacitive sensors, resolver-to-digital and digital-to-resolver converters.

**Learning Outcomes After completion of this unit, the student will be able to**

- working principle of electromagnetic, capacitive, inductive sensors
- analyze the problems relate d to AC Bridges.

- Understand the signal conditioning circuits reactance variation sensors
- illustrate converters of sensors
- Amplify and detect signal conditioning

#### UNIT IV

8L

**Self-generating sensors:** thermoelectric sensors: thermocouples, piezoelectric sensors, pyroelectric sensors, photovoltaic sensors, electro chemical sensors, **Signal conditioning for self-generating sensors:** chopper and low- drift amplifiers, electro meter and transimpedance amplifiers, charge amplifiers, noise in amplifiers, noise and drift in resistors

#### Learning Outcomes After completion of this unit, the student will be able to

- Understand the basic principles relate d to temperature sensors.
- working principle of photodiodes and its types.
- illustrate the self-generating sensors
- Amplify the signal conditioning circuits
- Detect noise and drift in amplifiers & Resistors

#### UNIT V

8L

**Digital and intelligent sensors:** position encoders, resonant sensors, variable oscillators, conversion to frequency, period, or time duration, direct sensor-microcontroller interfacing, communication systems for sensors, intelligent sensors, **Other sensing methods:** Sensors based on semiconductor junctions, sensors based on MOSFET transistors, charge-coupled and CMOS image sensors, fiber- optic sensors, ultrasonic- based sensors, biosensors

#### Learning Outcomes After completion of this unit, the student will be able to

- Understand the Interfacing circuits
- working principle relate d to intelligent sensors
- Outline the concepts of sensors based on semiconductors
- apply the principle relate d o Fiber optic sensors
- illustrate the various Biosensors

#### TEXTBOOK:

1. Sensors and Signal Conditioning, 2nd Edition, Ramon Pallas-Areny, John G. Webster, John Wiley & Sons, 2000.

#### REFERENCES:

1. A.K.Sawhney, Puneet Sawhney, A course in Mechanical measurements and Instrumentation, 1/e, Dhanpat Rai and Company, 2001.
2. D. V. S. Murthy, Transducers and Instrumentation, 1/e, Prentice Hall of India, 1995.
3. D. Patranabis, Sensors and Transducers, 1/e, Prentice Hall of India, 2004.
4. D. Patranabis, Principles of Industrial Instrumentation, 1/e, Tata McGraw Hill Education, 2010.

#### Course Outcomes:

After successful completion of the course, the student will be able to

- Classify different types of sensors and their characteristics (L2)
- Build the signal conditioning circuits for different resistive sensors (L3)
- Develop the signal conditioning for reactance variation and electromagnetic sensors (L4)
- Implement the signal conditioning for self-generating sensors (L2)
- Identify the differences between conventional sensors and Intelligent sensors (L1)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Classify different types of sensors and their characteristics (L2)	1	1	-	1	-	-	-	-	-	-	-	-	1	1	-
<b>CO2</b>	Build the signal conditioning circuits for different resistive sensors (L3)	3	2	3	2	1	-	-	-	-	-	-	-	-	1	-
<b>CO3</b>	Develop the signal conditioning for reactance variation and electromagnetic sensors (L4)	3	2	3	2	-	-	-	-	-	-	-	-	-	1	1
<b>CO4</b>	Implement the signal conditioning for self-generating sensors (L2)	3	2	3	2	-	-	-	-	-	-	-	-	-	1	1
<b>CO5</b>	Identify the differences between conventional sensors and Intelligent sensors (L1)	2	2	-	2	-	-	-	-	-	-	-	-	-	1	1

## 19ECY371: APPLICATION OF CHEMISTRY IN ELECTRONICS

**L T P C**  
**2 0 2 3**

*This course enables the students to gain knowledge on various aspects of advanced electrochemical energy systems, solid state chemistry, superconductors and insulators, e-waste, Molecular machines and Molecular switches. the knowledge gained in this course can be applied to the latest developments in technology.*

### COURSE OBJECTIVES

- To impart knowledge on e-waste, its composition and hazardous material reduction.
- To familiarize the students on fundamentals of electrochemical energy systems and their applications.
- To create awareness on solids.
- To acquaint with the important characteristics of super conductors and insulators.
- To study the characteristics of molecular motors and machines, energy supply.

### UNIT I

#### ADVANCED ELECTROCHEMICAL ENERGY SYSTEMS

**9L**

Electrodes – concepts, reference electrodes (Ag/AgCl electrode and glass electrode) electrochemical cell, cell potential calculations, numerical problems, Electrochemical sensors – potentiometric sensors with examples, amperometric sensors with examples.

Primary cells –alkali metal sulphide batteries, Fuel cells, methanol fuel cells, Propane oxygen fuel cell – working of the cells.

Secondary cells – nickel-metal hydride - working of the battery including cell reactions, button cells.

#### Learning Outcomes:

- After completion of Unit-I, the student will be able to
- explain the significance of electrode potentials (L2)
  - compare Ag/AgCl electrode, glass electrode. (L2)
  - explain electrochemical sensors. (L2)
  - Distinguish primary cells and secondary cells. (L4)

### UNIT II

#### Solid State Chemistry

**8L**

Introduction, classification and properties of solids. Crystallographic systems, types of lattices, Bragg's equation, Born-Haber cycle and cohesive energy. Ionic and liquid crystals - properties and applications.

#### Learning Outcomes:

- After completion of Unit-II, the student will be able to
- classify solids. (L2)
  - compare the properties of solids. (L2)
  - explain the Born Haber cycle and cohesive energy. (L2)
  - distinguish the different types of liquid crystals. (L4)

## UNIT III

### SUPERCONDUCTORS & INSULATORS

8L

#### Superconductors

Characteristics and applications- Green synthesis:- Principles – 3 or 4 methods of synthesis with examples – R4M4 principles

#### Insulators –

Definition and Classification with Examples; Characteristics of Insulating Materials; thermal Insulators, Electrical Insulators - their Characteristics and Engineering Applications.

#### Learning Outcomes:

- After completion of Unit-III, the student will be able to
- define characteristics of insulating materials. (L1)
  - illustrate the characteristics and applications of green synthesis. (L2)
  - explain R4M4 principles. (L2)
  - apply the concepts of superconductors (L3)

## UNIT IV

### ANALYSIS OF E-WASTE

8L

Definition of electronic waste, Composition of e-waste (Material composition and metal content of typical end – of life e-waste, Hazardous materials in e-waste), Hazardous materials reduction, Analysis of waste electrical and electronic equipment (WEEE) using laser induced breakdown spectroscopy (LIBS).

#### Learning Outcomes:

- After completion of Unit-IV, the student will be able to
- define e-waste. (L1)
  - explain material composition and metal content. (L2)
  - explain WEEE and LIBS. (L2)
  - demonstrate hazardous materials reduction. (L3)

## UNIT V

### MOLECULAR MACHINES AND MOLECULAR SWITCHES

9L

Introduction to supramolecular chemistry, self-assembly with suitable examples (self-assembly on gold surface), characteristics of molecular motors and machines, energy supply, natural molecular motors and machines, Rotaxanes and Catenanes as artificial molecular machines, prototypes – linear motions in rotaxanes, an acid-base controlled molecular shuttle, a molecular elevator, an autonomous light-powered molecular motor.

**Molecular switches** – Introduction, cyclodextrin-based switches, in and out switching, back and forth switching, displacement switching,

## Learning Outcomes:

- After completion of Unit-V, the student will be able to
- explain the concept of supramolecular chemistry. (L2)
  - illustrate molecular motors and machines (L2)
  - identify artificial molecular machines (L3)
  - compare Rotaxanes and Catenanes as artificial molecular machines. (L4)
  - classify different types of switching. (L4)

## Text Books:

1. P.C. Jain and M. Jain, Engineering Chemistry, 15<sup>th</sup>, Dhanapat Rai & Sons, Delhi (2014).
2. Electronic wastes by Hugo Marce; oveitandandrea Moura, Bernardes, Springer, 2015, (ISBN978-319-15713-9)
3. O G Palanna, Engineering Chemistry, Tata McGraw Hill Education Private Limited, New Delhi, 2009.

## References:

1. Sashi chawla, A Textbook of Engineering Chemistry, Dhanapath Rai and sons, Delhi.
2. B.S Murthy and P. Shankar, A Text Book of Nano Science and Nano Technology, University Press.
3. Ben L. Feringa and Wesley R. Browne, Molecular Switches, 2/e, Wiley-VCH, 2011.
4. J. D. Lee, Concise Inorganic Chemistry, 5/e, Oxford University Press, 2008.
5. Skoog and West, Principles of Instrumental Analysis, 6/e, Thomson, 2007.
6. Peter Atkins, Julio de Paula and James Keeler, Atkins' Physical Chemistry, 10/e, Oxford University Press, 2010.

## COURSE OUTCOMES:

After completion of course, the student will be able to

- Define electrochemical sensors. (L1)
- Classify the different types of liquid crystals. (L2)
- Apply the concepts of superconductors (L3)
- Apply hazardous materials reduction. (L3)
- Explain artificial molecular machines (L5)

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	Define electrochemical sensors.	2	2	-	1	-	-	-	-	-	-	-	2	-	-	-
CO2	Classify the different types of liquid crystals.	2	2	-	1	-	-	-	-	-	-	-	2	-	-	-
CO3	Apply the concepts of superconductors	2	2	-	1	-	-	-	-	-	-	-	2	-	-	-
CO4	Apply hazardous materials reduction.	2	2	-	1	-	-	-	-	-	-	-	2	-	-	1
CO5	Explain artificial molecular machines	2	2	-	1	-	-	-	-	-	-	-	2	-	-	1

## 19EHS405: OPERATIONS RESEARCH

L	T	P	C
3	0	0	3

*This course is to aid decision making and improving efficiency of the system by applying advanced analytical methods. This course addresses a number of quantitative tools and techniques, and provides students with knowledge and skills needed to apply these tools and techniques for decision making in organizations.*

### Course Objectives:

- To Introduce the basics of operations research, formulation and solution of Linear programming Problems using different methods
- To Learn Formulation and solve problems of optimization problems in transportation and assignment of jobs.
- To explore different queuing models and sequencing techniques for optimal schedule of jobs on machines
- To impart knowledge on replacement policies for estimation of economic life of equipment and the concept of game theory to arrive at the optimal business strategy for a given situation.
- To introduce basic inventory models to optimize inventory costs and Project scheduling techniques – CPM & PERT for optimum time and costs

### UNIT I

10L

**Basics of Operations Research:** History, definition, operations research models, phases of implementing operations research in practice.

**Linear Programming:** Introduction, formulation, graphical solution, simplex method, artificial variable techniques – Big M and Two Phase methods, concept of duality, dual simplex method.

#### Learning Outcome:

After completion of Module-I, the students will be able to:

- recognize the significance of operations Research and Mathematical modelling while analysing the practical problems in industry (L1)
- formulate the various linear programming Models (L6)
- evaluate the optimal solution to simple linear programming problems (L4)

### UNIT II

8L

**Transportation Model:** Formulation, methods for initial feasible solution, optimal solution – MODI method, unbalanced transportation problems, degeneracy in transportation problems.

**Assignment Model:** Formulation, optimal solution, Hungarian method, travelling salesman problem.

#### Learning Outcome:

After completion of Module-II, the students will be able to:

- formulate the linear programming problem as a Transportation model (L6)
- formulate the linear programming problem as an Assignment model (L6)
- evaluate the optimal solution to Transportation Problems (L4)
- evaluate the optimal solution to Assignment Problems (L4)

### UNIT III

8L

**Queuing Models:** Introduction, Kendall's notation, classification of queuing models, single server and multi-server models, Poisson arrival, exponential service, infinite population

**Sequencing Models:** Introduction, assumptions, processing n-jobs through two machines, n-jobs through three machines, n-jobs through m-machines, graphic solution for processing 2 jobs through n machines with different order of sequence

#### Learning Outcome:

After completion of Module-III, the students will be able to:

- define the various queuing models(L1)
- calculate Queue length & waiting time of a given queue system(L3)
- evaluate the optimal sequence of the jobs on machines for minimum cycle time(L4)

### UNIT IV

9L

**Replacement Models:** Introduction, replacement of items that deteriorate with time - value of money unchanging and changing, simple probabilistic model for replacement of items that fail completely.

**Game Theory:** Introduction, game with pure strategies, game with mixed strategies, dominance principle, graphical method for  $2 \times n$  and  $m \times 2$  games, linear programming approach for game theory.

#### Learning Outcome:

After completion of Module-IV, the students will be able to:

- analyze the replacement and maintenance costs of items under various replacement policies (L4)
- evaluate the optimal replacement policy of items (L4)
- analyze the players' strategies and the rebuy Evaluate optimal business strategies for the players(L4)

### UNIT V

9L

**Inventory Models:** Introduction, inventory costs, Economic Order Quantity (EOQ) and Economic Batch Quantity (EBQ) models with and without shortages, inventory models with quantity discounts

**Project Management:** Introduction, phases of project management, network construction, number in the events-Fulkerson's rule, Critical Path Method (CPM), program me Evaluation and Review Technique (PERT)

#### Learning Outcome:

After completion of Module-V, the students will be able to:

- recognize the significance of Inventory models & Project Management in real world industrial scenarios (L1)
- differentiate between the critical and non-critical activities of a given project (L4)



- propose the optimal schedule of the activities involved in a project (L6)
- evaluate the optimal order/batch quantity for minimum inventory cost (L4)

**Text Book(s):**

1. Gupta P K. & Hira D.S., Operation Research, 6/e, S Ch and Publishers, 2006.
2. Paneerselvam R., operations Research, 2/e, Prentice Hall of India, 2010.

**Course Outcomes:**

After successful completion of this course, the students will be able to

- Develop the Mathematical models and Propose the optimal resource allocation (L3&L6)
- Formulate and solve transportation & assignment models for optimum resources (L6&L3)
- Analyze the queue system and to propose the optimal sequence of jobs on machines (L4 & L6)
- Evaluate the optimal replacement policy of the equipment and to analyze the strategic interaction between rational decision-makers (L6&L4)
- Design the inventory systems and to plan the project activities (L6)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Develop the Mathematical models and Propose the optimal resource allocation (L3&L6)	3	3	3	3	-	3	3	-	1	-	-	-	1	-	-
<b>CO2</b>	Formulate and solve transportation & assignment models for optimum resources (L6&L3)	3	3	1	3	-	1	1	1	-	-	1	1	1	2	1
<b>CO3</b>	Analyze the queue system and to propose the optimal sequence of jobs on machines (L4 & L6)	3	3	3	3	1	3	3	-	-	-	2	-	1	2	1
<b>CO4</b>	Evaluate the optimal replacement policy of the equipment and to analyze the strategic interaction between rational decision-makers (L6&L4)	3	3	3	3	1	1	1	1	1	-	1	1	-	2	1
<b>CO5</b>	Design the inventory systems and to plan the project activities (L6)	3	3	3	3	1	3	3	1	1	-	2	1	-	2	1



## 19ECE371: DISASTER MANAGEMENT

L T P C  
3 0 0 3

*Most of the hazards turn into disasters due to unsustainable activities of human beings and cannot be completely avoided. However, the impact can be mitigated by proper planning, preparedness and organizing at various levels. Civil Engineers may have to work in varied locations where in they have to encounter a variety of disaster scenarios. Hence, they need to have adequate knowledge to deal with these disasters. This subject is aimed at providing a detailed understanding of various phases of disaster management, vulnerability profile and organizational structure of disaster management in India, and applications of science & technology for better disaster management.*

### Course Objectives

- Familiarize Disaster management activities and phases
- Demonstrate the Vulnerability profile of India towards various disasters
- Explain the Components of disaster relief, disaster management policies
- Enable latest trends in disaster management
- Expose outcomes from various disasters in India

### UNIT I

9 L

**Introduction to disaster management:** Basic terminology (hazard, vulnerability, disaster, risk, exposure, resilience, capacity), classification of disasters, disaster mitigating agencies and their organizational structure at different levels (NDMA, NDRF, SDMA, DDMA), disaster management cycle.

#### Learning Outcomes

After completion of Unit-I, students will be able to

- list various terms related to disaster management (L-1).
- classify various types of disasters (L-2).
- illustrate the organizational structures of disaster mitigating agencies (L-2).
- outline the significance of Disaster Management Cycle (L-2).
- explain the disaster management cycle (L-3).

### UNIT II

8 L

**Vulnerability of profile of India:** Vulnerability towards wind and cyclone, floods, earthquakes, heat waves, cold waves, dust storms, droughts, tsunamis, landslides, forest fires.

#### Learning Outcomes

After completion of Unit -II, students will be able to

- explain the vulnerability scenario of India with respect to various disasters (L-2).
- select the vulnerable zones with respect to various disasters in India (L-3).

### UNIT III

8 L

**Components of disaster relief:** Water, food, shelter, protection and security, sanitation, health, waste management, financial assistance.

**Institutional arrangements:** Disaster management act 2005 and national policy on disaster management 2009.

### Learning Outcomes

After completion of Unit -III, students will be able to

- state the components of disaster relief (L-1).
- illustrate the significance of disaster relief components (L-2).
- explain the significance of institutional arrangements (L-2).

## UNIT IV

9 L

**Applications of science and technology for disaster management:** Geo-informatics in disaster management (RS, GIS, GPS), disaster communication system (early warning and its dissemination), land use planning and development regulations, disaster safe designs and constructions, structural and non-structural mitigation of disasters.

### Learning Outcomes

After completion of Unit -III, students will be able to

- explain the significance of Geo-informatics in disaster management, disaster safe designs and constructions (L-2).
- demonstrate the functioning of disaster communication system (L-2).
- outline the land use planning and development regulations (L-2).

## UNIT V

8 L

**Case studies:** Related to various recent disasters of earthquake, tsunami, cyclone, flood, drought, landslides, volcanic eruption, forest fire, heat wave, cold wave.

### Learning Outcomes

After completion of Unit -III, students will be able to

- name various disasters occurred in India and worldwide (L-1).
- identify major disasters in each category (L-3).
- analyze various disaster management case studies (L-4).

### Text Book

1. R.B.Singh, Disaster Management, Rawat Publications, 2000.

### Reference Book

1. Iyengar, Natural Hazards in the Urban Habitat, C.B.R.I., Tata McGraw Hill, 1997.
2. Jon Ingleton, Natural Disaster Management, Tular Rose Holdings Pvt. Ltd., 1999.

### Course Outcomes:

After the completion of the course, the student will be able to

- Classify various types of disasters and explain disaster management cycle (L2).
- Explain the vulnerability scenario of India with respect to various disasters (L2).
- Demonstrate the significance of disaster relief components, institutional arrangements (L2).
- Apply the knowledge of geo-informatics, communication system in disaster Management (L3).
- Analyse various disaster management case studies (L4).

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Classify various types of disasters and explain disaster management cycle (L2)	-	2	-	-	-	2	3	1	-	-	-	-	-	-	1
<b>CO2</b>	Explain the vulnerability scenario of India with respect to various disasters (L2)	1	2	-	1	-	3	2	1	-	-	-	-	-	-	1
<b>CO3</b>	Demonstrate the significance of disaster relief components, institutional arrangements (L2)	-	-	1	2	-	3	3	1	-	-	-	1	1	2	1
<b>CO4</b>	Apply the knowledge of geo-informatics, communication system in disaster Management (L3).	1	2	1	2	-	3	3	1	-	-	-	1	1	2	1
<b>CO5</b>	Analyse various disaster management case studies (L4).	1	2	1	2	-	3	3	1	-	-	-	1	1	2	1



## 19ECS391- COMPREHENSIVE SKILL DEVELOPMENT -IV

### Soft Skills and Quantitative Aptitude

L	T	P	A	C
0	0	0	6	1

#### Course Objectives:

- To encourage the all-round development of students by focusing on soft skills, Coding & domain skills.
- To make the engineering students aware of the importance, the role and the content of soft skills, Coding and domain skills through instruction, knowledge acquisition, demonstration and practice.
- To develop and nurture the soft skills, coding and domain skills of the students through individual and group activities.
- To expose students to right attitudinal and behavioral aspects and to build the same through activities

#### Part-1

##### A. Verbal and Soft Skills:

Vocabulary Builder, Reading Comprehension, Fill-in-the-Blanks, General Usage

##### B. Quantitative Aptitude and Reasoning

Puzzles, Arithmetic, Geometry,

Mensuration.

#### Part-2

##### Coding: -Medium Level problem solving techniques:

Permutations and Combination, Probability, Hash Tables, Heap, Greedy Method, Backtracking

##### Course Outcomes:

- Analyze and solve word problems involving quantitative data and relationships
- Apply formulas for surface area and volume to real-world scenarios (e.g., construction, design)
- Evaluate the strength and validity of arguments based on evidence and reasoning
- Analyze the time and space complexity of Backtracking algorithms
- Implement and utilize Hash Tables for efficient data storage and retrieval

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Analyze and solve word problems involving quantitative data and relationships	1	3	-	-	-	-	-	-	-	-	-	-	-	1	-
<b>CO2</b>	Apply formulas for surface area and volume to real-world scenarios (e.g., construction, design)	3	-	-	3	-	-	-	-	-	-	-	-	-	1	-
<b>CO3</b>	Evaluate the strength and validity of arguments based on evidence and reasoning	1	3	-	-	-	-	2	-	-	-	-	-	-	1	-
<b>CO4</b>	Analyze the time and space complexity of Backtracking algorithms	-	3	-	2	-	-	-	-	-	-	-	-	-	2	-
<b>CO5</b>	Implement and utilize Hash Tables for efficient data storage and retrieval	-	-	-	3	2	-	-	-	-	-	-	-	-	2	-



## 19EOE301: JAPANESE FOR BEGINNERS

**L T P C**  
**3 0 0 3**

### Unit I

**9 hours**

Introduction to Japanese Language, simple explanation of writing and pronunciation systems, characteristics of Japanese, grammar, meeting people, Introduction s, exchanging business cards, identifying people and things, useful daily expressions.

### Unit II

**8 hours**

Asking about business hours, shopping, time and numbers, large numbers, counters. Grammar: Pronouns and noun modifiers. Useful daily expressions.

### Unit III

**8 hours**

Getting around, confirming schedules (including going/coming), visiting another company (including month/week/day). Grammar: Motion verbs. Useful daily expressions.

### Unit IV

**8 hours**

Existence of people and things, asking/telling location, dining out, making plans for a weekend. Grammar: State of being/existence, basic verbs. Useful daily expressions.

### Unit V

**9 hours**

Giving and receiving, expressing gratitude, talking about plans (usage of Te-Form), Grammar: Adjectives, present form of i-adjective, present form of na-adjective, past forms of i-adjective and na- adjective, the Te-Form. Useful daily expressions.

### References

1. Ajalt, Japanese for Busy People: Romanized Version Volume 1, 2006.

\*Study through Romanized Textbook - No reading/writing in Japanese letters 188

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Develop basic proficiency in spoken Japanese, including greetings, Introduction s, and everyday conversations.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO2</b>	Acquire foundation al grammar knowledge, including verb conjugation, noun genders, and sentence structure.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO3</b>	Build a vocabulary of common Japanese words and phrases relate d to daily life, travel, and simple interactions.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO4</b>	Comprehend simple texts in Japanese, such as signs, menus, and short passages.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO5</b>	Reflect on Japanese customs, traditions, and social norms.	-	-	-	-	-	-	1	-	-	3	-	2	-	-	1

## 19EOE303: FRENCH FOR BEGINNERS

**L T P C**  
**3 0 0 3**

### Unit I

**9 hours**

Asking for and giving personal information, asking for and giving directions, gender and number. Grammar: Verbs "avoir" and "etre", present tense, questions, vocabulary: countries and nationalities, professions, family, food

### Unit II

**8 hours**

Asking and giving the time, asking when something is open or someone is available, asking for prices and describing what one wants. Grammar: Alphabet and numbers, possessive adjectives, negative sentences. Vocabulary: Days of the week, months, money.

### Unit III

**8 hours**

Asking for information related to travel and accommodation, expressing one's wants/needs. Grammar: Present tense for verbs in -er, -ir and -re, present tense of irregular verbs. Verbs: to be able to, to want, to know. Vocabulary: Food, shops, packaging and measures.

### Unit IV

**8 hours**

Talking about daily routine and the working day, describing things, expressing oneself when buying things. Grammar: Possessive pronouns, reflexive verbs. Vocabulary: Clothes, colours and shapes, weather.

### Unit V

**9 hours**

Describing places; visiting the doctor, reading short advertisements, describing places, feelings and symptoms. Grammar: using avoir aller, etre faire, vouloir pouvoir. Vocabulary: Parts of the body, rooms and features of interior spaces.

#### Textbook (s)

1. LE NOUVEAU SANS FRONTIÈRES - Workbook CD and selected passages/ exercises 189

#### References

1. LE NOUVEAU SANS FRONTIÈRES -

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Develop basic proficiency in spoken French, including greetings, Introductions, and everyday conversations.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO2</b>	Acquire foundational grammar knowledge, including verb conjugation, noun genders, and sentence structure.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO3</b>	Build a vocabulary of common French words and phrases related to daily life, travel, and simple interactions.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO4</b>	Comprehend simple texts in French, such as signs, menus, and short passages.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO5</b>	Reflect on French customs, traditions, and social norms.	-	-	-	-	-	-	1	-	-	3	-	2	-	-	1

## 19EOE305: BIOTECHNOLOGY AND SOCIETY

**LTPC  
3003**

### Unit-I

**9 hours**

History of Biotechnology, Genes (basic concepts) Genetic Engineering Inventions, Genetic engineering, Tools for manipulation of genes (Introduction to recombinant DNA technology) Vectors and expression systems (Introduction) Genomic engineering (concepts and potential applications)

### Unit-II

**9 hours**

Intellectual property rights (concepts related to drugs, genes and genomes) Recombinant DNA Debates, Biotechnology and Business, Patenting Life, Genetically Modified Foods: Risk, Regulation, and Our Food

### Unit-III

**8 hours**

Freezing, Banking, Crossing, Eugenics, The Human Genome Project, Genetic testing, Disability, and Discrimination, Bioethics and Medicine, From the Pill to IVF, Cloning, Stem Cells.

### Unit-IV

**8 hours**

Drugs and Designer Bodies, Personal Genomics, Biotechnology and Race, Bioprospecting and Bio colonialism

### Unit-V

**8 hours**

Vaccines, Gene therapy, Clinical trials, Synthetic Biology and Bioterrorism, Use of biofertilisers and biopesticides for organic farming

### Text books:

1. Biotechnology and Society: An Introduction. Hallam Stevens. University of Chicago Press. 2016. ISBN 022604615X, 9780226046150

### References:

1. W. Godbey, An Introduction to Biotechnology, The Science, Technology and Medical applications, 1/e, Woodhead Publishing, 2014.
2. J.M. Walker and R. Rapley, Molecular Biology and Biotechnology, 5/e, Royal
3. society of chemistry, 2009.
4. B.R.Glick, J.J.Pasternak, C.L.Patten. Molecular Biotechnology.ASM Press.2009. ISBN-10: 1555814980, ISBN-13: 978-1555814984s

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the concepts of recombinant DNA technology	-	1	-	1	-	3	-	3	-	-	-	-	-	-	-
<b>CO2</b>	Understand the impact of genetically modified foods on the health of the population	-	1	-	1	-	3	-	3	-	-	-	-	-	-	-
<b>CO3</b>	Identify the importance of bioethics in areas such as cloning and stem cells	-	1	-	1	-	3	-	3	-	-	-	-	-	-	1
<b>CO4</b>	Identify the role of biotechnology and race	-	1	-	1	-	3	-	3	-	-	-	-	-	-	1
<b>CO5</b>	Summarize the use of biofertilizers and biopesticides	-	1	-	1	-	3	-	3	-	-	-	-	-	-	1

## 19EOE307: CONTEMPORARY RELEVANCE OF INDIAN EPICS

**L T P C**  
**3 0 0 3**

### Unit I

**8 hours**

Reading the Texts: Reading for gist, chapter summaries, plot, pair work and discussions in small groups.

### Unit II

**8 hours**

Understanding the Texts: basic themes, characterization- major characters, watching short videos followed by discussion, analysis and writing short reviews.

### Unit III

**8 hours**

Story Retelling and Responsive Writing: Narrating short episodes, enacting select scenes, role play, writing short paragraphs and short essays based on basic themes, plot and major characters.

### Unit IV

**9 hours**

Exploring the Texts from Socio-cultural and Political Perspectives: identify ing examples of mutual co-existence, duties and responsibilities of individuals in the context of family and society, righteous action, conflict between good and evil, possibilities of redefining cultural and political systems, identify ing spaces for reconciliation in conflict situations.

### Unit V

**9 hours**

Contemporary Relevance of the Epics: Human relations, team play, leadership lessons, resource management, core competencies and competitiveness.

### References

1. C. Rajagopalachari, Ramayana, 44/e, Bharatiya Vidya Bhavan, Mumbai, India, 1951.
2. C. Rajagopalachari, Mahabharata, 57/e, Bharatiya Vidya Bhavan, Mumbai, India, 2012.
3. R. K. Narayan, The Mahabharata: A Shortened modern Prose Version of the Indian Epic, Penguin Group, 2009.
4. R. K. Narayan, The Ramayana: A Shortened modern Prose Version of the Indian Epic, Penguin Classic, 2006. 190

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Reading Indian epics for creating a gist	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-
<b>CO2</b>	analyze and review Indian epics	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-
<b>CO3</b>	Responsive writing on basic themes and characters of Indian Epics	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-
<b>CO4</b>	Explore Indian epics from Socio-cultural and Political Perspectives	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
<b>CO5</b>	Assess the contemporary relevance of Indian epics	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1

## 19EOE309: INDIAN NATIONAL MOVEMENT

**LTPC  
3003**

### Unit I 19 hours

Background: Early British colonialism in India, early rebellions-Pazhassi Raja (the cotiote war - Kerala, 18th century), Veerapandiyan Kattabomman (Tamilnadu/Madras Presidency - 18th century), Paik rebellion (Kalinga/ Odisha, early 19th century), Vellore mutiny (early 19th century); The Sepoy Mutiny of 1857 and its consequences.

### Unit II

**8 hours**

Contributory Factors: Socio-political consciousness, growth of Western education and its impact on socio-religious movement, British economic policies and their impact.

### Unit III

**8 hours**

Rise of Organized Movements: Emergence of Indian national congress, its policies and programmes, partition of Bengal, rise of radical nationalists, Bal-Lal-Pal, formation of the Muslim league; Minto- Morley reforms, the national movement during the first world war.

### Unit IV

**9 hours**

Gathering Momentum: Non-cooperation and civil disobedience, emergence of Gandhi, some prominent revolutionaries - Khudiram Bose, Prafulla Chaki, Bhupendra Nath Dutt, V.D. Savarkar, Sardar Ajit Singh, Lala Hardayal, Sardar Bhagat Singh, Raj Guru, Sukh Deo, Chandra Shekhar Azad, development of socialist ideas, communal divide.

### Unit V

**8 hours**

Towards Independence: Constitutional developments, provincial elections, quit India movement and After, participation of women, national movement during the second world war, Indian national army, naval mutiny of 1946, freedom and partition, impact on the world.

### References

1. K. Majumdar, Advent of Independence, Bhartiya Vidya Bhavan, Mumbai, 1969.
2. R. Desai, Social Background of Indian Nationalism, 5/e, Popular Prakashan, Mumbai, 1976.
3. Bandyopadhyay, Sekhar, Nationalist Movement in India: A Reader, Oxford University Press, 2008.
4. Chandra, Bipin, Nationalism and Colonialism in modern India, Orient Longman Limited, New Delhi, 1979. 191

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the initial impact of British colonialization in India	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
<b>CO2</b>	Analyze the various factors which contributed to the the rise of the Indian national movement	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
<b>CO3</b>	Recall the major events in the rise of organized movements for Swaraj	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
<b>CO4</b>	List the major contributions of various leaders in non-cooperation and civil disobedience	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
<b>CO5</b>	Understand the major developments that finally led to the independence and partition of India	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1

## 19EOE313: PERSONALITY DEVELOPMENT

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### Unit I

**8 hours**

Self Awareness: Know yourself, have a snapshot of yourself, assess your personal traits, discover natural potential. Activities and Tasks: Class discussion, questionnaires, Johari Window, SWOC analysis (strengths, weaknesses, opportunities and challenges).

### Unit II

**8 hours**

Self Discipline: importance of self discipline, characteristics of a self disciplined achiever, self discipline in personal life and career. Activities and Tasks: Viewing short videos followed by discussion and analysis, brainstorming in small groups, creating an action plan to realize academic and career goals.

### Unit III

**8 hours**

Motivating Oneself: Self motivation, confidence building, goal setting, decision making. Activities and Tasks: discussion and analysis of case studies, completing self-assessment questionnaires.

### Unit IV

**9 hours**

Managing Oneself: Handling emotions, time management, stress management, change management. Activities and Tasks: discussion and analysis of case studies, completing self- assessment questionnaires.

### Unit V

**9 hours**

Interpersonal behaviour: Attitude towards persons and situations, team work, leadership skills, problem solving skills, interpersonal adaptability, cultural adaptability. Activities and Tasks: Team-building games and activities.

### References

1. Hurlock Elizabeth B., Personality Development, McGraw Hill Education, India, 1979.
2. Covey, Stephen R., The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change, Free Press, 2004.
3. Carnegie, Dale, Levine, Stuart. R., The Leader In You: how to Win Friends, Influence People and Succeed in a Changing World, Pocket Books, 1995.
4. Swami Vivekananda, Personality Development, Advaita Ashrama, 1993.

\* this will be supplemented by materials and activities from internet- relate d sources.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Identify personal strengths, weaknesses, and areas for growth through self-assessment and reflection.	-	-	-	-	-	-	-	-	2	3	-	-	-	-	-
<b>CO2</b>	Develop effective communication and interpersonal skills to build positive relationships and networks.	-	-	-	-	-	-	-	-	2	3	-	-	-	-	-
<b>CO3</b>	Enhance self-confidence and self-esteem through goal setting, assertiveness training, and resilience-building exercises.	-	-	-	-	-	-	-	-	2	3	-	-	-	-	-
<b>CO4</b>	Cultivate emotional intelligence to manage emotions, stress, and conflicts in personal and professional life.	-	-	-	-	-	-	-	-	2	3	-	-	-	-	-
<b>CO5</b>	Acquire strategies for personal branding and professional image management to achieve career success and personal fulfilment.	-	-	-	-	-	-	-	-	2	3	-	-	-	-	-

## 19EOE224: VIRTUAL REALITY

L T P C  
1 0 4 3

### Summary

*Virtual Reality extends the boundaries of the physical environment by providing a never-ending real estate on which an infinite number of worlds can be built to learn, explore and visualise. In order to empower interested students by providing the m with an opportunity to learn a cutting-edge technology like VR and getting skilled for industry while in university, Facebook School of Innovation powered by SV.CO, has provided a VR skill pathway offering VR 201 (Beginner), VR 301 (Intermediate) and VR 401 (Advanced) level course.*

### Course Objectives

the objective of this course is to introduce the students to learn about Virtual Reality and the skills required to become a Unity VR developer.

### Course Outcomes

By the end of the course, the student should be:

- well versed with the concepts of VR,
- able enough to understand, articulate and criticize VR experiences/applications in sufficient detail
- able to execute the concepts into demonstrable examples,
- able to understand the requirements and the skillset to be a VR developer in the current economy.

### Skills required

None (But a basic Understanding of VR, Unity, and C# will be helpful)

### Skills acquired

- Basic VR Developer (Oculus Platform)
- Basic Unity Developer (Wireframing/Storyboarding, Level Designing, C# programming)

### Project

Build a basic Virtual Reality application that allows the student to exercise all the fundamental knowledge gained in the course

## Course Syllabus

### Level 1: Introduction to VR and Unity3D

M1: Keep it Virtual (Introduction to VR)

M2: Platforms and Paradigms

M3: Unity, Diversity (Introduction to Unity 3D) M4:

Ready Player One (Getting Started in Unity)

M5: Oh Hello World (Deploying your First App to Oculus Quest or Go)

### Level 2: Components of Unity

M1: Materials and Meshes

M2: Lights, Camera, VR



M3: I like to Move it (Animation in Unity)

**Level 3: Scripting in Unity #1**

M1: Basics of C# in Unity #1

M2: Basics of C# in Unity #2

**Level 4: Scripting in Unity #2**

M1: Let's Code #1

M2: Let's Code #2

**Level 5: Oculus Quest (Go) and its basics M1:**

Oculus Inputs and UI Fundamentals M2:

Events and Buttons

M3: Buttons and the Joystick

**Level 6: Fundamentals of Unity Physics and Visual Effects**

M1: Action, but Reaction? (Physics, Colliders, Raycast)

M2: More Controller Interactions

M3: Visual Effects

**Level 7: Design and Debug**

M1: Debug.Log("this is where it breaks")

M2: VR Design

M3: Documentation and Unity Collab

**Level 8: performance in Unity and Easter Eggs (Optional Level)**

M1: Device performance

M2: Easter egg #1

M3: Easter egg #2

**Capstone Project Targets**

P1: Level Design and UI

P2: Mechanics, Navigation and Deploy

**Continuous Evaluation Plan (100 marks)**

**Milestones Based Evaluation (50 marks):**

- Each level has a graded target where the students demonstrate their Understanding of the content and get feedback.
- Each target is evaluated for 5 marks.
- the se targets from Level 1 to 8 will contribute to the internal marks. Level 8 is optional.
- Marks received out of 35 / 40 (if Level 8 is attempted) are scaled up to 50.

**Project Evaluation (50 marks):**

**this will have two components:**

1. Capstone Project linked Targets:
  - a. Students will complete extra targets from which will contribute to a mini project /capstone work.

2. Viva Q&A
  - a. Students are given a small task on the spot to complete based on the course, and /or asked a few questions to check their Understanding of the course by an industry expert.

### Annexure (Optional)

#### Checklist for students in VR201 to be eligible for the startup-aligned project

1. Interest was shown to build a startup in the pre-course interest form. (Likely teamed up)
2. The 4 highest scorers of the students (team of 2) that also show continuing interest in building a startup at the end of the 6 weeks in the program get to choose the problem statements (discussed and worked with coaches/TAs to structure into outcomes) that they get to work on.
3. In case the students choose not to go with their self-described problem statement then the next in the list in terms of scores top-down gets a chance and if nobody later during the program wishes to go with their self-described problem statement, they'll go with the problem statement given out in the program any way.

#### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the basic concepts of VR	3	2	-	1	2	2	1	1	-	-	-	1	1	-	3
<b>CO2</b>	Understand the concepts of Unity for VR	3	2	-	2	3	-	-	-	-	-	-	2	2	2	2
<b>CO3</b>	Evaluate VR experience s/ applications in sufficient detail	3	3	-	3	3	3	2	2	-	-	-	-	2	2	2
<b>CO4</b>	Design simple VR applications	3	3	3	3	3	3	-	-	3	-	-	-	2	2	2
<b>CO5</b>	Develop simple VR applications using Unity	3	3	3	3	3	3	-	-	3	-	-	2	2	2	3

## 19EOE323: INDIAN HISTORY

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **Unit I**

**10 Hours**

Ancient Indian History and Culture (Earliest Times to 700 AD): Indusvalley civilisation, origin, significance. art and architecture, arya and vedic period, expansions of Aryans in India, significance of the vedic age, evolution of monarchy and varna system, political conditions and administration under Mauryas, Guptas, social and economic conditions in ancient India, philosophy and religions in ancient India.

### **Unit II**

**8 Hours**

Medieval Indian History and Culture: Delhi sultanate, great mughals, bahumanis, rise of south supremacy and conflicts, Pallava, Chalukya, Chola and Rasthrakutas.

### **Unit III**

**8 Hours**

Modern Indian History and Culture: European penetration into India, the Portuguese and the Dutch, the English and the French east India companies, their struggle for supremacy, the battle of Plassey and its significance, consolidation of British rule in India.

### **Unit IV**

**8 Hours**

Impact of British Colonial Rule: Economic: Commercialization of agriculture, dislocation of traditional trade and commerce, de-industrialisation, decline of traditional crafts, drain of wealth, famine and poverty in the rural interior. Social and Cultural Developments: the state of indigenous education and its dislocation, orientalist, anglicist controversy, introduction of western education in India, the rise of print media, literature and public opinion, the rise of modern vernacular literature, progress of science, rail and road connectivity.

### **Unit V**

**8 Hours**

the Rise of Indian National Movement: Indian response to British rule, the great revolt of 1857, the peasant movements of the 1920s and 1930s, the foundation of the Indian national congress, the moderates and extremists, the partition of Bengal (1905), the swadeshi movement in Bengal, the economic and political aspects of swadeshi movement. Gandhian nationalism: Gandhiji's popular appeal, Rowlett Act, satyagraha, the Khilafat movement, the non-cooperation movement, civil disobedience movement, Simon commission, the peasant and working-class movements, Cripps mission, the quit India movement, declaration of independence.

### **Text Book(s)**

1. Romila Thapar, A History of India, Vol. I, Penguin Books, 2013.
2. R.C. Majumdar, the History and Culture of the Indian People: Volume 1, the Vedic Age, Bharatiya Vidya Bhavan, 2010.
3. B. L. Grover, Modern Indian History: from 1707 to the Modern Times, S. Ch and, 1998.
4. R.C. Majumdar, History of the Freedom Movement in India, South Asia Books, 1988.

## References

1. D. N. Jha, Ancient India in Historical Outline, Manohar Publishers and Distributors, 2001.
2. G. S. Chabra, Advanced Study in the History of Modern India, Lotus Press, 2007.
3. M.K. G and hi, Hind Swaraj: Indian Home Rule, Sarva Seva Sangh Prakashan, Varanasi, 2014.
4. W. W. Hunter, History of British India, Read Books Design, India, 2010.
5. A. R. Desai, Social Background of Indian Nationalism, 6/e, Popular Prakashan, 2005

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand ancient Indian History till 7-- AD	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
<b>CO2</b>	Recall the major historical events of the medieval period	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
<b>CO3</b>	Summarize the effects of European penetration in India	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
<b>CO4</b>	Assess the impact of the British rule in India	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
<b>CO5</b>	Reflect on the Indian National Movement	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1

## 19EOE327: PROFESSIONAL COMMUNICATION

L T P C  
3 0 0 3

### Unit I

8 hours

Internal Communication: Memo-structure, layout and style, e-mail-structure, style, content and etiquette, notice-structure, content and layout, conducting a meeting, purpose and preparation, drafting agenda and minutes, conducting effective meetings, meeting etiquette.

### Unit II

9 hours

Making a Business Presentation: Planning-define the purpose, analyze audience and occasion, preparation-developing central idea, main ideas, gather the right supporting materials, audio-visual aids, organization-introduction, body and conclusion, delivery-addressing the audience, body language, eye contact, use of appropriate language, style and tone.

### Unit III

8 hours

Business Letters: Form and structure, style and tone, letters of enquiry, letters placing orders/ giving instructions/urging action, letters of complaint and adjustment.

### Unit IV

9 hours

Proposals and Reports: Proposals, types, structure, prefatory parts, body of the proposal, supplementary parts, reports, types, informative, analytical, formal/informal, oral/written, individual/group, format and structure.

### Unit V

8 hours

Resume, Cover Letter, Interview and Telephone Etiquette: Resume, design and structure, cover letter, coverletters, accompanying resumes, opening, body, closing; Interview, planning, purpose, pre-interview preparation, conversation, two-way interaction, projecting a positive image, telephone etiquette- guidelines for telephone conversations in a Professional context.

### References

1. Seely, John, Oxford Guide to Effective Writing and Speaking, Oxford University Press, India, 2013.
2. Olsen Leslie, Huckin Thomas, Technical Writing and Professional Communication for Non-Native Speakers, McGraw Hill, 1991.
3. Rizvi, M. Ashraf, Effective Technical Communication, Tata McGraw Hill, 2005. 193

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Master effective written communication skills for various professional contexts, including emails, reports, and memos.	-	-	-	-	-	-	-	1	2	3	2	1	-	-	2
<b>CO2</b>	Develop proficiency in verbal communication techniques, such as public speaking, presentations, and interpersonal interactions.	-	-	-	-	-	-	-	1	2	3	2	2	-	-	2
<b>CO3</b>	Cultivate active listening skills to enhance understanding and collaboration in professional settings.	-	-	-	-	-	-	-	1	2	3	2	1	-	-	2
<b>CO4</b>	Learn strategies for nonverbal communication, including body Language, gestures, and facial expressions, to convey messages effectively.	-	-	-	-	-	-	-	1	2	3	2	1	-	-	2
<b>CO5</b>	Understand the importance of cultural sensitivity and adapt communication styles accordingly in diverse workplace environments.	-	-	-	-	-	-	-	3	2	3	2	1	-	-	2

## 19EOE321: ENVIRONMENT AND ECOLOGY

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### Unit I

**8 hours**

Basic Concepts: Environment types, features of environment, structure of atmosphere, earth's four spheres, ecology, ecological principles, photosynthesis, components of ecosystem, carbon and oxygen cycles, nitrogen, hydrological, sedimentary, phosphorous and energy cycles.

### Unit II

**8 hours**

Biomes: Terrestrial biomes, Alpine Tundra biomes, extinction of species. Bio-diversity: Biodiversity in American continents, Europe, central Asia and Africa. Categorization of species, biogeographic zones of India, biodiversity conservation, strategies, biodiversity conservation in India.

### Unit III

**8 hours**

Environmental Degradation and Management: Greenhouse effect and global warming, acidification, world distribution of acid rain, impact of acid precipitation, ozone depletion, Antarctic ozone hole, some basic facts about ozone depletion, salinisation, desertification or desertisation, soil erosion, types of soil erosion, soil conservation, deforestation, waste disposal, sustainable development.

### Unit IV

**8 hours**

Natural Hazards and Disaster Management: Disaster, natural hazards, earthquakes in India, seismic zones of India, earthquake prediction, tsunami and slides, types of tsunami and slides, avalanches, cyclones, thunderstorms, tornadoes, surge, sea-surge or storm surge. Floods: floods in India, flood disaster management. Drought hazards: causes of droughts, consequences of droughts, biological hazards and disasters, famines, wildfire (forest fire), forest fires in India.

### Unit V

**8 hours**

Climate Change: Evidence of global warming, consequences of climatic change, consequences of climate change in India. Biodiversity and Legislation: Earth summit, the five earth summit agreements, the Montréal protocol, Kyoto protocol on climatic change.

### Text Book(s)

1. Majid Husain, Environment and Ecology, 2/e, Access Publishing, New Delhi, 2014.

### References

1. S. V. S. Rana, Essentials of Ecology and Environmental Science, Prentice Hall India, New Delhi, 2011.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the basic concepts of environments such as the earth's four spheres and energy cycles	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-
<b>CO2</b>	Summarize biomes and biodiversity and its conservation in India	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-
<b>CO3</b>	Analyze the impact of environmental degradation and management.	-	-	-	-	-	-	3	1	-	-	-	1	-	-	-
<b>CO4</b>	Understand the various types of natural hazards and disaster management techniques	-	-	-	-	-	-	3	1	-	-	-	1	-	-	-
<b>CO5</b>	Assess the effects of climate change and the role of the Montreal and Kyoto protocols	-	-	-	-	-	-	3	1	-	-	-	1	-	-	1



**Objectives:** *The objective of this course is to make students familiar with the developments that are taking place in different areas of study with the help of Computer and Information Technology. The students will acquire knowledge in national and international legal order on the Fundamentals of Cyber laws. The abuse of computers has also given birth to a gamut of new age crimes that are addressed by the Information Technology Act, 2008 (as amended). The chief aim of this course is to encourage inter-disciplinary studies.*

**UNIT-I****8 hours**

conceptual and theoretical perspectives of Cyber law - Computer and Web Technology –Evolution of Cyber law – National & International Perspectives of Cyber law - Legal Issues & Challenges in India, USA and EU - data Protection - Cyber Security, etc.

**UNIT-II****8 hours**

International Perspectives - Budapest Convention on Cybercrimes - ICANN's core principles and the domain names disputes - Net neutrality - EU electronic communications regulatory framework - Web Content Accessibility Guidelines (WCAG).

**UNIT-III****9 hours**

Information Technology Act, 2008 as amended - Overview of the Act - Jurisdiction - electronic Governance - electronic Evidence (relevant portions of Indian Evidence Act) - Digital Signature Certificates (DSCs) - Duties of Subscribers of DSCs - Role of DSC Certifying Authorities - The Cyber Regulations Appellate Tribunal - Internet Service Providers and their Liability – Powers of Police - Impact of the Act on other laws - Social Networking Sites vis-à-vis Human Rights.

**UNIT-IV****9 hours**

Cyber laws vis-à-vis IPRs - copy right in Information Technology - software - copy rights Vs Patents debate - Authorship and Assignment Issues - copy right in Internet - Multimedia and copy right issues - software Piracy - Patents - European Position on Computer related Patents - Legal position of U.S and India on Computer related Patents - Trademarks in Internet - Domain name registration - Domain Name Disputes & World Intellectual Property Organization (WIPO) - data bases in Information Technology - Protection of data base in USA, EU & India.

**UNIT-V****8 hours**

Mobile Technology- SIM (Subscriber Identity Module) cloning–Mobile frauds - Usage of mobile software - Special reference to the relevant provisions of IT ACT 2008, India Penal Code and Evidence Act.

**Text Books:**

1. Yatindra Singh: Cyber laws
2. Vakul Sharma, Handbook of Cyber laws

**References:**

1. Linda Brennan and Victoria Johnson: Social, ethical and policy implication of Information Technology.
2. Kamath Nandan: law relating to Computer, Internet and E-Commerce.
3. Mike Godwin: Cyber Rights Defencing free Speech in the Digital Age.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the evolution and the current state of cyber law	-	-	-	-	-	3	-	3	-	-	-	-	-	-	1
<b>CO2</b>	Summarize the various international regulations and conventions related to cyber law	-	-	-	-	-	3	-	3	-	-	-	-	-	-	1
<b>CO3</b>	List the laws and cyber regulations in affect in India.	-	-	-	-	1	3	-	3	-	-	-	-	-	-	1
<b>CO4</b>	Understand the various tenets of intellectual property on the Internet in India and the world.	-	-	-	1	1	3	-	3	-	-	-	-	-	-	1
<b>CO5</b>	Understand the impact of mobile fraud and the use of cyber laws to defend against the same.	-	-	-	1	1	3	-	3	-	-	-	-	-	-	1

## GEL244: ENGLISH FOR HIGHER EDUCATION

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### Introduction

*The course aims to provide students with the knowledge and practical skills required to take globally-recognized tests of English language proficiency. this preparatory course will enable students to achieve the required b and score by providing opportunities to practise the strategies for effective use of the four language skills, in addition to application of the standard language rules. the integrated skills approach, exercises in various question/task types, and mock tests give the students ample exposure to the test conditions.*

### Course Objectives

- To provide comprehensive training to students for various English language proficiency tests that are prerequisite for admission into higher education programs
- To facilitate the required practice in each of the four skills, as well as language elements such as pronunciation, vocabulary and grammar
- To enable students to take the test/s with confidence by discussing, practicing, and analyzing each section/task type of the test
- To determine students to communicate opinions and information on everyday topics and common experiences effectively in English.
- To hone students writing skills through consistent guidance and practice of every subskill of writing.
- To of fer a wide variety of reading topics/texts over the course, maintaining students' interest and giving a sense of meaningful progress in their reading comprehension ability.
- To enable the students to practice vocabulary and grammar in context integrating with four skills.

### Unit 1: Listening

**8 hours**

Listening for main ideas, gist and opinions; listening for specific information; Understanding different accents

**Task types:** Form completion, table completion, pick from a list, matching, flow chart completion, note completion, multiple choice, labelling a diagram, labelling a plan, sentence completion and short answer questions.

### Learning Outcomes

At the end of the unit, the learners will be able to

- comprehend the main ideas, specific information, and opinions presented in listening inputs that include short talks, conversations, transactional dialogues, and short discussions in general and academic contexts
- demonstrate ability to h and le various listening comprehension tasks
- understand various native and non-native accents and respond correctly and appropriately to various questions

### Unit 2: Speaking

**8 hours**

Using appropriate vocabulary and correct grammar; demonstrate awareness of chunking while speaking; speaking about oneself; speculating and talking about the future; addressing abstract topics; paraphrasing; generalising and distancing; speculating and hypothesising; giving reasons and examples; discussing advantages and disadvantages; structuring a talk; speaking fluently for short duration on specific topics; making useful notes to respond effectively to questions asked; Understanding questions and giving

appropriate answers

**Task Types:** Responding to questions on a range of personal topics in general and academic contexts; speaking based on specific verbal prompts: giving a structured coherent talk with adequate fluency, a clear introduction and effective conclusion; participating in a discussion of abstract concepts or general topics which are thematically linked

### **Learning Outcomes**

At the end of the unit, the learners will be able to

- respond to general questions on personal, academic and Professional information using appropriate and correct language
- demonstrate adequate fluency and speak coherently on a specific topic using the given prompts
- express and justify opinions, analyse, and speculate about issues in discussions
- present abstract concepts thematically using appropriate examples and reasons

### **Unit 3: Reading**

**9 hours**

Skimming for main ideas/ themes/topics; scanning for details and locating specific information; Understanding a process or the flow of information presented; distinguishing examples from main ideas; Understanding factual, inferential, analytical and extrapolative texts; Understanding gist and paraphrase; identifying authors' opinions/attitude

**Task types:** True/false/not given, sentence completion, note completion, summary completion, table completion, flow chart completion, pick from a list, multiple choice, short answer questions, matching headings, matching information, matching features, matching sentence endings

### **Learning Outcomes**

At the end of the unit, the learners will be able to

- understand the gist, specific information, and opinions presented in a text, and distinguish examples from main ideas
- demonstrate Understanding of the author's opinions as presented in a text
- use suitable strategies to answer various question types that test comprehension

### **Unit 4: Writing**

**9 hours**

Paragraph writing: interpretation of graphical data such as charts and tables; essay writing: argumentative and persuasive; organising ideas in writing to achieve coherence; grouping information/ideas in paragraphs and linking paragraphs; writing suitable introduction and conclusion to the given tasks; signalling, comparing and contrasting, presenting a balanced view; selecting and summarising main features; analysing the task requirements and planning an answer; summarising information/key features/trends in a diagram/chart/table; categorising data; brainstorming for ideas; introducing arguments and maintaining a clear position using reasons and examples for support

**Task types:** Describing, summarising, and explain ing data presented in a chart/table, describing the stages of a process or how something works; describing an object or an event; writing essays in response to a point of view, an argument, an issue, or a problem

### **Learning Outcomes**

At the end of the unit, the learners will be able to

- demonstrate that they have had adequate practice in preparing drafts, revising, editing and rewriting in order to ensure task accomplishment
- produce descriptive/ narrative paragraphs based on their Understanding of the data/information presented in various forms such as diagrams, charts, and tables
- write structured and coherent argumentative/ persuasive essays using use a range of vocabulary and correct grammar

**Unit 5: Grammar and vocabulary in context****8 hours**

Tenses; phrasal verbs; idiomatic expressions; verb+noun collocations; collocations and phrases with *make, take, do* and *have*; negative affixes; adjectives+noun collocations; verbs and dependent prepositions; nouns and articles; discourse markers; punctuation; linking and pausing; intonation, word stress, speech rate and chunking; vocabulary to express amount extent or category, comparisons and contrasts, agreement and disagreement

**Learning Outcomes**

At the end of the unit, the learners will be able to

- apply knowledge of language for better comprehension of reading texts and listening inputs
- demonstrate knowledge of correct use of tense forms, prepositions, articles, adjective-noun collocations, and appropriate structures in speech and writing
- use idiomatic expressions, and phrasal verbs in suitable contexts, and draw upon a wide range of vocabulary for effective oral and written communication
- organising ideas in written and oral communication using appropriate discourse markers, and punctuation/pauses

**References**

1. Seely, John. *Oxford Guide to Effective Writing and Speaking*. Oxford University Press, (India), 2013
2. Rizvi, M Ashraf. *Effective Technical Communication*. Tata McGraw Hill. 2005.
3. Olsen, Leslie & Huckin, Thomas. *Technical Writing and Professional Communication for Non-native Speakers*. McGraw-Hill. 1991

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Apply knowledge of language for better comprehension of reading texts and listening inputs	-	-	-	-	-	-	-	-	-	3	-	1	-	-	-
<b>CO2</b>	Demonstrate knowledge of correct use of tense forms, prepositions, articles, adjective-noun collocations, and appropriate structures in speech and writing	-	-	-	-	-	-	-	-	-	3	-	1	-	-	2
<b>CO3</b>	Use idiomatic expressions, and phrasal verbs in suitable contexts, and draw upon a wide range of vocabulary for effective oral and written communication	-	-	-	-	-	-	-	-	-	3	-	1	-	-	2
<b>CO4</b>	Organising ideas in written and oral communication using appropriate discourse markers, and punctuation/pauses	-	-	-	-	-	-	-	-	-	2	-	1	-	-	2
<b>CO5</b>	Use correct vocabulary and grammar for communication	-	-	-	-	-	-	-	-	3	3	-	1	-	-	2

## 19EOE319: INTRODUCTION TO MUSIC

**L T P C**  
**3 0 0 3**

### Unit I

**8 hours**

Introduction to Indian Classical Music: Heritage-Contribution of various races and tribes to the evolution of music in India, technical aspects of Indian classical music, influences Persian music especially on Hindustani music, significance of music in bringing about social change.

### Unit II

**9 hours**

History of Indian Music: Origin-Vedas, scriptures and Bharata's Natyasastra, traditions- Hindustani and Carnatic, basic elements, Shrutis, Swaras, Raagas and Taalas, similarities and variations in Hindustani, Carnatic and Western Classical Music, Octave, Semitones, introduction to Shrutis, Swaras, Raagas and Taalas, fundamental Raagas, importance of Taala in Indian Music, introduction to Pallavi, Anupallavi and Charana.

### Unit III

**8 hours**

Hindustani Music: Brief history of Hindustani Music, concepts of Raaga and Taala, introduction to various Gharanas, classification of music (folk, semi-classical, bhajans, light), appreciation of music.

### Unit IV

**8 hours**

Carnatic Music: History of Carnatic Music, traditions, the musical trinity, Syama Sastri, Thyagaraja, Muthuswami Dikshitar, introduction to technical terms in Carnatic Music, compositional forms/strategies.

### Unit V

**9 hours**

Connections-Music, Art and Culture: Musical oral tradition as a transmitter of culture, music as an expression of societal change, music as a means of communication across cultures.

### References

1. Rangaramanuja Iyengar R., History of South Indian Carnatic Music: from Vedic Times To the Present, Wilco Publishing House, 1972.
2. Beni Madhab Barua, Swami Prajnanananda, The Historical Development of Indian Music: A Critical Study, Buddha Gaya, India, 1973.
3. G.H. Ranade, Hindustani Music, Popular Prakashan, 1971.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the genesis of Indian Classical Music	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
<b>CO2</b>	Interpret the basic components of Indian classical music	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
<b>CO3</b>	Summarize the Raagas and Taalas in Hindustani Music and the Gharanas therein	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
<b>CO4</b>	Understand the technical terms in Carnatic Music	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-
<b>CO5</b>	Reflect on music as a means of communication and as an expression of societal change	-	-	-	-	-	1	-	-	-	-	-	1	-	-	1

**19EID234: LIFE SCIENCES FOR ENGINEERS**  
**(for admitted batch 2020-21)**

**LTPC**

**2023**

*Life sciences have been introduced in to curriculum of all engineering branches. students in engineering programs should be aware of fundamentals of biology so as to relate to their field. this course is a critical application area for engineering analysis and design, emphasizing concepts, technology, and the utilization of living things. Further it is important to know how living things work and act.*

**Course Objectives**

- Introduce the molecular basis of life.
- Provide the basis for classification of living organisms.
- describe the transfer of genetic information.
- Introduce the techniques used for modification of living organisms.
- describe the applications of bio materials

**UNIT I**

**10 L**

**Introduction to Biology:** Comparison of eye and camera, flying bird and aircraft, Biological observations and major discoveries- genera, species and strains, and Classification of living organisms: Cellularity, Ultrastructure, carbon and energy sources, excretion, habitat and molecular taxonomy.

**Learning Outcomes**

After completing this unit, the student will be able to

- summarize the basis of life (L2).
- distinguish prokaryotes from eukaryotes (L4).
- compare biological organisms and manmade systems (L2).
- classify organisms (L2).

**UNIT II**

**12 L**

Water, Biomolecules: sugars, starch and cellulose, Amino acids and proteins, lipids, Nucleotides and DNA/RNA, structure and functions of proteins and nucleic acids, hemoglobin, antibodies and enzymes, Industrial applications of enzymes, Fermentation and its industrial applications.

**Learning Outcomes**

After completing this unit, the student will be able to

- outline the importance of water (L2).
- explain the relationship between monomeric units and polymeric units (L2).
- explain the relationship between the structure and function of proteins (L2).
- interpret the relationship between the structure and function of nucleic acids (L2).
- summarize the applications of enzymes in industry (L2).
- explain the applications of fermentation in industry (L2).

### UNIT III

12 L

Bioenergetics, Respiration: Glycolysis and TCA cycle, electron transport chain and oxidative phosphorylation, Mechanism of photosynthesis, Human physiology, neurons, synaptic and neuromuscular junctions.

#### Learning Outcomes

After completing this unit, the student will be able to

- apply thermodynamic principles to biological systems (L3).
- explain the mechanism of respiration and photosynthesis (L2).
- summarize the principles of information transfer and processing in humans (L2).

### UNIT IV

12 L

Mendel's laws, gene mapping, Mitosis and Meiosis, Epistasis, single gene disorders in humans, Genetic code, DNA replication, Transcription, Translation.

#### Learning Outcomes

After completing this unit, the student will be able to

- define Mendel's laws (L1).
- demonstrate the mapping of genes (L2).
- explain interactions among genes and their significance (L2).
- differentiate the mitosis and meiosis (L4).
- explain the medical importance of gene disorders (L2).
- identify DNA as a genetic material in the molecular basis of information transfer (L3).

### UNIT V

10 L

Recombinant DNA Technology: recombinant vaccines, transgenic microbes, plants and animals, animal cloning, biosensors, biochips.

#### Learning Outcomes

After completing this unit, the student will be able to

- outline the principles of recombinant DNA technology (L2).
- appreciate the potential of recombinant DNA technology (L2).
- summarize the use of biological materials for diagnostic devices (L2).

#### Lab Experiments (Virtual or Field Experiments)

1. Microscopy, Mendel's laws, mapping, interactions, - 4 lab experiments
2. Nitrogen cycle, Species interactions, Sterilization, Bacterial population growth, - 4 lab experiments

#### Text Book(s):

1. N. A. Campbell, J. B. Reece, L. Urry, M. L. Cain and S. A. Wasserman, "Biology: A global approach", Pearson Education Ltd, 2018.
2. Arthur T Johnson, Biology for Engineers, CRC press, 2011.



## Reference Books:

1. Alberts et. Al., The molecular biology of the cell, 6/e, Garland Science, 2014.
2. E. E. Conn, P. K. Stumpf, G. Bruening and R. H. Doi, "Outlines of Biochemistry", John Wiley and Sons, 2009.

## Course Outcomes

After studying the course, the student will be able to:

- Explain catalytic properties of enzymes (L2).
- Identify DNA as a genetic material in the molecular basis of information transfer (L3).
- Apply thermodynamic principles to biological systems. (L3)
- Analyze biological processes at the reductionistic level (L4).
- Analyze the potential of recombinant DNA technology (L2).

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Explain catalytic properties of enzymes (L2)	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>CO2</b>	Identify DNA as a genetic material in the molecular basis of information transfer (L3)	2	1	-	2	-	-	-	-	-	-	-	1	-	-	1
<b>CO3</b>	Apply thermodynamic principles to biological systems (L3)	1	2	-	3	-	-	-	-	-	-	-	1	-	-	1
<b>CO4</b>	Analyse biological processes at the reductionist level (L4)	1	3	3	-	-	2	-	-	-	-	-	1	-	-	1
<b>CO5</b>	Analyze the potential of recombinant DNA technology (L2)	2	2	1	3	-	2	-	-	-	-	-	1	-	-	1

**Semester VI**

<b>S. No</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>A</b>	<b>C</b>	<b>Remarks</b>
1.	19ECS332	Compiler Design	PC	3	0	2	0	4	Branch Specific
2.	19ECS302	Artificial Intelligence	PC	3	0	0	0	3	Branch Specific
3.	19ECS334	Web application Development	PC	2	0	2	0	3	Branch Specific
4.	19ECS3XX	Program Elective II	PE	2	0	2	0	3	
5.	19ECS3XX	Program Elective III	PE	2	0	2	0	3	
6.	19EOE3XX	Open Elective II	OE	3	0	0	0	3	
7.	19EHS302	Engineering Economics and Management	HS	3	0	0	0	3	
8.	19EMC382	Engineering Ethics	MC	3	0	0	0	0	Mandatory Course
9.	19ECS392	Comprehensive Skill Development V	PW	0	0	0	6	1	Department Specific
10	19EHS304	Universal Human Values: Understanding Harmony	HS	2	1	0	0	3	
<b>Total</b>								<b>26</b>	

## 19ECS332: COMPILER DESIGN

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>2</b>	<b>4</b>

*Compilers play a significant role in fulfilling user's computing requirements, specified in terms of programs in a high-level language, which translate into machine-understand able form. the process involved in such a transformation of a program is quite complex. this course enables the students to gain knowledge on various phases involved in designing a compiler. Automata theory and Formal Languages provides the basis for this course in which several automated tools help construct various phases. Advanced computer architecture, memory management, and operating systems help the compiler designer generate efficient code.*

### Course Objectives:

- Explore the basic techniques that underlie the principles, algorithms and data structures involved in the Compiler Construction.
- Gain experience in using automated tools that helps in transforming various phases of the compiler.

### UNIT I: Introduction & Lexical Analysis

**8+4 T+P**

**Introduction:** The Structure of Compiler, the Science of Building a Compiler in Bootstrapping and Cross compiler.

**Lexical Analysis:** the role of the Lexical analyzer, Input Buffering, Specification of Tokens, Recognition of Tokens, the Lexical Analyzer Generator (LEX/FLEX).

### Learning Outcomes:

After completion of this unit, the student will be able to

- summarizing various phases involved in the design of compiler construction(L2)
- comparing methods involved in constructing the compiler(L2)
- highlighting how regular expressions help to design the Lexical Analysis phase(L1)
- exploring how LEX Tool simplifies the design of the Lexical Analysis phase(L2)

### UNIT II: Syntax Analysis (Part-I)

**8+6 L+P**

Introduction, Context-Free Grammars, Top-Down parsing: Brute force Parsing, Recursive Descent Parsing, Non-recursive Predictive Parsing, Error Recovery in Predictive Parsing, Bottom-Up parsing - Shift Reduce Parsing, Operator-Precedence Parsing, Error Recovery in Operator Precedence Parsing.

### Learning Outcomes:

After completion of this unit, the student will be able to

- design the possible ways of constructing Syntax Analysis Phase (L3)
- identifying the issues involved in creating an efficient Top-Down (LL) parser(L1)
- implementing both bottom-up and top-down parsers (L3)
- illustrating the deficiencies in the design of basic Bottom-Up parsers(L4)

### UNIT III: Syntax Analysis (Part-II)

**8+3 L+P**

Introduction to LR Parsing: Simple LR Parser, More Powerful LR Parsers, Using Ambiguous grammars, Error Recovery in LR Parsers, Parser Generator (YACC).

### Learning Outcomes:

After completion of this unit, the student will be able to

- identifying the issues involved in designing efficient Bottom-Up (LR) Parses(L1)
- predicting the role of look-ahead in LR parsers(L2)
- illustrating the significance of using ambiguous grammars in LR Parses(L4)
- assessing how YACC Tool simplifies the design of Parser(L5)

**UNIT IV: Syntax Directed Translation & Intermediate Code Generation** **8+2 L+P**

**Syntax Directed Translation:** Syntax Directed Definitions, Evaluation Orders for SDD's, Applications of Syntax-Directed Translation.

**Intermediate Code Generation:** Three Address codes, Types & Declarations, Translation of Arithmetic Expressions, Back patching for Boolean Expressions, and Flow of Control.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- summarizing the notational framework of Syntax Directed Definitions(L2)
- designing Syntax Directed Definitions to generate intermediate code(L3)
- illustrating various techniques to store three address statements(L3)
- designing Syntax Directed Definitions for Boolean expressions using back patching (L3)

**UNIT V: Code Optimization & Code Generation** **8 L**

**Code Optimization:** The Principal Sources of Optimization, Basic blocks and Flow Graphs, Optimization of Basic Blocks, Introduction to Data-Flow Analysis: Live Variable Analysis

**Code Generation:** Issues in designing a code Generator, the Target Language, A Simple Code Generator, Peephole Optimization, Register allocation, and Assignment.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- identifying issues involved in the machine-independent code optimization(L1)
- illustrating with a suitable example on local and loop optimization(L4)
- determining the issues involved in global optimization techniques(L3)
- estimating the processes involved in obtaining the final code, register allocation, and assignment(L2)

**Text Books(s)**

1. Alfred.V. Aho, Monica S. Lam, Ravi Sethi, Jeffrey. D. Ullman, Compilers Principles, Techniques and Tools, 2/e, Pearson Education, 2008.

**References**

1. Alfred.V. Aho, J.D.Ullman, Principles of compiler design, Narosa Publications, 2002
2. John R. Levine, Tony Mason, Doug Brown, Lex & yacc, O'reilly, 2/e, 1992
3. Keith Cooper, Linda Torczon, Engineering a compiler, Morgan Kaufmann, 2/e, 2011.

**Course Outcomes:**

After completion of this course, the student will be able to

- Define and analyze various phases involved in designing a compiler(L1)
- Compare and contrast bottom-up and top-down parsers and explore the LL parser. (L2)
- Explore LR parsers and demonstrate how to generate LR parsers using the YACC tool. (L3)
- Illustrate the usage of Syntax Directed Definition in generating intermediate code(L3)
- Identify several machine-independent methods for optimization and explore techniques for generating the final code (L3).

## COMPILER DESIGN LABORATORY

### For Laboratory courses: List of Experiments:

1. Implement transition diagram for identifying an identifier and classify whether it is ei the rvariable or array or function or structure.
2. Implement transition diagram for identifying constant and classify whether it is integer or real.
3. Write a LEX specification which takes input from a file (a C' program) and recognize valid identifiers, keywords contained in the program and store the m in a file.
4. Write a LEX specification for lexical analyzer of C' language in which it recognizes all possible tokens in a given program taken as a file and output all the tokens into another file.
5. The production " $A \rightarrow \alpha_1 / \alpha_2 / \alpha_3 \dots$ " of the CFG uses the following structure/class representation.

struct/class production

```
{
char left, //Head of the production ie., left h and side
char right(10), //body of prod ie., all alternatives are represent as array of strings
int noa, //noa means no of alternatives in the production
},
```

Similarly the Context Free Grammar can be represented as

struct / class CFG

```
{
production p(10), // all productions of the grammar
int nop, //nop means no of production.
char t(10), nt(10), s, // string of t's, nt's and start symbol (optional)
},
```

the following programs are to be implement ing using the above representation.

- a. Write a program which reads single productions of the form " $A \rightarrow \alpha_1, A \rightarrow \alpha_2, A \rightarrow \alpha_3 \dots$ " and make the m into a single production " $A \rightarrow \alpha_1 / \alpha_2 / \alpha_3 \dots$ " and display.
- b. Write a program which reads single productions of the form " $A \rightarrow \alpha_1, B \rightarrow \alpha_2, B \rightarrow \alpha_3 \dots$ " and build CFG and display.
- c. Write a program which reads a production and check for Left- recursion (may contain in more than one alternatives) and if found eliminate it and store in another production and display the result.
- d. Write a program which reads a grammar and check for Left- recursion (may contain in more than one productions) and if found eliminate it and store in another grammar and display the result.
- e. Write a program which reads a production, factor out the alternatives if required using left factoring and store the result into another production and display it.
- f. Write a program which reads a grammar, factor out the alternatives of each production if required using left factoring and store the result into another grammar and display it.
- g. Write a program which reads a grammar and find First symbols of all non-terminals.
- h. Write a program which reads a grammar and find Follow symbols o f all non-

terminals.

6. Write a program to implement Recursive Descent Parser for any given grammar.
7. Write a program to implement s Operator Precedence Parsing algorithm.
8. Consider the following Expression language that used to describe the Arithmetic expressions in a Calculator the syntax of the language is defined by following grammar

```

<line> <exp>\n
<exp> <exp>+ <term>| <exp>-<term>|<term>
<term> <term>*<factor>|<term>/<factor>/<factor>
<factor> (<exp>)|<value>
<value> <letter>|<digit>

```

A sample arithmetic expression written in this language is(a+b)\*c\n or 2 + 4 \* 5 -6 /2\n

- a. Design a LEX specification for the above language. (Ignore redundant spaces, tabs and newlines). Although the syntax specification states that value can be arbitrarily long, you may restrict the length to some reasonable value. (implement the lexical analyser using JLex, flex or lex or any other tools)
  - b. Write YACC Specification to validate any given arithmetic expression accepted by the above grammar.
  - c. Write YACC specification to evaluate the given arithmetic expression accepted by the above grammar.
  - d. Write YACC specification to generate three address code and quadruples for any given expression.
  - e. Write YACC specification to convert an infix expression to a postfix expression.
9. Consider the following grammar which is used to describe the X language which might be used in next generation program mable calculators. It supports integer, real and complex numbers this language uses something called Hungarian notation the name of the variable itself tells you about the type of the data it contains if the starting letter is 'i' the n integer, 'r' the n real, 'c' the n complex number

```

< program > <begin><stmts><end>
<stmts> <statement>, <stmts>| <statement>,
<statement> <identifier>=<expr> |<conditional>
<expr> <expr> + <term> |<expr>-<term>|<term>
<term> <term>*<fact>|<fact>
<fact> <identifier><conditional>--->if <cexpr> the nbegin<stmts><end>
<cexpr> <identifier>==<identifier> |<identifier>!=<identifier>
<identifier> i<letters>|r<letters>|c<letters>
<letters> <letter><letters>|<letter>
<letter> a|b|...|z|A|B|.....|Z

```

    - a. Design a LEX specification for the above language. (Ignore the redundant spaces, tabs and newline Although the syntax specification states that value can be arbitrarily long, you may restrict the leng to some reasonable value. (Use JLex, flex or lex or any other lexical analyser generating tools).
    - b. Write YACC specification to generate three address code and quadruples for the given arithmetic statement.

- c. Write YACC specification to validate the statements of the above language.
- d. Write program to generate 8086 assembly code from the abstract syntax tree or three address code generated by the parser. the target assembly instructions can be simple move, add, sub, and jump. Also simple addressing modes are used.

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Define and analyze various phases involved in designing a compiler(L1)	2	2	-	-	-	-	-	-	-	-	-	-	1	-	1
<b>CO2</b>	Compare and contrast bottom-up and top-down parsers and explore the LL parser. (L2)	3	2	2	2	1	-	-	-	-	-	-	-	2	1	1
<b>CO3</b>	Explore LR parsers and demonstrate how to generate LR parsers using the YACC tool. (L3)	3	2	2	2	1	-	-	-	-	-	-	-	2	1	1
<b>CO4</b>	Illustrate the usage of Syntax Directed Definition in generating intermediate code(L3)	3	2	2	2	1	-	-	-	-	-	-	-	2	1	1
<b>CO5</b>	Identify several machine-independent methods for optimization and explore techniques for generating the final code (L3).	3	2	2	2	1	-	-	-	-	-	-	-	2	1	1

## 19ECS302: ARTIFICIAL INTELLIGENCE

L T P C  
3 0 0 3

*This course enables the students to think critically about what makes humans intelligent, and how computer scientists are Designing computers to act more like us Artificial Intelligence (AI) is the study of how to make computers make things which at the moment people do better. AI plays an important role in the design and development of systems with intelligent behavior. The primary objective of this course is to provide an Introduction to the basic principles and applications of Artificial Intelligence. Upon successful completion of the course, students will have an understanding of the basic areas of Artificial Intelligence - problem solving, search mechanisms, constraint satisfaction, and knowledge representation using logic, reasoning and their applications.*

### Course Objectives:

- The fundamentals of Artificial Intelligence, the concept of Intelligent Agents and problem solving process through uninformed and informed searches.
- how to gain an insight into competitive environments which give rise to adversarial search problems, often known as games.
- Viewing many problems in AI as problems of constraint satisfaction.
- Getting complete idea of knowledge representation and understand the two knowledge representation techniques Propositional and First-order logics.
- how to trace the inference mechanism in First-order logic.

### UNIT I:

8L

**Introduction:** What is AI?

**Intelligent Agents:** Agents and Environments, The Nature of Environments, The Structure of Agents.

### Learning Outcomes

After completion of this unit, the student will be able to:

- define Artificial Intelligence (L1)
- explain how agents work in environments (L2)
- explain the nature of environments (L2)
- classify various structures of agents (L2)
- compare various types of agents (L2)

### UNIT II:

10L

**Solving Problems by Searching:** Problem-Solving Agents, Example Problems, Searching for Solutions, Uninformed Search Strategies, Informed (Heuristic) Search Strategies, Heuristic Functions.

**Beyond Classical Search:** Local Search Algorithms and Optimization Problems.

### Learning Outcomes

After completion of this unit, the student will be able to:

- define uninformed search techniques (L1)
- compare various uninformed search techniques (L2)
- list various heuristic search techniques (L1)
- outline the working of heuristic functions (L2)
- contrast among heuristic search techniques (L2)

### UNIT III:

8L

**Adversarial Search:** Games, Optimal Decisions in Games, Alpha-Beta Pruning, Imperfect Real-Time Decisions, Games that include an Element of Chance, State-of-the-Art Game Programs.



**Constraint Satisfaction Problems:** Defining Constraint Satisfaction Problems, Backtracking Search for CSPs, Local Search for CSPs, The Structure of Problems.

**Learning Outcomes** After completion of this unit, the student will be able to:

- explain how games improve intellectual abilities of humans (L1)
- illustrate alpha-beta pruning (L2)
- demonstrate the working of game playing algorithms (L2)
- define backtracking search for CSPs (L1)
- contrast backtracking search and local search for CSPs (L2)

#### UNIT IV:

8L

**Logical Agents:** knowledge - based Agents, The Wumpus World, Logic, Propositional Logic: A Very Simple Logic, Reasoning Patterns in Propositional Logic.

**First-Order Logic:** Representation Revisited, Syntax and Semantics of First-Order Logic, using First-Order Logic.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- define knowledge - based agents (L1)
- show how the representation of real world facts in propositional and first-order logic (L1)
- explain the wumpus world problem-solving process (L2)
- infer proofs in propositional logic (L2)
- illustrate the usage of first-order logic (L2)

#### UNIT V:

8L

**Inference in First-Order Logic:** Propositional vs. First-Order Inference, Unification and Lifting, Forward Chaining, Backward Chaining, Resolution: Conjunctive Normal Form for first-order logic, The resolution inference rule, Example proofs.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- compare propositional and first-order inference (L2)
- outline unification and lifting (L2)
- infer proofs in first-order logic (L2)
- experiment with forward chaining and backward chaining (L3)
- illustrate the human reasoning process through propositional and first-order logic (L2)

#### Text Books(s)

1. Stuart J. Russell and Peter Norvig, Artificial Intelligence: A modern Approach, 3<sup>rd</sup> Edition, Pearson.

#### Reference Book(s)

1. Elaine Rich, Kevin Knight and Shivashankar B. Nair, Artificial Intelligence, TMH Education Pvt. Ltd., 2008.
2. Dan W. Patterson, Introduction to Artificial Intelligence and Expert Systems, Pearson.

#### Course Outcomes:

- Illustrate artificial intelligence, the role of intelligent agents, uninformed and informed search techniques (L2)
- Examine competitive environments like game problems (L4)
- Interpret many real-world problems as constraint satisfaction problems (L2)
- Illustrate what knowledge representation is and distinguish propositional and first-order logics (L2)
- Infer proofs using resolution in first-order logic (L4)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Illustrate artificial intelligence, the role of intelligent agents, uninformed and informed search techniques (L2)	3	2	1	1	-	-	-	-	-	-	-	-	1	-	1
<b>CO2</b>	Examine competitive environments like game problems (L4)	3	2	2	2	-	-	-	-	-	-	-	-	2	-	2
<b>CO3</b>	Interpret many real-world problems as constraint satisfaction problems (L2)	3	2	2	2	-	-	-	-	-	-	-	-	2	-	2
<b>CO4</b>	Illustrate what knowledge representation is and distinguish propositional and first-order logics (L2)	3	2	2	2	-	-	-	-	-	-	-	-	2	-	2
<b>CO5</b>	Infer proofs using resolution in first-order logic (L4)	3	2	2	2	-	-	-	-	-	-	-	-	2	-	2

## 19ECS334: WEB APPLICATION DEVELOPMENT

LTPC  
2023

*This course enables the students to learn developing web applications right from web application design, web content development, client-side scripting, server-side scripting and creation of responsive web pages. The course imparts knowledge of relevant architectures and technologies required for web application development.*

### Course Objectives:

- Design static web page using Markup Languages.
- Design and implement web pages using style sheets.
- implement with java script web applications with dynamic web pages.
- Understand working of Web servers and Design Methodologies with MVC Architecture.
- Develop web applications using XML.

### UNIT I: Introduction to Web application Designing

L 6 P 5

**HTML5:** basic syntax, HTML document structure, text formatting, image s, lists, links, tables, forms, frames.

**Cascading Style Sheets (CSS3):** Levels of style sheets, style specification formats, selector forms, font properties, list properties, colour properties, alignment of text, background image s, The Box Model.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- outline various steps to design static websites. (L2)
- demonstrate the importance of HTML tags for Designing web pages. (L2)
- distinguish the design from content using various levels of Style Sheets. (L4)

### UNIT II: Client Side Scripting

L7P5

**JavaScript:** Introduction, Functions, Arrays, DOM, built -in Objects, Regular Expression, Event handling, Validation, Dynamic documents.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- design dynamic, interactive web pages by embedding Java script code in HTML (L6)
- demonstrate validations of user input and perform dynamic documents. (L2)

### UNIT III:XML, JSON

L7P6

Syntax of XML, document structure, and document type definition, namespaces, XML schemas, document object model, presenting XML using CSS, XSLT, XPath, XQuery, FLOWR.

**JSON:** Features, JSON vs. XML, JSON data Types, JSON Objects, JSON Arrays, JSON HTML.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- Create XML documents and use Xquery to retrieve data (L6)
- Develop application using JSON environment (L3)

### UNIT IV: Server side processing with Java

L6P6

Introduction to Servlet, Life cycle of Servlet, Servlet methods, Java Server Pages. working with tomcat webserver

**data base connectivity** – Servlets, JSP, JDBC, Practice of SQL Queries

#### Learning Outcomes

After completion of this unit, the student will be able to:

- develop application using JSP (L6)
- demonstrate running of application on Tomcat server instance (L2)
- develop data base driven web application (L6)

### **UNIT V: Web application Frameworks**

**L6P6**

Introduction to application development frameworks – AngularJS, ReactJS

**Angular JS:** Introduction, Angular JS Expressions, Modules, data Binding, Controllers, DOM, Events, forms, Validations.

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

- illustrate various application development frameworks (L2)
- develop application using AngularJS Framework (L6)

#### **Text Books(s)**

1. Programming the World Wide Web, 7th Edition, Robert W Sebesta, Pearson, 2013.
2. Pro Mean Stack Development, 1st Edition, Elad Elrom, Apress O'Reilly, 2016
3. Java Script & jQuery the missing manual, 2nd Edition, David sawyer mcfarland, O'Reilly, 2011.
4. Web Hosting for Dummies, 1st Edition, Peter Pollock, John Wiley & Sons, 2013.
5. RESTful web services, 1st Edition, Leonard Richardson, Ruby, O'Reilly, 2007.
6. FULL STACK REACT – The complete guide to ReactJS and Friends, 1<sup>st</sup> Edition, Anthony Accomazzo, Leanpub, 2020.

#### **Reference Book(s)**

1. Dietel and Nieto, Internet and World Wide Web - how to program, PHI/Pearson Education, 2006.
2. Web Technologies, HTML, JavaScript, PHP, Java, JSP, XML and AJAX, Black book, 1st Edition, Dream Tech, 2009.
3. Web Technologies, 1st Edition 7th impression, Uttam K Roy, Oxford, 2012

#### **Course Outcomes:**

- Demonstrate the importance of HTML & DHTML tags for Designing web pages and separate design from content using Cascading Style Sheet (L2)
- Design interactive web pages with client and server side scripting (L6)
- apply validations on user input using Javascript (L3)
- Compare and analyze XML and JSON documents. (L2)
- Create and deploy Web applications over web server. (L6)

#### **For Laboratory courses:**

##### **List of Experiments:**

1. Design static web pages required for any online services web site.
2. apply Cascading Style Sheets to the Web pages.
3. Design dynamic webpages using Java script.
4. write JavaScript to validate input fields
5. write an XML file to display various contents.
6. write a XSD to validate an XML file.
7. Design a web application and deploy on Tomcat webserver
8. Connect to a data base (MySQL/SQLServer/Oracle/MongoDB) and create data and query data using JDBC
9. implement a Simple application using JSON
10. Develop a Complete Web application for a simple case study.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Demonstrate the importance of HTML & DHTML tags for Designing web pages and separate design from content using Cascading Style Sheet (L2)	1	1	3	2	2	1	-	-	1	-	-	-	2	3	-
<b>CO2</b>	Design interactive web pages with client and server side scripting (L6)	1	1	3	2	2	1	-	-	1	-	-	-	2	3	-
<b>CO3</b>	apply validations on user input using Javascript (L3)	1	1	3	2	2	-	-	-	1	-	-	-	2	3	-
<b>CO4</b>	Compare and analyze XML and JSON documents. (L2)	1	1	3	2	2	-	-	-	1	-	-	-	2	3	-
<b>CO5</b>	Create and deploy Web applications over web server. (L6)	1	1	3	2	2	-	-	-	1	-	-	-	2	3	-

## 19EHS302: ENGINEERING ECONOMICS AND MANAGEMENT

L	T	P	C
3	0	0	3

### Course Objectives

#### Define the basic terms of economics and analyze law of demand and elasticity of demand

- explain cost concepts and interpret Financial statements
- apply break even analysis concept in business Organization
- discuss the advantages of different forms of Organization
- Elaborate the principles of Management

#### Unit I

8 hours

Economics: Utility, value, wealth, consumption, wants necessities, comforts and luxuries.

Demand: law of demand, elasticity of demand, price elasticity of demand, factors affecting elasticity of demand, simple problems.

##### Learning outcomes:

Student will be able to

- define utility and value of goods.
- Distinguish between necessities, comforts and luxuries.
- Classify demand
- analyze the elasticity of demand for various economic goods.

#### Unit II

8 hours

Costing: Cost concepts, elements of cost, methods of distribution of overhead costs, unit costing, job costing and process costing; Simple problems. Accounts: Preparation of profit and loss account and balance sheet (outlines only).

##### Learning Outcomes

Student will be able to

- List types of costs
- apply cost analysis in finding profit
- Classify accounts
- Compose & interpret balance sheet for a given enterprise

#### Unit III

6 hours

Break-Even Analysis: Assumptions, break-even charts, simple problems.

Depreciation: Depreciation methods - Simple problems.

##### Learning Outcomes

Student will be able to

- apply break even analysis in business Organization
- Examine the impact of fixed and variable costs on profits
- List depreciation methods
- Compute the depreciation of assets.

#### Unit IV

10 hours

Forms of Business Organization: Single trader, partnership and public limited company.

Principles of Organization: Types of Organization; Span of management; Authority, delegation and decentralization, source of formal authority, difference between authority and power, line and staff authority, simple case studies.

## Learning Outcomes

Student will be able to

- Categorize forms of business Organization
- Distinguish types of Organization
- illustrate advantages and disadvantages of each form of Organization
- Evaluate the effect of span of management on decision making

## Unit V

**10 hours**

Principles of Management: importance of management, definition of management, management process, roles of a manager; Management, a science or art - Management, a profession; Functions of management. Leadership: Difference between a leader and a manager, characteristics of leadership, functions of a leader, simple case studies.

## Learning Outcomes

Student will be able to

- summarize the function of management
- Assess the role of manager
- Compare and contrast between Leader and Manager
- List the characteristics of Leader

## Course Outcomes

- Analyze the making cost implications and related concepts.
- Analyze various accounting concepts and financial management techniques for preparing effective profit and loss statements.
- Discover the optimal production strategies based on constraints
- Examine and analyze break even evaluation concepts for identification of minimum production volume for survival and to gain profits.
- Apply good manager skills by employing the concepts of various skills like good leadership qualities, utilizing motivation capabilities and incorporating communications skills

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Analyze the making cost implications and relate d concepts.	-	1	3	-	-	-	-	-	-	1	-	-	3	-	1
<b>CO2</b>	Analyze various accounting concepts and financial management techniques for preparing effective profit and loss statements	-	3	1	2	-	-	-	-		1	1	-	1	-	1
<b>CO3</b>	Discover the optimal production strategies based on constraints	-	1	2	1	-	-	-	-	1	1	2	-	2	-	1
<b>CO4</b>	Examine and analyze break even evaluation concepts for identification of minimum production volume for survival and to gain profits	-	2	1	1	-	-	-	-	1	1	2	-	2	-	1
<b>CO5</b>	Apply good manager skills by employing the concepts of various skills like good leadership qualities, utilizing motivation capabilities and incorporating communications skills	-	1	3	2	-	-	-	-	1	1	2	-	3	-	1

## 19EMC382: ENGINEERING ETHICS

LTPC  
3000

### Unit I

8 hours

**basic concepts:** Terminology, morals, ethics, values, integrity and spirituality, edicts-religious, social and constitutional edicts, the question of universality, personal and professional ethics, emotional intelligence, dimensions of ethics.

### Unit II

8 hours

**Rights and Responsibilities:** As citizens, as professionals, concepts of justice and fairness, preservation, production, exchange for mutual fulfilment vs. storage for future use, social responsibility and individual rights.

### UNIT III

9 hours

**Global Issues in Ethics:** Technology and globalization, business ethics, corporate social responsibility, environmental ethics, media ethics, protecting the common good while respecting the values and beliefs of nations/ ethnic groups, issues of compliance and governance, equal opportunities.

### Unit IV

8 hours

**Ethical Integrity and Attitudes:** Integrity as whole ness and consistency of character, beliefs, actions, methods and principles, core group of values, accountability, prioritization, subjectivity and objectivity, attitude, components (cognitive, behavioral and affective), attitude formation and attitude change.

### Unit V

9 hours

**Ethical Living:** Needs of life, materialistic and non-materialistic, qualitative and quantitative, harmony in living, self (physical and mental well being), family, building trust, sharing of responsibilities, cultivating sense of security, society, peace, non-violence, diversity, multiculturalism and oneness, nature, environmental sustainability, reorganizing living conditions, reappraising economic sectors and work practices, developing green technologies, ethical consumerism.

### References

1. G. Subba Rao, Roy Chowdhury, P.N. Ethics, Integrity and Aptitude: For Civil Services Main Examination Paper V, Access Publishing, 2013.
2. Singer, Peter. Practical Ethics, Cambridge University Press, 1999.
3. Swami Tathagatan and a, Healthy Values of Living, Advaita Ashrama, Kolkata, 2010.
4. M. Frost (Ed), Values and Ethics in the 21st Century, BBVA, Available at [https://www.bbvaopenmind.com/wp-content/uploads/2013/10/Val-ues- and -Ethics-for-the -21st-Century\\_BBVA.pdf](https://www.bbvaopenmind.com/wp-content/uploads/2013/10/Val-ues- and -Ethics-for-the -21st-Century_BBVA.pdf)



### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Explain the basic concepts of ethical and non ethical situations.	1	-	-	-	-	2	2	3	-	2	-	-	-	-	2
<b>CO2</b>	Resolve rights and moral responsibilities in complications	-	-	-	-	-	2	2	2	-	2	-	-	1	-	-
<b>CO3</b>	relate the code of ethics to global issues	1	-	-	-	-	2	2	2	-	2	-	-	-	1	1
<b>CO4</b>	Defend one's Ethical Integrity and Attitudes for moral concerns.	-	-	-	-	-	2	2	2	-	2	-	-	2	-	-
<b>CO5</b>	apply risk and safety measures for ethical living.	1	-	-	-	-	2	2	2	-	2	-	-	1	-	2

## 19ECS342: DATA WAREHO USING AND MINING

LTPC  
2 0 2 3

*Due to advent of technology, internet, and advanced applications like social media, huge amount of digital data has been accumulated in data centers/Cloud data bases, which has led to a situation “we are drowning in data but starving for knowledge”. various data mining techniques like Association Analysis, Classification, Clustering, Outlier Analysis and Web mining are applied on the data to extract golden nuggets useful for decision making process.*

*Data warehousing (DW) is an integral part of knowledge discovery process, where DW plays a vital role. DW is an integration of multiple heterogeneous data repositories under a unified schema at a single site. The students will acquire knowledge in data modeling, design, architecture, data warehouse implementation and further development of data cube technology.*

### Course Objectives:

- Understand the importance of data Mining and its applications
- Introduce various types of data and pre- processing techniques
- Learn various multi-dimensional data models and OLAP processing
- Study concepts of Association Analysis
- Learn various Classification methods
- Learn basics of cluster analysis

### UNIT I: Introduction

7L

Motivation for data Mining, importance of data Mining, Definition, kinds of data, data mining functionalities, kinds of patterns to be mined, pattern interestingness, Classification of data mining systems, data mining task primitives, integration of a data mining system with a data base or data warehouse system.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- understand the basic concepts of data mining(L2)
- learn the KDD process(L2)
- learn different data mining tasks(L2)

### UNIT II: data preprocessing

13 L

Types of data sets and attribute values, basic statistical descriptions of data, data visualization, Measuring data similarity, data quality, major tasks in data preprocessing, data cleaning and data integration, data reduction, data transformation and discretization.

**Data Warehousing and On-Line Analytical processing:** data Warehouse- basic concepts, data warehouse modeling: data cube and OLAP, data generalization by attribute-oriented induction.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- understand various types of data sets and attributes(L2)
- apply different statistical techniques on different types of attributes to find the similarities and dissimilarities(L3)
- learn different data preprocessing techniques and apply them on data sets(L2)
- learn the basics of data warehousing and different OLAP operations(L2)

### UNIT III: Mining frequent patterns, associations and correlations

7 L

Basic concepts, applications of frequent pattern and associations, frequent pattern and association mining: A road map, Apriori algorithm, FP growth algorithm, mining various kinds of association rules, Pattern evaluation methods.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- understand the use of frequent patterns in business analysis(L2)
- implement Apriori algorithm and FP-growth algorithm(L3)
- learn different types of association rules(L2)

#### **UNIT IV: Classification Analysis**

**8 L**

Classification - basic concepts, Decision tree induction, Bayes classification methods, Rule- based classification, Classification by neural networks, Model evaluation and selection, techniques to improve classification accuracy: Ensemble methods.

##### **Learning Outcomes**

After completion of this unit, the student will be able to:

- understand the basic concepts of classification(L2)
- implement the classification algorithms(L3)
- compare the performance of various classification algorithms(L2)

#### **UNIT V: Cluster Analysis**

**8 L**

basic concepts and methods, Clustering structures, major clustering approaches, Partitioning methods, Hierarchical methods, Density- based methods, Grid based methods, Evaluation of clustering.

##### **Learning Outcomes**

After completion of this unit, the student will be able to:

- understand the basic concepts of clustering(L2)
- implement the clustering algorithms(L3)
- compare the performance of various clustering algorithms(L2)

##### **Text Books(s)**

1. Jiawei Han, Micheline Kamber, Jian Pei, data Mining: concepts and techniques, Morgan Kaufmann publishers, 3/e, 2011. (Modules 2 – 5)
2. Jiawei Han, Micheline Kamber, data Mining: concepts and techniques, Morgan Kaufmann publishers, 2/e, 2006. (Module 1)

##### **Reference Book(s)**

1. Michael Steinbach, Vipin Kumar, Pang-Ning Tan, Introduction to data Mining, Addison-Wesley, 1/e, 2006
2. Margaret H. Dunham, data Mining: Introductory and advanced Topics, Pearson publishers, 1/e, 2006

##### **Course Outcomes:**

- Understand the functionality of various data warehousing and data mining components(L2)
- Understand various OLAP operations(L2)
- Understand the strengths and limitations of various data mining models(L2)
- Implement the data mining algorithms with different data sets(L3)
- Compare various approaches of data mining implementations(L2)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the functionality of various data warehousing and data mining components(L2)	3	2	3	2	1	1	1	-	-	1	1	-	2	3	1
<b>CO2</b>	Understand various OLAP operations(L2)	3	2	3	2	-	1	1	-	-	2	1	-	2	3	1
<b>CO3</b>	Understand the strengths and limitations of various data mining models(L2)	2	2	3	2	-	1	-	1	2	1	1	1	3	2	2
<b>CO4</b>	Implement the data mining algorithms with different data sets(L3)	2	2	3	3	3	-	1	-	1	2	1	1	2	3	2
<b>CO5</b>	Compare various approaches of data mining implementations(L2)	2	2	3	2	3	-	-	-	1	-	1	1	2	3	2

## 19ECS344: MACHINE LEARNING

L	T	P	C
2	0	2	3

*Machine Learning is a flourishing subject in Computer Science which devises models that can automatically learn from data and detect patterns from data. The applications of machine Learning are diverse ranging from self-driven cars to disaster management systems. With easy availability of data from different devices and measurements, machine Learning techniques become imperative in analysing trends hidden in the data. this course focuses on the major tasks of machine Learning viz., supervised and unsupervised Learning approaches that can robustly address data that is non-linear, noisy as well as high- dimensional in nature.*

### Course Objectives:

- Objective 1: Introduce the concepts of machine Learning and the complete process model for working with real data
- Objective 2: impart the various approaches to supervised Learning.
- Objective 3: Demonstrate unsupervised Learning approaches.
- Objective 4: illustrate the performance of ensemble models and familiarize with dimensionality reduction techniques
- Objective 5: differentiate between shallow and deep neural networks.

### UNIT I: Machine Learning Fundamentals

9L

Details of UNIT I: **Machine Learning Fundamentals:** Use of Machine Learning, Types of machine Learning systems, machine Learning challenges, testing and validating, working with real data, obtaining the data, visualizing the data, data preparation, training and fine tuning the model.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- Identify different machine Learning approaches and applications (L1)
- Demonstrate basic machine Learning approach using real world data (L2)
- Use machine Learning approach to train and fine tune a learner (L3)

### UNIT II: Supervised Learning

9L

**Supervised Learning:** Classification, training a binary classifier, performance measures, multiclass classification, error analysis, multi label classification, multi output classification. Linear Regression, Gradient Descent, Polynomial Regression, learning curves, regularized linear models, logistic regression.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- Demonstrate various supervised Learning approaches(L2)
- describe classification techniques for real-time data. (L2)
- apply regression to make good predictions (L3)

### UNIT III: Unsupervised Learning

9L

**Unsupervised Learning:** Clustering, K-Means, using clustering for image segmentation, Semi-supervised Learning, DBSCAN, other clustering algorithms. Gaussian Mixtures, anomaly detection, selecting number of clusters, Bayesian Gaussian Mixture Models, anomaly and novelty detection algorithms.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- illustrate various clustering techniques (L2)
- construct Gaussian Mixture Models to implement anomaly detection (L3)

- analyze suitability of different clustering techniques for real-time data (L4)

#### **UNIT IV: Dimensionality Reduction & Ensemble Learning**

**9 L**

**Dimensionality Reduction:** The curse of dimensionality, main approaches for dimensionality reduction, PCA, Kernel PCA, LLE, other dimensionality reduction techniques.

**Ensemble Learning:** voting classifiers, bagging, random patches and random spaces, random forests, boosting, stacking.

##### **Learning Outcomes**

After completion of this unit, the student will be able to:

- choose best features defining a data set through dimensionality reduction (L3)
- apply PCA and its variants to find the significant feature subset (L3)
- compare the performance of ensemble learners to weak learners (L4)

#### **UNIT V: Neural Networks & Deep Neural Networks**

**9 L**

**Neural Networks:** From biological to artificial neurons, implementing MLPs with Keras, fine tuning neural network hyperparameters.

**Deep Neural Networks:** Vanishing/Exploding Gradients Problem, re using pretrained layers, faster optimizers, avoiding overfitting through regularization.

##### **Learning Outcomes**

After completion of this unit, the student will be able to:

- Show the working of neural networks (L3)
- differentiate between shallow and deep neural networks(L4)
- Evaluate the performance of deep neural networks on real time data (L5)

##### **Text Books(s)**

1 Aurelion Geron, Hands-on Machine Learning with Scikit-Learn, Keras, and Tensor Flow: concepts, Tools and techniques to build Intelligent Systems, 2/e, O'Reilly Media, 2019.

##### **Reference Book(s)**

1. Tom M. Mitchell, Machine Learning, McGraw Hill, 2017.
2. Ethem Alpaydin, Introduction to Machine Learning, 3/e, PHI, 2015.

##### **Course Outcomes:**

- Describe different machine Learning categories (L2)
- Apply supervised Learning approaches on real-time problems (L3)
- Utilize unsupervised Learning approaches for applications such as anomaly detection(L3)
- Analyze ensemble models for performance improvement (L4)
- Estimate significant feature subset to handle high dimensionality issue (L5)

##### **For Laboratory Courses: List of Experiments:**

1. Introduction to Python libraries- Numpy, Pandas, Matplotlib, Scikit-learn, Tensorflow and Keras.
2. Build classification models and evaluate performance measures on them.
3. Implement Linear Regression
4. Implement Logistic Regression
5. Apply unsupervised Learning algorithms for Anomaly detection.
6. Demonstrate clustering on image segmentation application.
7. Build models using different ensemble models.
8. Tackle the curse of dimensionality by implementing PCA algorithm on a high dimensional data set.
9. Implement Multilayer Perceptron.
10. Implement Deep Neural Network for Computer Vision applications.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Describe different machine Learning categories (L2)	1	2	-	1	-	-	-	-	-	-	-	-	1	1	2
<b>CO2</b>	Apply supervised Learning approaches on real-time problems (L3)	2	1	3	-	1	-	-	-	-	-	-	-	1	1	2
<b>CO3</b>	Utilize unsupervised Learning approaches for applications such as anomaly detection(L3)	3	2	3	2	-	-	-	-	-	-	-	-	2	3	2
<b>CO4</b>	Analyze ensemble models for performance improvement (L4)	3	3	2	3	1	-	-	-	-	-	-	-	2	3	2
<b>CO5</b>	Estimate significant feature subset to handle high dimensionality issue (L5)	2	3	1	3	-	-	-	-	-	-	-	-	2	3	1

## 19ECS346: INFORMATION SECURITY

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

*This course aims to present Information Security concepts to the students. this course offers a good understanding of basics of Information Security and security model. It provides knowledge about various Threats, Legal, Ethical and Professional Issues. The course will present an overview of the risks encountered in information systems security, and the tools used for resolving these risks. This course also provides few case studies of information security.*

### **Course Objectives:**

- To know the concepts of Security services, threats, mechanisms and attacks.
- To understand the role of security in the systems development life cycle.
- To know the legal, ethical and professional issues in Information security
- To know the aspects of risk management
- To know the technological aspects of information security
- To analyze information security case studies.

### **UNIT I: Introduction to Information Security**

**9 L**

History, What is Information Security?, Critical characteristics of Information, CNSS Security Model, Components of an Information System, Securing the Components, Balancing Security and Access, Approaches to Information Security implementation, The Security in the SDLC, Security Principles, Security Services.

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

- explain basic information security concepts and principles. (L2)
- illustrate possible approaches to Information Security implementation. (L3)
- explain the Security in the SDLC (L2)

### **UNIT II: The Need For Security**

**9 L**

Introduction, Business Needs, Threats, Attacks, Legal, Ethical and Professional Issues –Planning for security – Information Security Planning and Governance, Information Security Policy, Standards, and Practices.

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

- list and describe the threats posed to information security and common attacks associated with those threats. (L1)
- explain Legal, Ethical, and Professional Issues in Information Security. (L2)
- explain planning for security. (L5)

### **UNIT III: Security analysis**

**9 L**

Risk Management: An overview of Risk management, identifying and Assessing Risk, Assessing and Controlling Risk – Systems: Access Control Mechanisms, Information Flow and Confinement Problem.

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

- explain the aspects of Risk management. (L2)
- identify the categories that can be used to classify controls(L3)
- identify Security Risk and evaluation. (L3)



**UNIT IV: Network Access Control and Cloud Security****9 L**

Network Access Control, Extensible Authentication Protocol, Cloud Computing and architecture, Cloud Security Risks and Countermeasures, data Protection in the Cloud, Cloud Security as a Service.

**Learning Outcomes**

After completion of this unit, the student will be able to:

- explain cloud computing architecture and security risks. (L2)
- explain cloud security services. (L2)
- identify several transport level security protocols. (L3)

**UNIT V: Security Technologies****9L**

Firewall and VPNs: Access Control, Firewalls, Protecting Remote Connections, Intrusion Detection and Prevention Systems-Security tools.

**Learning Outcomes**

After completion of this unit, the student will be able to:

- understand firewall technologies and the various categories of firewalls (L2)
- understand virtual private networks (VPNs) and discuss the technology that enables them(L2)
- identify the various approaches to control remote and dial-up access by authenticating and authorizing users(L3)

**Text Book(s)**

1. Michael E Whitman and Herbert J Mattord, —Principles of Information Security, Cengage Learning, 6/e, 2018.
2. William Stallings. Cryptography and Network Security – Principles and Practice, Pearson Education, 7/e, 2017.

**Reference Book(s)**

1. Micki Krause, Harold F. Tipton, “Handbook of Information Security Management”, CRC Press LLC, 6e, 2012.
2. Atul Kahate, Cryptography and Network Security, Mc Graw Hill, 3/e, 2013.
3. Forouzan and Mukhopadhyay. Cryptography and Network Security, Mc Graw Hill, 3/e, 2015.

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Identify the need of security mechanisms in an Organization	2	2	1	3	1	-	-	-	-	-	1	1	3	1	1
<b>CO2</b>	Illustrate various Threats and Attacks	2	2	1	1	1	-	-	-	-	-	1	1	3	1	1
<b>CO3</b>	Identify, manage, and control Risks	2	2	1	3	1	-	-	-	-	-	1	1	3	1	1
<b>CO4</b>	Demonstrate the functionalities of Security as a Service in Cloud	2	2	1	1	2	-	-	-	-	-	1	1	3	1	1
<b>CO5</b>	Apply access control mechanism and protect connections in a system.	2	2	1	1	3	-	-	-	-	-	1	1	3	1	1

# 19ECS348 ADVANCED OPERATING SYSTEMS

LTPC  
2023

*This course motivates the student to get the knowledge of various types of advanced operating systems, learn the basics of distributed operating systems, and understand the working of the algorithms and its application at different conditions*

## Course Objectives:

- To learn the basics of operating systems
- To understand the concepts of distributed operating systems
- To suggest an algorithm in the distributed operating system environment
- To assess the performance of the distributed operating system algorithms

## UNIT I: Introduction

8L

Introduction : Overview, Functions of an Operating System, Design Approaches, Types of advanced Operating System, Synchronization Mechanisms, concept of a Process, Concurrent Processes, The Critical Section Problem, Other Synchronization Problems, Language Mechanisms for Synchronization, Axiomatic Verification of parallel Programs, Process Deadlocks : Preliminaries, Models of Deadlocks, Resources, System State, Necessary and Sufficient conditions for a Deadlock, Systems with Single-Unit Requests, consumable Resources, Reusable Resources.

### Learning Outcomes

After completion of this unit, the student will be able to:

- differentiate the various types of advanced operating systems. (L2)
- summarize the concept of process, concurrent processes & synchronization problems:(L2)
- define the deadlocks and their necessary conditions(L1)
- investigate the factors leading to deadlocks(L4)

## UNIT II: Distributed Operating Systems

10 L

Distributed Operating Systems: Introduction, Issues, Communication Primitives, Inherent Limitations, Lamport's Logical Clock, Vector Clock, Causal Ordering, Global State, Cuts, and Termination Detection. Distributed Mutual Exclusion: Non-Token based Algorithms, Lamport's Algorithm, Token-based Algorithms, Suzuki-Kasami's Broadcast Algorithm. Distributed Deadlock Detection: Issues, Centralized Deadlock Detection Algorithms, Distributed Deadlock Detection Algorithms, Agreement Protocols: Classification, Solutions, applications

### Learning Outcomes

After completion of this unit, the student will be able to:

- to specify the various issues of distributed operating systems. (L1)
- to understand the basic concepts of distributed operating systems. (L2)
- to illustrate the algorithms for distributed mutual exclusion and deadlock detection. (L3)
- to examine the agreement protocols. (L4)

## UNIT III: Distributed Resource Management

8 L

Distributed Resource Management: Distributed File systems, Architecture, Mechanisms, Design Issues, Distributed Shared Memory: Architecture, Algorithm, Protocols, Design Issues, Distributed Scheduling: Issues, Components, Algorithms.

### Learning Outcomes

After completion of this unit, the student will be able to:

- identify the basics of distributed file systems and shared memory. (L2)
- classify the different distributed scheduling algorithms. (L2)
- propose a particular distributed scheduling algorithm basing on the system load. (L5)

#### **UNIT IV: Failure Recovery and Fault Tolerance**

**8 L**

Failure Recovery and Fault Tolerance: basic concepts, Classification of Failures, basic Approaches to Recovery, Recovery in Concurrent System, Synchronous and Asynchronous check pointing and Recovery, check pointing in Distributed data base Systems, Fault Tolerance, Issues, Two-phase and Non-blocking Commit Protocols, Voting Protocols, Dynamic Voting Protocols.

##### **Learning Outcomes**

After completion of this unit, the student will be able to:

- define failure, fault and error. (L1)
- understand recovery techniques, synchronous & asynchronous check pointing. (L2)
- formulate different algorithms for various system failure conditions. (L5)

#### **UNIT V: Multiprocessor and data base Operating Systems**

**8 L**

Multiprocessor: Structures, Design Issues, Threads, Process Synchronization, Processor Scheduling, Memory Management, Reliability / Fault Tolerance.

data base Operating Systems: Introduction, Concurrency Control, Distributed data base Systems, Concurrency Control Algorithms.

##### **Learning Outcomes**

After completion of this unit, the student will be able to:

- comprehend the basics of multiprocessor and data base operating systems. (L2)
- examine the processor scheduling and concurrency control algorithms. (L4)
- adapt the necessary algorithm for processor scheduling and concurrency control. (L5)

##### **Text Books(s)**

1. Mukesh Singhal and N. G. Shivaratri, advanced concepts in Operating Systems, McGraw-Hill, 2000

##### **Reference Book(s)**

1. Abraham Silberschatz, Peter B. Galvin, G. Gagne, Operating System concepts, 6/e, Addison Wesley 2003.

Andrew S. Tanenbaum, modern Operating Systems, 2/e, Addison Wesley, 2001

##### **Course Outcomes:**

- Define the basics of operating systems(L1)
- Understand the concepts of distributed operating systems(L2)
- Discuss the working of distributed operating systems algorithms(L2)
- Propose an algorithms for distributed operating systems environment(L5)
- Evaluate the performance of distributed operating systems algorithms(L6)

##### **For Laboratory course: List of Experiments**

1. Write a program to implement first come first serve CPU scheduling algorithm
2. Write a program to implement shortest job first CPU scheduling algorithm
3. Write a program to implement deadlock avoidance algorithms.
4. Write a program to implement concurrent programming constructs through semaphores - dining philosophers' problem
5. Write a program to implement consumer-producer problem
6. Write a program to implement page replacement algorithms
7. Write a program to implement non token based algorithm for Mutual Exclusion
8. Write a program to implement Lamport's Logical Clock
9. Write a program to implement locking algorithm.
10. Write a program to implement Remote Procedure Call.
11. Write a program to implement Chat Server
12. Write a program to implement termination detection

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Define the basics of operating systems(L1)	2	1	1	1	1	-	-	-	-	-	-	-	1	1	1
<b>CO2</b>	Understand the concepts of distributed operating systems(L2)	2	1	1	1	1	-	-	-	-	-	-	-	1	1	1
<b>CO3</b>	Discuss the working of distributed operating systems algorithms(L2)	2	2	1	3	1	-	-	-	-	-	-	1	1	1	1
<b>CO4</b>	Propose an algorithms for distributed operating systems environment(L5)	2	2	3	2	2	-	-	-	-	-	1	1	3	1	1
<b>CO5</b>	Evaluate the performance of distributed operating systems algorithms (L6)	2	3	1	2	3	-	-	-	-	-	1	1	3	1	1

## 19ECS352: IMAGE PROCESSING

LTPC  
2023

*This course, image processing, emphasizes on an area of information science and engineering whose importance is growing with a wide range of applications. Image processing deals with processing of images which are digital in nature and provides basic concepts, methodologies and algorithms of digital image processing focusing on the major problems concerned with digital images.*

### Course Objectives:

- To study the fundamental concepts involved in Digital image processing
- To implement image enhancement techniques in spatial domain.
- To implement image enhancement techniques in frequency domain.
- To work with various image compression techniques.
- To understand morphological and segmentation techniques

### UNIT I: Introduction

8L

Digital image representation, fundamental steps in digital image processing, elements of digital image processing systems. Digital image Fundamentals: Elements of visual perception, a simple image model, image sensing and acquisition, image sampling and quantization, basic relationships between pixels, mathematical operations used in digital image processing.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- learn creation and manipulation of digital images(L3).
- describe different modalities and techniques in image acquisition (L2).
- describe the ways of representing digital images and storing it efficiently depending on the desired quality (L4).
- learn the representation of images in two-dimensional data form (L2).

### UNIT II: Image Enhancement in Spatial Domain and Fourier Transform

8 L

**Image Enhancement in Spatial Domain:** basic intensity transformation, histogram processing, histogram equalization, histogram matching, fundamentals of spatial filtering, smoothing filters, sharpening filters.

**Fourier Transform:** Discrete Fourier Transform (DFT) on one variable and two variables, properties of DFT.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- use the mathematical principles of digital image enhancement (L3).
- apply the concepts of feature detection and shape finding algorithms (L3).
- enhance image characteristics by adjusting the image intensity and isolating the region of interest (L4).
- understand how block processing works and investigate the implementation of spatial domain filters(L2).

### UNIT III: Image Enhancement in Frequency Domain

6 L

**Image Enhancement in Frequency Domain:** basics of filtering in the frequency domain, smoothing filters, sharpening filters, homomorphic filters. Color image processing: Color fundamentals, color models, smoothing and sharpening.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- understand how block processing works and investigate the implementation of frequency domain filters (L2).
- reduce the effects of unwanted distortions, such as noise, blurring, and background illumination (L3).

- enhance image characteristics by adjusting the image intensity and isolating the region of interest (L4).

#### **UNIT IV: Image Compression**

**6 L**

**Image Compression:** Image compression: Fundamentals, basic compression methods: Huffman coding, arithmetic coding, run length coding, LZW coding, contour coding, predictive coding, wavelet coding.

##### **Learning Outcomes**

After completion of this unit, the student will be able to:

- understand the fundamental algorithms and how to implement them (L2).
- apply image transforms used in digital image processing (L3).
- design and implement algorithms that perform basic image processing (L4).

#### **UNIT V: Morphological image processing and Segmentation**

**8 L**

**Morphological image processing:** Erosion and dilation, opening and closing, hit or miss transform morphological algorithms, grey level morphological processing.

**Segmentation:** image Segmentation: Fundamentals, point, line, and edge detection, basic global thresholding, region- based segmentation, watersheds, image segmentation based on color.

##### **Learning Outcomes**

After completion of this unit, the student will be able to:

- extract image features and measurements using different segmentation and edge detection methodologies (L4).
- familiar with Morphological image processing, image Segmentation (L2).
- acquaint the representation and description of image processing techniques and object Recognition (L4).

##### **Text Books(s)**

1. Rafael C. Gonzalez and Richard E. Woods, Digital image processing, 3/e, Pearson Education, 2009.

##### **Reference Book(s)**

1. B. Chanda, D. Dutta Majumder, Digital image processing and Analysis, PHI Publications, 2006.
2. A.K. Jain, Fundamentals of Digital image processing, PHI Publications, 2006.
3. Qidwai and Chen, Digital image processing, An algorithmic approach with MATLAB, Taylor & Francis, 2010.
4. Rafael C. Gonzalez and Richard E. Woods, Digital image processing using MATLAB, TMH Publications, 2011.

##### **Course Outcomes:**

- Illustrate the fundamental concepts involved in Digital image processing (L2).
- To implement image enhancement techniques in spatial domain (L3).
- To implement image enhancement techniques in frequency domain (L3).
- To analyse with various image compression techniques (L4).
- To apply morphological and segmentation techniques (L3).

##### **For Laboratory Courses: List of Experiments:**

1. To create a program to display grayscale image using read and write operation.
2. To create a program to display basic image processing operations and histogram algorithms
3. To create a vision program for application of smoothing filters
4. To create a vision program to determine the edge detection of an image using different edge enhancement techniques.
5. To create a program which performs Discrete Fourier transform on image

6. To create a program to eliminate the high frequency components of an image.
7. To create a program for conversion of RGB image to CYK image using a color box
8. To create a program that performs Erosion and Dilation on an image
9. To create a program for coding an image using Huffman coding
10. To create a program for segmentation of an image using Region based technique.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Illustrate the fundamental concepts involved in Digital image processing (L2).	2	1	1	2	-	-	-	-	-	-	-	1	2	2	1
<b>CO2</b>	To implement image enhancement techniques in spatial domain (L3).	2	2	3	2	1	-	-	-	-	-	-	1	2	2	1
<b>CO3</b>	To implement image enhancement techniques in frequency domain (L3).	2	2	3	2	1	-	-	-	-	-	-	1	2	2	1
<b>CO4</b>	To analyse with various image compression techniques (L4).	2	3	2	3	1	-	-	-	-	-	-	1	2	2	1
<b>CO5</b>	To apply morphological and segmentation techniques (L3).	2	3	2	3	1	-	-	-	-	-	-	1	2	2	1

## 19ECS354: DESIGN PATTERNS

LTPC  
2023

*This course will Introduce what design patterns really are, and are not. how to add functionality to Designs while minimizing complexity how to use design patterns to keep code quality high without Overdesign. this course presents design patterns addressing normally encountered design issues and possible implementations. this course helps in Learning software design in a real-world perspective.*

### Course Objectives

- this course will Introduce the student to the concept of design patterns, examine several patterns in detail, apply these patterns to specific problems and point the student to design pattern resources.
- Review of object-oriented analysis and design principles, Definition of design patterns Identification of recurring design problems.
- Possible solutions to these problems through the general arrangement and composition of objects and classes.
- discussion of the advantages and disadvantages of the various solutions and providing implementation examples.

### UNIT I: Introduction

9L

History and origin of patterns, design patterns in MVC, describing design patterns, how design patterns solve design problems, selecting a design pattern, using a design pattern.

Design and implement

Case study – Design and implement using Object-Oriented Programming Language.

### Learning Outcomes

After completion of this unit, the student will be able to:

- define and specify the characteristics of a design pattern(L1) learn how to evaluate the different patterns(L1)
- list different methods /Patterns(L1)
- learn how to select the different patterns(L2)

### UNIT II: Design Patterns-1

9L

Creational: Abstract factory, builder, factory method, prototype, and singleton.

Case study – Design and implement using Object-Oriented Programming Language

### Learning Outcomes

After completion of this unit, the student will be able to:

- learn how to select the different patterns(L2)
- learn about the advantages and disadvantages of using design pattern variants(L1) learn how to evaluate the different patterns(L1)
- apply the method for various application (L2)

### UNIT III: Design Patterns-2

9L

Structural Patterns: Adapter, bridge, composite, decorator, façade, flyweight, proxy.

Case study – Design and implement using Object-Oriented Programming Language

### Learning Outcomes

After completion of this unit, the student will be able to:

- list different methods /Patterns. (L1)
- learn how to evaluate the different patterns. (L1)



- analyze the performance the Patterns. (L4)

#### **UNIT IV: Design Patterns-3**

**9L**

Behavioral patterns: Chain of responsibility, command, interpreter, iterator, mediator, memento, observer, state, strategy, template method, visitor.

Case study – Design and implement using Object-Oriented Programming Language

##### **Learning Outcomes**

After completion of this unit, the student will be able to:

- illustrate techniques of searching. (L2)
- implementation of behavioral patterns and providing solutions to real world software (L2)
- list different methods /Patterns(L1)

#### **UNIT V: Advanced Patterns**

Pattern catalogs and writing patterns. Patterns and Case Study: Designing a document editor, anti-patterns, case studies in UML, pattern community.

##### **Learning Outcomes**

After completion of this unit, the student will be able to:

- implement the Gang of Four (GoF) design patterns, for example: creational patterns (Singleton, Factory, and Abstract Factory), structural patterns (Adapter, Composite, Façade) behavioral patterns (Iterator, Observer), etc(L4)
- describe solutions to programming problems using design patterns(L3)
- distinguish between performances of various Patterns(L4)
- choose an applicable design pattern or patterns for a given problem(L4)

##### **Text Books(s)**

1. Erich Gamma, Richard Helm, Ralph Johnson and John Vlissides, Design patterns: Elements of Reusable Object Oriented software, Addison Wesley, 1995.

##### **Reference Book(s)**

1. Alan Shalloway and James R. Trott, Design Patterns explained: A New Perspective on Object Oriented Design, 2/e, Addison-Wesley, 2004.

2. Craig Larman, applying UML and Patterns: An Introduction to object, oriented analysis and design and the unified process, 2/e, Prentice Hall, 2001.

3. William J Brown, Raphael J Malveau, Hays W. “Skip” McCormickIII, Thomas J. Mowbray, Anti Patterns: Refactoring software, Architectures and Projects in Crisis, 1/e, John Wiley & Sons, 1998.

4. Head First Design Patterns: Building Extensible and Maintainable Object-Oriented software” 2e, 2021, OReilly

##### **Course Outcomes:**

- Identify the appropriate design patterns to solve object oriented design problems. (L3)
- Understand and develop design solutions using creational patterns(L3)
- Understand and apply structural patterns to solve problems. (L3)
- Understand and construct solutions by using behavioral patterns. (L3)
- Identify and construct appropriate patterns for design of given problem(L6)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Identify the appropriate design patterns to solve object oriented design problems. (L3)	2	2	2	1	2	-	-	-	-	-	-	1	1	1	1
<b>CO2</b>	Understand and develop design solutions using creational patterns(L3)	3	3	3	2	2	-	-	-	-	-	-	1	2	3	1
<b>CO3</b>	Understand and apply structural patterns to solve problems. (L3)	3	3	3	2	2	-	-	-	-	-	-	1	2	3	1
<b>CO4</b>	Understand and construct solutions by using behavioral patterns. (L3)	3	3	3	2	2	-	-	-	-	-	-	1	2	3	1
<b>CO5</b>	Identify and construct appropriate patterns for design of given problem(L6)	3	3	3	2	2	-	-	-	-	-	-	1	2	3	1

## 19ECS356: SOCIAL NETWORK ANALYSIS

LTPC  
2023

*This course enables the students to gain knowledge on various aspects of different key concepts of social science data, how this data is producing, the underlying networks and what type of analysis can be done. this course also provides different measures of social network analysis by using SNA tools for network analysis and visualization.*

### Course Objectives:

- Learn Development of Social Network Analysis
- Understand the basic mathematical concept of social network.
- Understand Ontological representation of social relationships.
- Learn Building Semantic Web applications.
- Understand the Evaluation of web based social network extraction

### UNIT I: Social Network Analysis

8L

Network analysis, Development of Social Network Analysis, Key concepts and measures in network analysis. electronic sources for network analysis: electronic discussion network, Blogs and online communities, Web- based networks.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- Outline about network analysis: (L2)
- Classify different Social Networks: (L2)
- Organize Key concepts and measures in network analysis: (L3)
- analyze Blogs and online communities: (L4)
- Categorize Web- based networks: (L4)

### UNIT II: Mathematical Representation of Social Network

8L

Networks and Graphs, Degree, Average Degree and Degree Distribution, Adjacency Matrix, Real Networks are Sparse, Weighted Networks, Bipartite Networks, Paths and Distances, Connectedness, Clustering Coefficient.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- define Networks and Graphs: (L1)
- explain Degree, Average Degree and Degree Distribution: (L2)
- Develop Adjacency Matrix for Real Networks: (L3)
- Demonstrate Weighted Networks, Bipartite Networks: (L2)
- Discover Paths, Distances, Clustering Co efficient of Social network: (L4)

### UNIT III: Aggregation Social Network data

10L

State-of-the-art in network data representation, Ontological representation of social individuals, Ontological representation of social relationships, Aggregating and reasoning with social network data

#### Learning Outcomes

After completion of this unit, the student will be able to:

- summarize the network data representations: (L2)
- illustrate Ontological representation of social individuals: (L2)
- Model Ontological representation of social relationships: (L3)
- Analyse Aggregating in social network data: (L4)
- Choose reasoning with social network data: (L3)

#### **UNIT IV: Social Semantic applications**

**9L**

Building Semantic Web applications with social network features, Flink: the social networks of the Semantic Web community, open academia: distributed, semantic- based publication management.

##### **Learning Outcomes**

After completion of this unit, the student will be able to:

- explain Semantic Web: (L2)
- Demonstrate Building Semantic Web applications with social network features: (L2)
- apply Flink: Social network: (L3)
- analyze Semantic Web community, open academia: (L4)
- Classify semantic- based publication management: (L4)

#### **UNIT V: Evaluation of Web- based Social Network Extraction**

**10L**

Differences between survey methods and electronic data extraction, Context of the empirical study, data collection, Preparing the data, Optimizing goodness of fit, Comparison across methods and networks, Predicting the goodness of fit, Evaluation through analysis, discussion.

##### **Learning Outcomes**

After completion of this unit, the student will be able to:

- Distinguish survey methods and electronic data extraction methods: (L4)
- apply the empirical study: (L3)
- identify the process of data collection and preparing the data: (L3)
- analyze methods and networks: (L4)
- Predict the goodness of fit, evaluation through analysis: (L6)

##### **Text Books(s)**

1. Peter Mika, "Social Networks and the Semantic Web", Springer, 1/e, 2007.
2. ALBERT-LÁSZLÓ BARABÁSI," Network Science", Cambridge university press, 1/e 2016.

##### **Reference Book(s)**

1. BorkoFurht, —Handbook of Social Network Technologies and applications, Springer, 1/e, 2010
2. GuandongXu, Yanchun Zhang and Lin Li, -Web Mining and Social Networking – techniques and applications, Springer, 1/e, 2011.

##### **Course Outcomes:**

- Defining Social Network analysis and its related applications (L1)
- Demonstrate social networks using graph theory (L2)
- Illustrate Modeling and Aggregation of Social network data (L2)
- Analyze human behavior in social web and related communities (L4)
- Classify, Create and visualize of social networks using tools (L4)

##### **For Laboratory courses: List of Experiments:**

1. Select some graphs and identify the following  
Nodes and Edges, Edge Direction, Edge Weight, Connected Components and Bridges, Hubs and Authorities, Dyads and Cliques
2. Select some sample graphs and perform the following Centrality Measures, Network-Level Measures, Path-Level Measures
3. Download and install any free open source social network analysis package like Gephi/GraphTool/SocNetV and study the features of that tool
4. Select a data set and load the data set into the social network analysis tool
5. Calculate Layout Functions, Density of Network, Network-Level Measures, Centrality

Measures for the loaded data set using the SNA tool

6. Implement edge weights, colour and size in network graphs for the data set using the SNA tool
7. Visualize the data set in different models for doing analysis using the SNA tool

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Defining Social Network analysis and its related applications (L1)	1	1	1	1	1	1	-	1	-	-	-	1	1	1	1
<b>CO2</b>	Demonstrate social networks using graph theory(L2)	2	2	1	2	1	1	-	1	-	-	-	1	2	2	1
<b>CO3</b>	Illustrate Modeling and Aggregation of Social network data (L2)	3	3	3	2	1	1	-	1	-	-	-	1	2	2	1
<b>CO4</b>	Analyze human behavior in social web and related communities: (L4)	3	3	3	1	1	1	-	1	-	-	-	1	2	3	1
<b>CO5</b>	Classify, Create and visualize of social networks using tools: (L4)	3	2	1	3	3	1	-	1	-	-	-	1	2	3	1

## 19ECS358: CYBER SECURITY

LTPC  
2023

*This course enables the students to gain knowledge on various Cybercrimes. The course briefs the students regarding the Indian IT Act, Global perspective of Cybercrimes, Cyber stalking, cyber cafe, key loggers, DoS attacks, crimes on mobile, wireless devices, etc. The knowledge gained in this course can be applied to identify, classify, estimate the criminal plans of the attackers and predict the web threats and security implications.*

### Course Objectives:

- Introduce the fundamentals of Cybercrime and its legal perspectives with respect to India.
- Acquaint the student with various types of attacks and Cyber offenses
- Make the student aware of securing devices and Inner perimeter
- Familiarize the student with methods to secure the perimeter.

### UNIT I: Introduction to Cybercrime

9L

Introduction, Cybercrime, and Information Security, who are Cybercriminals, Classifications of Cybercrimes, And Cybercrime: The legal Perspectives and Indian Perspective, Cybercrime and the Indian ITA 2000, A Global Perspective on Cybercrimes.

### Learning Outcomes

After completion of this unit, the student will be able to:

- classify the types of Cybercrimes(L4)
- outline the Indian stance and Acts towards Cybercrime(L2)
- compare the Indian perspective to Global perspective(L4)

### UNIT II: Cyber of fenses

9 L

How Criminals Plan Them: Introduction, how Criminals plan the Attacks, Social Engineering, Cyber stalking, Cyber cafe and Cybercrimes, Botnets: The Fuel for Cybercrime, Attack Vector, Cloud Computing.

### Learning Outcomes

After completion of this unit, the student will be able to:

- interpret how attacks are formulated(L2)
- explain the concepts of Cyber stalking and Cyber cafe(L2)
- infer how Botnets and cloud computing provide base for cultivating Cybercrime(L2)

### UNIT III: Tools and methods Used in Cybercrime

9L

Introduction, Proxy Servers and Anonymizers, Phishing, Password Cracking, Keyloggers and Spywares, Virus and Worms, Trojan Horse and Backdoors, Steganography, DoS and DDoS attacks, SQL Injection, Buffer Overflow

### Learning Outcomes

After completion of this unit, the student will be able to:

- list various tools and methods that assist attackers in performing the Cybercrime(L1)
- analyse how password cracking is done(L4)
- distinguish between Viruses and Worms and Trojan Horses(L4)

### UNIT IV: Securing devices and Inner Perimeter

9L

The Three Layers of Security, Securing Host devices, Securing Outer-Perimeter Portals, Additional Inner-Perimeter Access Options, The Inner Perimeter, Operating Systems, Operating System Security Choices, common Operating System Security Tools, using Local Administrative Tools, implementing data Encryption

## Learning Outcomes

After completion of this unit, the student will be able to:

- list various layers of security(L1)
- analyse ways of securing devices (L4)
- Learn methods to secure inner perimeter(L4)

## UNIT V: Securing the Perimeter

9L

Perimeter Security in the Real World, Security Challenges, the basics of Internet Security, Understanding the Environment, Hiding the Private Network, Understanding Private Networks, Protecting the Perimeter, Understanding the Perimeter, Firewalls, Network Appliances, Proxy Servers, Demilitarized Zones (DMZs), Honeypots, Extranets.

## Learning Outcomes

After completion of this unit, the student will be able to:

- identify the challenges in perimeter security(L3)
- assess the requirements for hiding private networks(L5)
- Analyse the various methods to protect the perimeter (L6)

## Text Books(s)

1. Charles J. Brooks, Christopher Grow, Philip Craig, Donald Short, Cyber Security Essentials 1/e, Sybex Wiley

## Reference Book(s)

1. James Graham, Richard Howard and Ryan Otson, Cyber Security Essentials, 1/e, CRC Press, 2011.
2. Chwan-Hwa(John) Wu, J.David Irwin, Introduction to Cyber Security, 1/e, CRC Press T&F Group, 2013
3. Nina Godbole and Sunil Belapure, Cyber Security: Understanding Cyber Crimes, Computer Forensics and Legal Perspectives, 1/e, Wiley INDIA

## Course Outcomes:

- Explain the types of Cybercrimes happening all around (L3)
- Select tools and practices that boost up the crime rate (L5)
- Demonstrate the tools to secure inner perimeter (L2)
- Demonstrate the contribution of key loggers, password crackers, viruses, and worms towards enabling the possibilities of Cybercrime (L2)
- Assess the methods to protect the perimeter (L5)

## CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	Explain the types of Cybercrimes happening all around(L3)	1	2	-	3	1	1	-	1	-	-	-	1	1	1	1
CO2	Identify tools and practices that boost up the crime rate(L5)	2	3	-	3	3	1	-	1	-	-	-	1	2	2	1
CO3	Demonstrate the tools to secure inner perimeter(L2)	2	3	-	2	3	1	-	1	-	-	-	1	2	2	1
CO4	Demonstrate the contribution of key loggers, password crackers, viruses, and worms towards enabling the possibilities of Cybercrime(L2)	2	3	1	3	3	1	-	1	-	-	-	1	2	2	1
CO5	Assess the methods to protect the perimeter(L5)	2	3	1	3	3	1	-	1	-	-	-	1	2	2	1

## 19ECS362: CLOUD COMPUTING

LTPC

2023

*This course will help the students to get familiar with Cloud Computing Fundamental concepts, technologies, architecture and state-of-the-art in Cloud Computing fundamental issues, technologies, applications and implementations*

### Course Objectives:

- To understand basic concepts related to cloud computing technologies and the concept of cloud delivery models IaaS, PaaS and SaaS.
- To evaluate the underlying principles of data Center, cloud virtualization, cloud multitenant and service technologies.
- To implement different infrastructure and specialized mechanisms related to cloud storage and usage monitor.
- Fundamentals of cloud computing architectures based on current standards, protocols, and best practices.

### UNIT I: Understanding Cloud Computing

9L

Cloud origins and influences, basic concepts and terminology, goals and benefits, risks and challenges.

**Fundamental concepts and Models:** Roles and boundaries, cloud characteristics, cloud delivery models, cloud deployment models.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- define the cloud and the IT resource(L1)
- name the cloud consumers and cloud providers(L1)
- infer the goals and benefits(L2)
- classify the characteristics of cloud(L2)
- illustrate the delivery and deployment models(L2)

### UNIT II: Cloud Enabling Technology

9L

Data center technology, virtualization technology, web technology, multitenant technology, service technology

#### Learning Outcomes

After completion of this unit, the student will be able to:

- list the various Internet Service Providers(L1)
- illustrate the various technologies and components(L2)
- compare the computing hardware technologies(L2)
- select the web- based services(L3)

### UNIT III: Cloud Infrastructure Mechanisms

9L

Logical network perimeter, virtual server, cloud storage device, cloud usage monitor, resource replication

#### Learning Outcomes

After completion of this unit, the student will be able to:

- compare the various cloud infrastructure mechanisms(L2)
- build the hypervisor mechanism(L3)
- compare the physical server and virtual servers(L4)
- test for cloud storage device(L4)

### UNIT IV: Specialized Cloud Mechanisms

9L



Automated Scaling Listener, Load Balancer, SLA Monitor, Pay-Per-Use Monitor, Audit Monitor, Failover System, Hypervisor, Resource Cluster, Multi-Device Broker, State Management data base. Case Studies.

### **Learning Outcomes**

After completion of this unit, the student will be able to:

- compare the various specialized cloud mechanisms(L2)
- apply the cloud service instances(L3)
- apply the load balancer(L3)
- examine the case studies(L4)

## **UNIT V: Fundamental Cloud Architectures**

**9 L**

Workload distribution architecture, resource pooling architecture, dynamic scalability architecture, elastic resource capacity architecture, service load balancing architecture, cloud bursting architecture, elastic disk provisioning architecture, redundant storage architecture.

**Cloud Delivery Model Considerations:** The cloud provider perspective: Building IaaS environments, equipping PaaS environments, optimizing SaaS environments, the cloud consumer perspective: working with IaaS environments, working with PaaS environments, working with SaaS services.

### **Learning Outcomes**

After completion of this unit, the student will be able to:

- compare the various architectures(L2)
- categorize the context of IaaS, PaaS and SaaS environments(L4)
- distinguish between the environments(L4)
- evaluate the working of cloud delivery models(L5)

### **Text Books(s)**

1. Thomas Erl, Ricardo Puttini, Zaigham Mahmood, Cloud Computing: concepts, Technology & Architecture, Prentice Hall, 2013.

### **Reference Book(s)**

1. John W. Rittinghouse, James F. Ransome, Cloud Computing: implementation, Management and Security, CRC Press, 2012.
2. Anthony T.Velte, Toby J Velte Robert Elsenpeter, Cloud Computing a practical approach, Mc Graw Hill, 2010.
3. Michael Miller, Cloud Computing: Web based applications that Change the Way You Work and Collaborate Online, Que Publishing, 2008.

### **Course Outcomes:**

- Define the basic concepts, terminology and the fundamental models(L1)
- Demonstrate the set of primary technology components and characteristics associated with cloud computing(L2)
- Identify the building blocks of cloud environments(L3)
- Evaluate the specific runtime function in support of one or more cloud characteristics (L4)
- Elaborate the cloud delivery model issues pertaining to cloud providers and consumers(L4)

### **For Laboratory courses: List of Experiments:**

1. Installing and using identity management feature of OpenStack.
2. Installing and using JOSSO.
3. Installation and Configuration of virtualization using KVM.
4. Study and implementation of Infrastructure as a Service.
5. Study of Cloud Computing & Architecture.
6. Study and implementation of Infrastructure as a Service.
7. Study and implementation of Storage as a Service.
8. Case study on AWS/Microsoft Azure/Google Cloud Platform.
9. Basic programs using DBMS on cloud.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Define the basic concepts, terminology and the fundamental models(L1)	3	2	2	-	2	-	-	-	-	-	-	-	-	1	2
<b>CO2</b>	Demonstrate the set of primary technology components and characteristics associated with cloud computing(L2)	3	2	2	-	2	-	-	-	-	-	-	-	-	1	2
<b>CO3</b>	Identify the building blocks of cloud environments(L3)	3	2	2	-	2	-	-	-	-	-	-	-	-	1	2
<b>CO4</b>	Evaluate the specific runtime function in support of one or more cloud characteristics (L4)	3	2	3	1	2	-	-	-	-	-	-	-	-	1	2
<b>CO5</b>	Elaborate the cloud delivery model issues pertaining to cloud providers and consumers(L4)	2	2	2	1	2	-	-	-	-	-	-	-	-	1	1

# 19ECS364: INTRODUCTION TO PATTERN RECOGNITION AND MACHINE LEARNING

LTPC

2023

*Pattern Recognition theory and practice is concerned with the design, analysis, and development of methods for the classification or description of patterns, objects, signals, and processes. At the heart of this discipline is our ability infer the statistical behavior of data from limited data sets, and to assign data to classes based on generalized notions of distances in a probabilistic space. many commercial applications of pattern Recognition exist today, including voice Recognition, finger print classification, and retinal scanners. Recent developments in statistical modeling using Bayesian techniques, neural networks, decision trees, fuzzy logic, and syntactic structures have accelerated the growth of pattern Recognition applications. The objective of this course is to foundations of pattern Recognition algorithms and machines, including statistical and structural methods. data structures for pattern representation, feature discovery and selection, classification vs. description, parametric and nonparametric classification, supervised and unsupervised Learning, use of contextual evidence, clustering, Recognition with strings, and small sample-size problems.*

## Course Objectives:

- Understand the basic concepts of a pattern and apply the techniques for pattern Recognition algorithms.
- Understand the basic methods of feature extraction, feature evaluation, and extend these methods for mining data
- Understand and apply both supervised and unsupervised classification methods to detect and characterize patterns in real world data.
- Develop prototype pattern Recognition algorithms that can be used to study algorithm behaviour and performance against multivariate data in real time scenarios.
- Acquire the knowledge about non-parametric and non-metric techniques

## UNIT I:

6L

**Introduction:** basics of pattern Recognition system, various applications, Machine Perception, classification of pattern Recognition systems  
Design of Pattern Recognition system, Pattern Recognition Life Cycle, Statistical Pattern Recognition: Review of probability theory, Gaussian distribution, Bayes decision theory and Classifiers, Normal density and discriminant functions

### Learning Outcomes

After completion of this unit, the student will be able to:

- Acquire a basic understanding of the Pattern Recognition (L2)
- Have the understanding of the Classification and Decision algorithms (L2)
- explain Gaussian distribution for pattern Recognition (L2)
- Analyse the pattern Recognition problems (L4)
- illustrate machine perception(L2)

## UNIT II:

9L

**Parameter estimation methods:** Maximum-Likelihood estimation, Expectation-maximization method, Bayesian parameter estimation concept of feature extraction and dimensionality, Curse of dimensionality, Dimension reduction methods - Fisher discriminant analysis, Principal component analysis Hidden Markov Models (HMM) basic concepts, Gaussian mixture models.

### Learning Outcomes

After completion of this unit, the student will be able to:

- experiment with Maximum likelihood Estimations (L3)
- make use of the non-parametric techniques. (L3)

- outline EM methods (L2)
- list various methods for dimensionality reduction (L1)
- make use of HMM concepts for real time problems (L3)

### UNIT III:

9L

**Non-Parameter methods :** Non-parametric techniques for density estimation - Parzen-window method, K-Nearest Neighbour method. Decision trees, CART, Other Tree methods

#### Learning Outcomes

After completion of this unit, the student will be able to:

- understand K-Nearest Neighbour method, CART Model. (L2)
- visualize real time problems as decision trees (L3)
- experiment with KNN (L3)
- apply parzen – window method (L3)
- define non parametric techniques for density estimation (L1)

### UNIT IV:

9L

**Non-metric methods for pattern classification:** Non-numeric data or nominal data Decision trees: concept of construction, splitting of nodes, choosing of attributes, overfitting, pruning

#### Learning Outcomes

After completion of this unit, the student will be able to:

- apply Non numeric methods for data analysis. (L3)
- understand Classifiers. (L2)
- illustrate overfitting (L2)
- distinguish non-numeric and nominal data (L2)
- explain about how to choose attributes for decision trees (L2)

### UNIT V:

9 L

**Unsupervised Learning and Clustering:** Mixture Densities and Identifiability, Maximum-Likelihood Estimates, application to Normal Mixtures, Hierarchical Clustering, Component Analysis, Low-Dimensional Representations and Multidimensional Scaling.

#### Learning Outcomes

After completion of this unit, the student will be able to:

- have a basic understanding of the Machine Learning Algorithms (L2)
- have the understanding clustering and dimensionality. (L2)
- infer maximum likelihood estimates (L2)
- compare hierarchical clustering with other clustering mechanisms(L2)
- make use of Normal mixtures (L3)

#### Text Books(s)

1. Bishop C M “Pattern Recognition and Machine Learning ”, 1/e, Springer, 2006.
2. Duda R O, Hart PE and Stork DG, “ Pattern Classification”, 2/e, John Wiley and Sons, 2003.

#### Reference Book(s)

1. Bishop C M “Neural Networks for Pattern Recognition” Oxford University Press, 1995.
2. Gose E, Johnsonbaugh R and Jost S “Pattern Recognition and image Analysis” Prentice hall of India, 2002
3. Morton Nadier and Eric Smith P., Pattern Recognition Engineering, John Wiley & Sons, New York, 1993

#### Course Outcomes:

- Design and construct a pattern Recognition system
- Know the major approaches in statistical and syntactic pattern Recognition
- Become aware of the theoretical issues involved in pattern Recognition system design such as the

curse of dimensionality.

- Implement pattern Recognition techniques
- Distinguish between supervised and unsupervised techniques for pattern Recognition

**For Laboratory courses: List of Experiments:**

1. Write a Python program to characterize the density functions
2. Write a Python program to model statistically the feature space using distribution functions
3. Write a Python program to understand the distribution functions (Normal, Binomial, Poissonetc)
4. Write a Python program to estimate co variance matrix and its properties
5. Write a Python program to visualize the changes of distribution as changes in parameters (mean vector, covariance matrix)
6. Write a Python program for perceptron learning and test the linear separability
7. Write a Python program for Bayesian classification and analyze the decision boundaries byvarying the means and covariance matrices
8. Write a Python program to classify the given data using maximum likelihood estimation
9. Write a program to solve Robot traversal problem (Understanding Means EndAnalysis)
10. Write a python program to understand Morkov Chians and Monto Calro methods
11. Write aprogram to implement Hangman game
12. Write a Python program to Decision trees
13. Write a Python program to build a Bayesian network for given data set
14. Write a Python program to understand Kernel methods.
15. Write a program to implement a linear regression problem
16. Write a program to implement kNN neighbour problem
17. Write a program to implement logistic regression

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Design and construct a pattern recognition system	3	2	3	2	-	-	-	-	-	-	-	-	1	1	2
<b>CO2</b>	Know the major approaches in statistical and syntactic pattern recognition.	2	1	1	-	1	-	-	-	-	-	-	-	1	1	2
<b>CO3</b>	Become aware of the the oretical issues involved in pattern recognition system design such as the curse of dimensionality.	3	2	-	2	-	-	-	-	-	-	-	-	2	3	2
<b>CO4</b>	Implement pattern recognition techniques.	3	1	3	1	1	-	-	-	-	-	-	-	2	3	2
<b>CO5</b>	Distinguish between supervised and unsupervised techniques for pattern recognition.	2	3	-	2	-	-	-	-	-	-	-	-	2	3	1

## 19ECS366: SOFTWARE METRICS

LTPC  
2023

*This course is aimed at helping students build up an understanding of basic understanding and knowledge of the software metrics and measurement techniques. this course will initiate students to understand the importance of Metrics data collection, analysis and metrics for object-oriented systems, external product attributes, dynamic Metrics and Resource measurement.*

### Course Objectives:

- Understand the software measurement and metrics.
- The ability to successfully estimate/measure/predict the quality of a software project
- The ability to define effective metrics for any software development situation Understand the issues of product and process metrics
- Able to understand the various software management models

### UNIT I:

9L

**Measurement: What is it and Why do it:** Measurement in everyday life, Measurement in software engineering, Scope of software metrics.

**The basics of Measurement:** The representational theory of measurement, Measurement and models, Measurement scales and scale types.

### Learning Outcomes

After completion of this unit, the student will be able to:

- define Measurement(L1)
- list the measurements in software engineering(L1)
- demonstrate the theory of measurement(L2)
- list the measurement models(L1)
- explain measurement scales and types(L2)

### UNIT II:

8L

**Empirical investigation:** Principles of empirical studies, Planning experiments.

**software metric data collection:** Defining code data, data collection for incident reports.

### Learning Outcomes

After completion of this unit, the student will be able to:

- summarize the planning experiments(L2)
- relate metrics are collected for a particular software (L3)
- apply analysis methods to measure a software project(L3)
- apply statistical methods to measure a software project(L3)

### UNIT III:

9L

**Measurement of internet product attributes - Size:** properties of software size, Code size, Design size, Requirements analysis and specification size, Functional size measures and estimators, applications of size measures.

**Measurement of internet product attributes - Structure:** Aspects of structural measures, Control flow structure of program units

### Learning Outcomes

- After completion of this unit, the student will be able to:
- identify the intent of a product metrics(L3)

- choose efficient metrics to measure size(L3)
- examine the metrics to measure size and structure(L4)
- list the different external product attributes(L4)

#### UNIT IV:

8L

**Software quality metrics overview:** Product quality metrics, In-Process quality metrics, Metrics for software maintenance, Examples of metrics programs, Collecting software engineering data

#### Learning Outcomes

After completion of this unit, the student will be able to:

- classify the software quality metrics(L4)
- compare process and product metrics(L4)
- examine different metrics for maintenance of the software (L4)
- test metrics on different environments(L4)

#### UNIT V:

8 L

**Quality management models:** The Rayleigh model framework, Code integration pattern, The Problem Tracking report (PTR) sub-model, The PTR arrival and backlog projection model, Reliability growth models, Criteria for model evaluation, In-process metrics and reports, Orthogonal defect classification **Learning Outcomes**

After completion of this unit, the student will be able to:

- explain about different models to manage the product(L5)
- importance of Rayleigh model to maintain the project(L5)
- determine the reliability growth model(L5)
- evaluate the model for manage the metrics(L5)

#### Text Books(s)

1. Norman Fenton, James Bieman, software Metrics – A Rigorous and Practical Approach, 3<sup>rd</sup> Edition, CRC Press
2. Stephen H.Kan, Metric and models in software quality engineering, 2<sup>nd</sup> Edition, Addison-Wesley Professional

#### Reference Book(s)

1. William A. Florac and Areitor D. Carletow, Measuring the software Process, Addison - Wesley, 1995.
2. Robert B.Grady, Practical software Metrics for Project Management and Process Improvement, Prentice Hall.

#### Course Outcomes:

- Understand and analyze the various measurements for software (L2)
- Apply various data analysis methods produce efficient, reliable, robust and cost-effective software solutions(L3)
- Measure the various internet based s/w product attributes including size and structure (L2)
- Apply quality metrics for any s/w project and validate it(L5)
- Implement a case study of - Rayleigh Model for s/w management for any software company. (L6)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand and analyze the various measurements for software (L2)	2	3	-	2	-	-	-	-	-	-	-	-	1	1	1
<b>CO2</b>	Apply various data analysis methods produce efficient, reliable, robust and cost effective software solutions(L3)	2	3	-	2	1	-	-	-	-	-	-	-	1	1	1
<b>CO3</b>	Measure the various internet based s/w product attributes including size and structure (L2)	2	2	-	2	1	-	-	-	1	-	-	-	2	3	1
<b>CO4</b>	Apply quality metrics for any s/w project and validate it(L5)	2	2	-	2	1	-	-	-	-	-	-	-	2	3	1
<b>CO5</b>	Implement a case study of - Rayleigh Model for s/w management for any software company. (L6)	2	2	2	2	1	-	-	-	1	-	-	-	2	3	1



**19ECS392 – COMPREHENSIVE SKILL DEVELOPMENT - V  
OPTION – I (MOBILE APPLICATION DEVELOPMENT**

<b>L</b>	<b>T</b>	<b>P</b>	<b>A</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>1</b>

**Course Introduction:**

*For the students in Penultimate semester, an application oriented session with Whatever they have learnt so far may be suggested. As smart phones are widely used, an application for a mobile can be given which tests their application specific skills.*

**Course Objectives:**

- Build an application for a mobile (preferably Android due to its popularity).
- Construct specific cases which can be utilized for academic purposes.

**Week- I & 2: Android Studio**

Installation and familiarity with Android Studio.

Build, launch and emulate a simple application on an Android Phone.

**Week- 3 & 4: Android App Components -1**

Android app components, such as intents, activities, and broadcast receivers.

**Week- 5 & 6: Android App Components -2**

Program core Android components together with Android concurrency frameworks and basic Java file I/O classes (such as File and Input Stream) and Android storage mechanisms (such as Shared Preferences)

**Week- 7 & 8: Interactive Application**

Build a graphical user interface with an activity controlling it, resulting in a first interactive application.

**Week- 9 & 10: Analysis of smart phones components and the mobile network.**

Analyze the components of smartphones and check the mobile network. Focus on the characteristics and operations of the smartphone Operating Systems.

**Week- 11 & 12: Analysis of smartphones components and the mobile network.**

Analyze the components of smartphones and check the mobile network. Focus on the characteristics and operations of the smartphone Operating Systems.

**References:**

1. Build Your First Android App (Project-Centered Course) offered by Centrale Supelee in Coursera (sponsored by GITAM)
2. Smart Device & Mobile Emerging Technologies offered by Yonsei University in Coursera (sponsored by GITAM)
3. Android App Components - Intents, Activities, and Broadcast Receivers offered by V and ErbiltUniversity

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Develop a compelling resume that effectively highlights skills and experiences	3	-	-	-	-	-	-	-	-	2	-	-	-	-	-
<b>CO2</b>	Practice and demonstrate effective interviewing techniques (answering behavioral, technical questions)	-	-	3	-	-	-	-	-	-	2	-	1	-	-	-
<b>CO3</b>	Understand workplace expectations, Professionalism, and business etiquette	-	-	-	2	3	-	-	-	-	2	2	-	-	-	-
<b>CO4</b>	Analyze company websites and job descriptions to identify required skills and knowledge	-	-	-	-	-	3	-	-	-	-	-	2	-	-	-
<b>CO5</b>	Utilize relevant tools and technologies for the ECE domain	-	-	-	3	3	2	-	-	-	-	-	2	2	3	-

## OPTION II (DEVOPS)

L T P A C

0 0 0 6 1

### **Introduction**

*DevOps Training Program will provide you with in-depth knowledge of various DevOps tools including Git, Jenkins, Docker, Ansible, Terraform, Kubernetes, Prometheus, and Grafana. this DevOps Certification training is completely hands-on and designed in a way to help you become a certified practitioner through best practices in Continuous Development, Configuration Management and Continuous Integration, and finally, Continuous Monitoring of software throughout its development life cycle.*

### **Course Objectives:**

After completing this module, you should be able to

- understand the benefits of DevOps over other software development processes
- Gain insights into the DevOps environment
- Get an overview of different DevOps Tools
- Get a picture of the working of the DevOps Delivery Pipeline

### **Topics:**

Introduction to DevOps: Benefits of working in a DevOps environment, DevOps Lifecycle, DevOps Stages, DevOps Delivery Pipeline

### **Git, Jenkins & Maven Integration**

**Goal:** In this module, you will learn about the different actions performed through Git and will be Introduced to Jenkins and Maven.

**Objectives:** After completing this module, you should be able to:

- Execute branching and merging operations
- Perform various Git commands
- Understand Maven Architecture and dependencies
- Learn about Continuous Integration & its importance
- Understand Jenkins and its features

Topics:

Branching and merging in Git, Merge Conflicts, Stashing, Rebasing, Reverting and Resetting Git Workflows, Introduction to Maven Maven Architecture, Introduction to Continuous Integration Introduction to Jenkins

Hands On:

Branching and Merging Merge Conflicts, Stashing, Rebasing, Reverting, and Resetting Configuring Maven

## Version Control with Git

**Goal:** In this module, you will gain insights into Source Control Management and learn the functionalities of Git.

**Objectives:** After completing this module, you should be able to

- Understand Version Control
- Perform management of files for small as well as large projects
- Perform various Git commands such as git add, git fetch, git commit, git init, etc. Work with remote repositories

Topics:

Version Control, Git Introduction, Git Installation, commonly used commands in Git, working with Remote repository

Hands On:

Git common Commands, working with Remote Repository

## Configuration Management using Ansible

**Goal:** Learn how to manage and configure your infrastructure using Ansible Ad-Hoc commands, Playbooks, and Roles.

**Objectives:** After completing this module, you should be able to

- Utilize Ansible CLI
- Execute Ansible Ad-Hoc Commands for one-off tasks
- Automate host servers
- using Ansible Playbooks
- Use Variables in Playbooks using Handlers

Topics:

Introduction to Configuration Management, Infrastructure as Code, Introduction to Ansible, Ansible Architecture Inventory Management, Ansible Modules, AD-HOC Commands, Ansible Playbooks, Ansible Roles

Hands On:

Ad- Hoc Commands. Running a Simple Playbook, using Variables and handlers, using Ansible Rol

## Continuous Integration using Jenkins

**Goal:** In this module, learn how to perform Continuous Integration by building applications with the help of Maven and create deployment pipelines using Jenkins.

**Objectives:** After completing this module, you should be able to

- Managing authorization in Jenkins
- Jenkins notification management
- Master-slave architecture in Jenkins
- Add a slave node to Jenkins master
- Build and deploy codes
- using Jenkins Build pipeline plugin in Jenkins

- Use Declarative pipeline in Jenkins

Topics:

Jenkins Architecture, Plugin Management in Jenkins, Jenkins Security Management, Notification in Jenkins, Jenkins Master-slave, architecture Jenkins Delivery Pipeline, Jenkins Declarative pipeline

Hands On:

Create pipeline view using Dev Compile and QUnit Test, Adding Slave node in Jenkins, Build Pipeline project using Groovy script

## Containerization using Docker Part – I

**Goal:** this UNIT Introduce s learners to the core concepts and technology behind Docker. Learn in detail about containers and various operations performed on them.

**Objectives:** After completing this module, you should be able to

- Understand Containerization
- Learn the evolution of virtualization to containers
- Understand the Docker Architecture
- Perform various actions using Docker CLI
- Bind container ports to the Machine ports
- Run containers in different modes
- write and build a Docker file to create a Docker image

Topics:

Containerization, Namspaces, Docker, Docker Architecture, Container Lifecycle, Docker CLI, Port Binding

Detached and Foreground Mode, Docker file, Docker file Instructions, Docker image

Hands On:

Docker CLI Commands, Port Binding, Starting Containers in different Modes, Writing a Dockerfile to Create an image

## Containerization using Docker Part – II

**Goal:** Learn how to use Docker Hub registry, deploy a multi-tier application using Docker Compose, and create a swarm cluster.

**Objectives:** After completing this module, you should be able to

- Use Docker Hub to store custom image s
- Store data in Container Volumes for persistent
- storage Setup Docker Compose
- Deploy a multi-container application using Docker
- Compose Deploy a Swarm Cluster

Topics:

Docker Registry, Container Storage, Volumes, Docker Compose, Docker Swarm

Hands On:

Setting up Docker Hub, Docker Volumes, Installing Docker Compose, Installing a Multi-Container application using Compose

## **Orchestration using Kubernetes Part – I**

**Goal:** In this module, you will learn about Container Orchestration and basic of container management using Kubernetes.

**Objectives:** After completing this module, you should be able to

- Understand Container Orchestration
- Learn about Kubernetes Core concept
- Deploy Pods
- Create Deployments to manage Pods
- Launch DaemonSets for Background applications
- Update and Rollback your Deployments
- Scale your containerized applications

Topics:

Introduction to Container Orchestration, Kubernetes Core concepts, Understanding Pods, ReplicaSet and Replication Controller, Deployments, DaemonSets, Rolling Updates and Rollbacks, Scaling application

Hands On:

Kubectl common Commands, Deployments, Daemon Sets, Rolling-update and Rollbacks, Scaling in Kubernetes

## **Monitoring using Prometheus and Grafana**

**Goal:** In this module, you will learn how to collect, monitor, and visualize data using Prometheus and Grafana.

**Objectives:** After completing this module, you should be able to

- Understand Continuous Monitoring
- Use Prometheus to monitor services
- Create an alerting mechanism using Prometheus
- Deploy Grafana dashboards to visualize data
- Integrate Prometheus and Grafana to monitor a full pipeline

Topics:

Introduction to Prometheus and Grafana, Prometheus and Grafana Setup, Monitoring using Prometheus, Dashboard Visualization using Grafana, Creating a Dashboard to monitor the Pipeline

Hands On:

Monitoring Service using Prometheus, Alerting using Prometheus, Grafana Dashboards, Monitoring a Pipeline

## **Orchestration using Kubernetes Part - II**

**Goal:** Learn and deploy different service discovery mechanisms, utilize Volumes for persistent storage and deploy Stateful Sets for stateful applications .

**Objectives:** After completing this module, you should be able to

- Deploy different Kubernetes Services
- Utilize Volumes to store Persistent data
- Create Persistent Volume Claims to attach volumes to Pods

- Understand Persistent Volume Claims Primitives
- Use Headless Services in Stateful Sets
- Deploy Helm Charts

Topics:

Services, Persistent Storage in Kubernetes, Primitives for Persistent Volume Claims, Secrets and Config Maps, Headless Services, StatefulSets, Helm Charts

Hands On:

Deploying Services, Persistent Volumes and Persistent Volume Claims, StatefulSets, ConfigMaps and Secrets, Helm Charts

## **Provisioning using Terraform Part - I**

**Goal:** Learn how to provision and manage infrastructure on a Cloud Platform (AWS) using Terra form Configuration Files.

**Objectives:** After completing this module, you should be able to

- Understand Provisioning using Terraform
- Learn the Difference between Terraform vs Ansible
- Understand Terraform Architecture
- Deploy a Terraform Configuration File
- Use basic Terraform Commands
- Manage Terraform Resources

Topics:

Introduction to Terraform, Terraform vs Ansible, Terraform Architecture, Terraform Configuration, Terraform common Commands, Managing Terraform Resources

Hands On:

Setting Up AWS and Terraform, Executing a Terraform Configuration, Managing Terraform Resources, Referencing Terraform Resources

## **Provisioning using Terraform Part - II**

**Goal:** Use Terraform State commands to manage the current state of your infrastructure. Deploy a fully usable and working infrastructure using Terraform.

**Objectives:** After completing this module, you should be able to

- Perform Terraform State Commands
- Deploy a Terraform Project on AWS
- Topics
- Terraform State
- Terraform Project

## **Selenium (Self-Paced)**

**Goal:** In this module, you will learn about selenium and how to automate your test cases for testing web elements. You will also get Introduced to X-Path, TestNG and integrate Selenium with Jenkins.

**Objectives:** After completing this module, you should be able to

- Learn and install Selenium
- Create Test Cases in Selenium WebDriver
- Utilize X-Path and TestNG to locate elements
- Execute code on several browsers using Selenium suite of tools, Integrate Selenium with Jenkins

Topics:

Introduction to Selenium, Why Selenium?, Selenium – WebDriver, Creating Test Cases in Selenium, WebDriver (Waits) What and why X-Path, Handling different controls on Webpage, Framework in Selenium, Selenium Integration with Jenkins, implementation of Selenium in the Project

### **Hands On**

Installing Selenium, Creating Test Cases in Selenium WebDriver, Integrating Selenium with Jenkins

### **Nagios (Self-Paced)**

**Goal:** Learn how to continuously monitor your tasks using various plugins and implementing Nagios Commands

**Objectives:** After completing this module, you should be able to

- Operate Continuous Monitoring tools
- Use various plugins and objects associated with Nagios
- implement Nagios

commands Topics:

Introduction to Continuous Monitoring, Introduction to Nagios, Installing Nagios, Nagios Plugins(NRPE) and Objects

Nagios Commands and Notification

Hands-On:

Installing Nagios, Monitoring of different servers using Nagios

### **DevOps on Cloud (Self-Paced)**

**Goal:** Learn about various cloud services and service providers, also get the brief idea of how to implement DevOps using AWS.

**Objectives:** After completing this module, you should be able to

- Understand about cloud and its advantages
- Learn about various cloud computing services
- Get an idea of how to implement DevOps using AWS

Topics:

Why Cloud?, Introduction to Cloud Computing, Why DevOps on Cloud?, Introduction to AWS, various AWS services,

DevOps using AWS

## **AWS EC2 and IAM (Self-Paced)**

**Goal:** Get a brief idea of how Security and EC2 Compute service works in AWS Cloud.

**Objectives:** After completing this module, you should be able to

- describe AWS Global Infrastructure and its Benefits
- Sign-up an AWS free-tier account
- Work with AWS Management Console and AWS CLI
- Work with IAM Service
- Understand Virtualization
- Work with EC2
- analyze various EC2 box configurations available

**Topics:**

Virtualization, Amazon Web Services (AWS), Benefits of AWS, AWS Global Infrastructure, AWS: IAM, Components of IAM, Managing users with IAM, Amazon Machine image (AMI), Security Groups in AWS, Virtualization, Amazon Elastic Compute Cloud (EC2) and Its Benefits, Net working components associated with EC2, Instance Store

**Hands-on:**

- Signing up for a Free Tier Account with AWS
- Creating New User to Log in to AWS Management Console
- Creating Policies for New User to Have All Admin or Limited Privileges
- different Approaches to connect to an EC2 instance
- Creating a Custom AMI
- Host your Website Inside your EC2 Instance
- To Attach EFS Volume to an EC2
- Instance Login to AWS Console via MFA



## 19EHS304: UNIVERSAL HUMAN VALUES: UNDERSTANDING HARMONY

L T P C  
2 1 0 3

*Human Values courses: During the Induction Program, students would get initial exposure to human values through Universal Human Values -I. this exposure is to be augmented by this compulsory entire semester foundation course. It is an introductory foundation al input and desirable to follow it up by Faculty-student or mentor-mentee programs throughout their time with the institution.*

### Course Objectives:

- Development of a holistic perspective based on self-explanation about themselves (human being), family, society, and nature/existence
- Understanding (or developing clarity) of the harmony in the human being, family, community, and nature/existence
- Strengthening of self-reflection
- Development of commitment and courage to act

### UNIT I: Course Introduction – Need, basic guidelines, content, and process for value education 8 L

1. Purpose and motivation for the course, recapitulation from universal human values-1
2. Self-exploration-what is it? – It's content and process; 'Natural Acceptance' and Experimental Validation – as the process for self-exploration
3. Continuous happiness and prosperity – A look at basic human aspirations
4. Right understanding, relationship, and physical facility – the basic requirements for fulfillment of aspirations of every human being with their correct priority
5. Understanding happiness and prosperity correctly – A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: understanding and living in harmony at various levels

Include practice sessions to discuss natural acceptance in human beings as the innate acceptance for living with responsibility (living in relationship, harmony, and co-existence) rather than arbitrariness in choice based on linking-dislinking.

### UNIT II: Understanding harmony in the human being – harmony in myself? 9 L

1. The understanding human being as a co-existence of the sentient 'I' and the material 'Body.'
2. Understanding the needs of self ('I') and 'Body' – happiness and physical facility
3. Understanding the Body as an instrument of 'I' (I being the doer, seer, and enjoyer)
4. Understanding the characteristics and activities of 'I' and harmony in 'I.'
5. Understanding the harmony of I with the Body; Sanyam and health; correct appraisal of physical needs, the meaning of prosperity in detail
6. Programs to ensure Sanyam and Health

Include practice sessions to discuss the role others have played in making material goods available to me. They are identifying from one's own life.

differentiate between prosperity and accumulation. discuss program for ensuring health vs. dealing with the disease.

### UNIT III: Understanding harmony in the family and society-harmony in human-human relationship 9 L

1. Understanding values in a human-human relationship; the meaning of justice (nine universal values in relationships) and program for its fulfillment to ensure mutual happiness; trust and respect as the foundation al values of relationship
2. Understanding the meaning of trust; the difference between intention and competence

3. Understanding the meaning of respect, the difference between respect and differentiation; the other salient values in a relationship
4. Understanding the harmony in the society (society being an extension of the family); resolution, prosperity, fearlessness (trust), and co-existence as comprehensive human goals
5. Visualizing a universal harmonious order in society – undivided society, universal order – from family to world family

Include practice sessions to reflect on relationships in the family, hostel, and institute as extended family, real-life examples, teacher-student relationship, the goal of education, etc. Gratitude is a universal value in relationships— discuss with scenarios. Elicit examples from students' lives.

**UNIT IV: Understanding harmony in the nature and existence – who le existence 9 L as co-existence**

1. Understanding the harmony in the nature
2. Inter-connectedness and mutual fulfillment among the four orders of nature – recyclability, and self-regulation in nature.
3. Understanding Existence as Co-existence of mutually interacting units in all-pervasive space.
4. Holistic perception of harmony at all levels of existence.
5. Include practice sessions to discuss human beings as the cause of imbalance in nature, pollution, depletion of resources and role of technology, etc.

**UNIT V: Implications of the above Holistic Understanding of Harmony 10 L on Professional Ethics**

1. Natural acceptance of human values
2. The definitiveness of Ethical Human Conduct
3. The basis for Humanistic Education, Humanistic Constitution, and Humanistic Universal Order
4. Competence in professional ethics: a. Ability to utilize professional competence for augmenting universal human order b. Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems, c. Ability to identify and develop appropriate technologies and management patterns for the above production systems.
5. Case studies of typical holistic technologies, management models, and production systems
6. Strategy for the transition from the present state to Universal Human Order:
7. At the level of the individual: as socially and ecologically responsible engineers, technologists, and managers
8. At the level of society: as mutually enriching institutions and Organization s
9. Sum up.

Include practice exercises and case studies to discuss the conduct of an engineer or scientist.

**Text Books(s)**

1. Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010

**Reference Book(s)**

1. Jeevan Vidya: EkParichaya, A Nagaraj, Jeevan Vidya Prakash an, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi.
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews

7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj - Pandit Sunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)

**Course Outcomes:**

By the end of the course, students will expect:

- Recognizing and promoting honesty, responsibility, empathy, compassion, integrity, and tolerance.
- Understanding the coexistence of self and body and their needs.
- Understanding harmony at each level: Self, family, society.
- Understanding interconnectedness and mutual fulfilment among Physical, Bio and human order
- Developing appropriate holistic technology and management to create harmony in universal Human order.

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
<b>CO1</b>	Recognizing and promoting honesty, responsibility, empathy, compassion, integrity, and tolerance	-	1	-	-	-	-	-	1	-	-	-	2	-	-	-
<b>CO2</b>	Understanding the coexistence of self and body and their needs	-	2	-	-	-	-	1	-	-	-	-	2	-	-	-
<b>CO3</b>	Understanding harmony at each level: Self, family, society	-	-	-	-	-	2	1	1	-	-	-	2	-	-	-
<b>CO4</b>	Understanding interconnectedness and mutual fulfilment among Physical, Bio and human order	-	-	2	-	-	2	2	2	-	-	-	2	-	-	-
<b>CO5</b>	Developing appropriate holistic technology and management to create harmony in universal Human order.	-	1	1	1	-	-	2	2	-	-	1	1	-	-	-

## 19EOE302: GERMAN FOR BEGINNERS

**LTPC  
3003**

### Unit I

**9 hours**

Introduction to the German Language, grammar and pronunciation. Language: Greetings; Introducing oneself, asking the way, giving directions. Grammar: The nouns, gender distinctions, cases, definite and indefinite articles. Pronunciation: Vowels.

### Unit II

**8 hours**

Language: Asking for and giving information; discussing home and the household. Grammar: Conjugation of verbs, verbs with separable and inseparable prefixes, modal verbs. Pronunciation: Vowels.

### Unit III

**8 hours**

Language: Describing people and their qualities, describing shape, size and colour of objects. Grammar: Personal pronouns, possessive pronouns, reflexive pronouns. Pronunciation: Consonants.

### Unit IV

**8 hours**

Language: The working World: Returning faulty goods to a shop, asking someone to repeat something; Ref using or declining politely. Grammar: Cases: nominative, accusative, dative. Pronunciation: Diphthongs.

### Unit V

**9 hours**

Language: Making Comments and Suggestions: Asking for and giving opinions. Grammar: Structure of sentence and categories of sentences; subordinate clause - causative and conditional sentences. Pronunciation: Umlaut.

### References

1. Deutsch als Fremdsprache IA Grundkurs
2. Ultimate German Beginner - Intermediate (course book), Living Language, 2004.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Develop basic proficiency in spoken German, including greetings, Introduction s, and everyday conversations.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO2</b>	Acquire foundation al grammar knowledge, including verb conjugation, noun genders, and sentence structure.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO3</b>	Build a vocabulary of common German words and phrases relate d to daily life, travel, and simple interactions.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO4</b>	Comprehend simple texts in German, such as signs, menus, and short passages.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO5</b>	Reflect on German customs, traditions, and social norms.	-	-	-	-	-	-	1	-	-	3	-	2	-	-	1

## 19EOE304: CHINESE FOR BEGINNERS

**L T P C**  
**3 0 0 3**

### Unit I

**8 hours**

Introduction to the Chinese Language and pronunciation system; Tones; Chinese numbers; Language Saying hello, greetings. Pronunciation: Initials: b p m n l h; Finals: a o e I u ü / ao en ie in ing uo; First tone.

### Unit II

**8 hours**

Language: Asking what someone wants; identify ing people; Asking someone's name and nationality Grammar: Word order in Chinese sen-tence. Pronunciation: Initials: d t g k f; Finals: ei ou an ang eng iao iou(iu); Second tone.

### Unit III

**8 hours**

Language: Introducing oneself; Asking for permission. Grammar: Sentence with an adjectival predicate; "Yes-no" question. Pronunciation: Initials: zh ch sh r; Finals: -I / ai uai ong; Third tone.

### Unit IV

**8 hours**

Language: Introducing oneself; Asking for permission. Grammar: Ques-tions with an interrogative pronoun. Pronunciation: Initials: j q x; Finals: ia ian iang / uei(-ui) uen(-un) üe üan; Fourth tone.

### Unit V

**9 hours**

Language: Making comments and suggestions; Asking someone to repeat something; Ref using or declining politely. Grammar: Sentences with a verbal predicate. Pronunciation: Initials: z c s; Finals:-i er iong ua uan uang ün; Neutral tone; Retroflex ending.

\*The course will focus on the pronunciation system, the Introduction of common Chinese expressions and every-day phrases in the context of communicative activities.

### References

1. Liu, Yuehua, Integrated Chinese: Simplified Characters Textbook, Level 1, Part 1. Cheng and Tsui Company, Inc. Boston, 2008.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Develop basic proficiency in spoken Chinese, including greetings, Introduction s, and everyday conversations.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO2</b>	Acquire foundation al grammar knowledge, including verb conjugation, noun genders, and sentence structure.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO3</b>	Build a vocabulary of common German words and phrases relate d to daily life, travel, and simple interactions.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO4</b>	Comprehend simple texts in Chinese, such as signs, menus, and short passages.	-	-	-	-	-	-	-	-	-	3	-	-	-	-	-
<b>CO5</b>	Reflect on Chinese customs, traditions, and social norms.	-	-	-	-	-	-	1	-	-	3	-	2	-	-	1

## 19EOE306: ANALYTICAL ESSAY WRITING

**LTP C**  
**3003**  
**9 hours**

### Unit I

Mechanics of Essay Writing: Framework of an essay, Introduction, hypothesis/statement of claim, body-claims and counter claims, refuting or disproving the opposing position with reasons and examples, providing evidence and examples that prove or support one's claim, conclusion-restatement of the claim and summary of the main ideas, paragraphing, discourse markers.

### Unit II

**9 hours**

Analyzing an Argument: Terms and definitions, statement, argument, claim, truth value, premise, identifying premises and claims/conclusions, strengths and weaknesses of an argument, discussion on the validity of a claim, scope for counter-argument if any, critiquing an argument.

### Unit III

**8 hours**

Analyzing an Issue: An issue statement or statements followed by specific task instructions, discussing the extent to which one agrees or disagrees with the statement, rationale for the position one takes, developing and supporting one's position, discussion on the validity of the given statement/claim, addressing the different views that are presented, remaining unbiased in assessing a claim, taking a stand and justifying it, writing a response.

### Unit IV

**9 hours**

Writing an Argumentative Essay on a Topic of Contemporary Interest: Planning, writing and revising, clear, concise and defined thesis statement that occurs in the Introduction, clear and logical transitions. Body Paragraphs that include Evidential Support (factual, logical, statistical or anecdotal), conclusion that does not simply restate the thesis, but re-addresses it in light of the evidence provided.

### Unit V

**7 hours**

Peer Review: Preparing a template for peer review that is derived from the response rubric given to the student and assessment rubric used for evaluation, formulating and communicating constructive feedback on a peer's work, responding to feedback on one's work, checklist for peer review-lead strategy use in the Introduction, thesis statement, supporting details given in the body, the writer's acknowledgment of a counterargument and his/her response to it, closing strategy used in the conclusion.

### References

1. Bailey S., Academic Writing: A Handbook for International students, Routledge, London and New York, 2001.
2. Jordan R.R., Academic Writing course, Nelson/Longman, London, 1999.
3. Hamp-Lyons L., Heasley B., Study Writing, Cambridge University Press, 2006.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the mechanics of Essay Writing	-	-	-	-	-	-	-	-	3	3	-	-	-	-	1
<b>CO2</b>	Analyze an argument and bring out its strengths and weaknesses	-	-	-	-	-	-	-	-	3	3	-	-	-	-	1
<b>CO3</b>	Analyzing an Issue in an unbiased manner	-	-	-	-	-	-	-	-	3	3	-	-	-	-	1
<b>CO4</b>	Composing an argumentative essay on a Topic of Contemporary Interest	-	-	-	-	-	-	-	-	3	3	-	-	-	-	1
<b>CO5</b>	Conducting peer review and responding to feedback.	-	-	-	-	-	-	-	-	3	3	-	2	-	-	1

## 19EOE308: INDIAN ECONOMY

**LTPC  
3003**

### Unit I

**9 hours**

Structure of Indian Economy: Meaning of economic growth and development, features of Indian economy, changing structure of Indian economy, trends in national income, sources of growth, agriculture, industry and service sectors.

### Unit II

**8 hours**

Demography, Poverty and Unemployment in India: Demography: Population size and growth rates, age and gender distribution, trends of urbanization, occupational distribution of labour force. Poverty: Nature of poverty causes for poverty, measures to eradicate poverty. Unemployment: Nature and types of unemployment, causes for unemployment, remedial measures of unemployment.

### Unit III

**8 hours**

Public Finance: Sources of government revenue, Indian tax structure, direct and indirect taxes, composition of the government expenditure, role of monetary and fiscal policies, federal finance in India, 14th finance commission.

### Unit IV

**8 hours**

Foreign Trade: importance, composition and direction of foreign trade, foreign direct investment, BoPs equilibrium, Foreign Exchange Management Act (FEMA).

### Unit V

**8 hours**

Economic Reforms in India: Industrial policy 1991, economic reforms, liberalization, privatization, and globalization.

### Text Book(s)

1. V. K. Puri, S.K. Misra, Indian Economy, 31/e, Himalaya Publishing House, 2014.

### References

1. R.C. Dutt, K.P.M. Sundaram, Indian Economy, S. Chand and Company, 2010.
2. A. N. Agarwal, Indian Economy, New Age International Limited, 2012.
3. I.C Dhingra, Indian Economy, Sultan Chand and Company, 2007.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the structure of Indian Economy	-	-	-	-	-	3	-	1	-	-	-	-	-	-	-
<b>CO2</b>	Analyze demography, Poverty and Unemployment in India	-	-	-	-	-	3	-	1	-	-	-	-	-	-	-
<b>CO3</b>	interpret the working of Public Finance in India	-	-	-	-	-	3	-	1	-	-	-	-	-	-	1
<b>CO4</b>	Understand the importance, composition and direction of foreign trade,	-	-	-	-	-	3	-	1	-	-	-	-	-	-	1
<b>CO5</b>	Outline the economic reforms in India	-	-	-	-	-	3	-	1	-	-	-	-	-	-	1

## 19EOE310: PUBLIC ADMINISTRATION

**LTPC**  
**3003**  
**10 hours**

### Unit I

Introduction: Meaning, scope and significance of public administration, evolution of the discipline and its present status, challenges of liberalisation, privatization and globalization, good governance, electronic governance- concepts and applications, New Public Management (NPM).

### Unit II

**8 hours**

Administrative Thought: Scientific management theory, classical theory, bureaucratic theory, human relations theory, system theory.

### Unit III

**8 hours**

Accountability and Control: Legislative, executive and judicial control over administration, role of media, interest groups, NGOs, civil society, Right to Information Act (RTI), social audit, citizen chapters.

### Unit IV

**8 hours**

Union and State Governments Administration: President, prime minister, council of ministers, cabinet, central and state secretariats, boards and commissions, governor, chief minister and council of ministers, central- state relations, finance commission, Neeti ayog.

### Unit V

**8 hours**

Civil Services: Recruitment, training and other condition of services, district administration, role of collector, local self governing institutes-73rd and 74th constitutional amendments act.

### Text Book(s)

1. Avasti, Maheswari, Public Administration, 31/e, Lakshmi Narain Agarwal Books, India, 2014.
2. B. L. Fadia, Kuldeep Fadia, Indian Administration, 8/e, Sahitya Bhawan, India, 2014.

### References

1. Nicholas Henry, Public Administration and Public Affairs, 21/e, Prentice Hall of India, 2012.
2. D. Ravindra Prasad, V. Sivalinga Prasad, P. Satyanarayana, Administrative Thinkers, 2/e, Sterling Publishers, 1991.
3. D. D. Basu, Introduction to the Indian Constitution, 21/e, Lexis Nexis Butterworths, Wadhwa Nagpur, 2013.
4. Ramesh K. Arora, Rajni Goyal, Indian Public Administration, 3/e, New Age International Publishers, India, 1995.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the scope and structure of public administration	-	-	-	-	-	3	-	1	-	-	-	-	-	-	-
<b>CO2</b>	interpret the different theories of administrative thought	-	-	-	-	-	3	-	1	-	-	-	-	-	-	-
<b>CO3</b>	Outline the extent of legislative, executive and judicial control over administration	-	-	-	-	-	3	-	1	-	-	-	1	-	-	1
<b>CO4</b>	interpret the structure of Union and State Governments Administration in India	-	-	-	-	-	3	-	1	-	-	-	1	-	-	1
<b>CO5</b>	Understand the roles and responsibilities of civil services	-	-	-	-	-	3	-	1	-	-	-	1	-	-	1



## 19EOE 312: ENVIRONMENTAL MANAGEMENT

<b>L</b>	<b>TP</b>	<b>C</b>
<b>3</b>	<b>00</b>	<b>3</b>

### Course Objectives:

- To familiarize with basic with basic concepts of green buildings
- To acquire an insight on characteristics, collection transportation and disposal of different types of biomedical wastes
- To acquaint the basic principles of EIA.
- To impart about e-waste management.
- To understand the activities in environmental auditing.

### Unit – I - Green Building Technology

Introduction to Green Technology-Use of technology towards sustainability. IGBC rating systems, Understanding of green building measures in the areas of Site Preservation, energy Efficiency, materials, Water Conservation, Solar energy - Wind energy - basic concepts - Sources and uses.

### Unit – II – Biomedical Waste Management

Definition-Sources-Classification of biomedical waste – Objectives of Biomedical waste management-segregation-containers for biomedical waste-Labeling Collection-Transport-Disposal methods.

### Unit – III - Environmental Impact Assessment (EIA)

Introduction -Definition-Scope-Objectives of EIA- basic EIA Principles, Classification of EIA-Life Cycle Assessment-Environmental Policy of India. BASELINE DATA ACQUISITION: Environmental Inventory- Rapid EIA.

### Unit – IV - E-Waste management

E-waste: Sources- Types- components; Collection process- Segregation-Disposal methods; Effect on air, water and soil; Health hazards; Role of individual for E-waste management. Current E-waste Management Rules.

### Unit – V- Environmental Audit

Introduction - Environmental audit Significance for Industry-Elements of Environmental audit. Process of environmental audit-Pre audit- Activity -Activities at site- Post audit.

### Course Outcome:

1. To explain the concepts of green buildings –L2.
2. To outline the disposal techniques in biomedical waste –L2.
3. To explain the preparation of EIA statements-L4
4. To summarize e-waste management rules-L2
5. To identify various activities involved in environmental audit –L3

### Text Books

1. Juuti, P., Tapio S. K., and Vuorinen H., Environmental History of Water: Global Views on Community Water Supply and Sanitation, IWA Publishing (Intl Water Assoc), 2007.
2. Rittmann, B.E., and McCarty, P.L., Environmental Biotechnology: Principles and applications, McGraw Hill, 2001.

**Reference Books**

1. Reddy, L.N. and Inyang. H. I., Geo-environmental Engineering –Principles and applications, Marcel Dekker, Inc., New York., 2000
2. Industrial Wastewater Management, Treatment and Disposal, WEF Manual of practice No. FD-3, 3rd Ed., WEF Press and McGrawHill, 2008

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the basic concepts of green buildings	-	-	-	-	-	3	3	-	-	-	-	-	-	-	-
<b>CO2</b>	State the various methods of Biomedical Waste Management	-	-	-	-	-	3	3	-	-	-	-	-	-	-	-
<b>CO3</b>	Outline the basic principles of EIA.	-	-	-	-	-	3	3	-	-	-	-	1	-	-	1
<b>CO4</b>	Summarize the importance and methods of e-waste management.	-	-	-	-	-	3	3	-	-	-	-	1	-	-	1
<b>CO5</b>	Reproduce the activities necessary for successful environmental auditing	-	-	-	-	-	3	3	-	-	-	-	1	-	-	1

## 19EOE327: PROFESSIONAL COMMUNICATION

LTPC  
3003

### Unit I

8 hours

Internal Communication: Memo-structure, layout and style, e-mail-structure, style, content and etiquette, notice-structure, content and layout, conducting a meeting, purpose and preparation, drafting agenda and minutes, conducting effective meetings, meeting etiquette.

### Unit II

9 hours

Making a Business Presentation: Planning- define the purpose, analyze audience and occasion, preparation- developing central idea, main ideas, gathering supporting materials, audio-visual aids, Organization - Introduction, body and conclusion, delivery-addressing the audience, body Language, eye contact, use of appropriate Language, style and tone.

### Unit III

8 hours

Business Letters: Form and structure, style and tone, letters of enquiry, letters placing orders/ giving instructions/urging action, letters of complaint and adjustment.

### Unit IV

9 hours

Proposals and Reports: Proposals, types, structure, prefatory parts, body of the proposal, supplementary parts, reports, types, informative, analytical, formal/informal, oral/written, individual/group, format and structure.

### Unit V

8 hours

Resume, Cover Letter, Interview and Telephone Etiquette: Resume, design and structure, cover letter, cover letters, accompanying resumes, opening, body, closing; Interview, planning, purpose, pre-interview preparation, conversation, two-way interaction, projecting a positive image, telephone etiquette-guidelines for telephone conversations in a professional context.

### References

1. Seely, John, Oxford Guide to Effective Writing and Speaking, Oxford University Press, India, 2013.
2. Olsen Leslie, Huckin Thomas, Technical Writing and Professional Communication for Non-Native Speakers, McGraw Hill, 1991.
3. Rizvi, M. Ashraf, Effective Technical Communication, Tata McGraw Hill, 2005. 193

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Master effective written communication skills for various professional contexts, including emails, reports, and memos.	-	-	-	-	-	-	-	1	2	3	2	1	-	-	2
<b>CO2</b>	Develop proficiency in verbal communication techniques, such as public speaking, presentations, and interpersonal interactions.	-	-	-	-	-	-	-	1	2	3	2	2	-	-	2
<b>CO3</b>	Cultivate active listening skills to enhance understanding and collaboration in professional settings.	-	-	-	-	-	-	-	1	2	3	2	1	-	-	2
<b>CO4</b>	Learn strategies for nonverbal communication, including body Language, gestures, and facial expressions, to convey messages effectively.	-	-	-	-	-	-	-	1	2	3	2	1	-	-	2
<b>CO5</b>	Understand the importance of cultural sensitivity and adapt communication styles accordingly in diverse workplace environments.	-	-	-	-	-	-	-	3	2	3	2	1	-	-	2

## 19MOE301: BASICS OF FINANCE

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### Unit I

Financial Management: An Introduction - Meaning and Definition of financial Management, objectives of Financial Management, Finance Functions, Organization of finance function, functions of finance Manager - Interface between Finance and other business functions.

### Unit II

Sources of finance – classification of sources- security financing – kinds of ownership securities- debentures-bonds- types of bonds -internal financing– loan financing – innovative source of finance- venture capital-seed capital –private equity.

### Unit III

Time value of money – Introduction – concept – techniques of time value of money –compounding technique- doubling period-compound value of annuity-discounting or present value of technique – present value of annuity.

### Unit IV

Financing Decisions: Cost of Capital - Cost of Debt, Cost of Preference Shares, Cost of Equity Shares, Cost of Retained Earnings, Weighted Average Cost of Capital.

### Unit V

working capital management- meaning – concept – components of working capital -factors determining working capital management – operating cycle- determinants of working capital -estimation of working capital management.

### Textbook(s):

1. Shashi K. Gupta & R.K. Sharma, “Financial Management – theory and practices” 8<sup>th</sup> revised edition, 2014, Kalyani Publishers.

### References:

1. Pandey, I. M., “Financial Management”, Vikas Publications print, New Delh, 2012
2. Khan, M. Y., & Jain, P. K., “Financial Management”, Tata McGraw Hill, New Delhi, 2012
3. Maheswari, S. N., “Financial Management”, Sultan Publications, New Delhi, 2013

### Journals:

1. Chartered Financial Analyst - ICAFI - Hyderabad
2. Journal of Accounting and Finance - Research Development Association, Jaipur
3. GITAM Journal of Management, GITAM Institute of Management, GITAM University, Visakhapatnam

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the importance of finance management and finance functions	-	-	-	-	-	1	-	1	-	-	3	1	-	-	1
<b>CO2</b>	Interpret the different sources of finance	-	-	-	-	-	1	-	1	-	-	3	1	-	-	1
<b>CO3</b>	Learn the time value of money	-	-	-	-	-	1	-	1	-	-	3	1	-	-	1
<b>CO4</b>	Analyze different financing decisions	-	-	-	-	-	1	-	1	-	-	3	1	-	-	1
<b>CO5</b>	Implement working capital management strategies	-	-	-	-	-	1	-	1	-	-	3	1	-	-	1

## 19LOE301: FUNDAMENTALS OF CYBER LAW

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### **Course Objectives:**

The objective of this course is to make students familiar with the developments that are taking place in different areas of study with the help of Computer and Information Technology. The students will acquire knowledge in national and international legal order on the Fundamentals of Cyber laws. The abuse of computers has also given birth to a gamut of new age crimes that are addressed by the Information Technology Act, 2008 (as amended). The chief aim of this course is to encourage inter-disciplinary studies.

### **UNIT-I**

Conceptual and theoretical perspectives of Cyber law - Computer and Web Technology –Evolution of Cyber law – National &International Perspectives of Cyber law - Legal Issues &Challenges in India, USA and EU - data Protection - Cyber Security, etc.

### **UNIT-II**

International Perspectives - Budapest Convention on Cybercrimes - ICANN's core principles and the domain names disputes - Net neutrality - EU electronic communications regulatory framework - Web Content Accessibility Guidelines (WCAG).

### **UNIT-III**

Information Technology Act, 2008 as amended - Overview of the Act - Jurisdiction - electronic Governance - electronic Evidence (relevant portions of Indian Evidence Act) - Digital Signature Certificates (DSCs) - Duties of Subscribers of DSCs - Role of DSC Certifying Authorities - The Cyber Regulations Appellate Tribunal - Internet Service Providers and their Liability – Powers of Police - Impact of the Act on other laws - Social Networking Sites vis-à-vis Human Rights.

### **UNIT-IV**

Cyber laws vis-à-vis IPRs - copy right in Information Technology - software - copy rights Vs Patents debate - Authorship and Assignment Issues - copy right in Internet - Multimedia and copy right issues - software Piracy - Patents - European Position on Computer related Patents - Legal position of U.S and India on Computer related Patents - Trademarks in Internet - Domain name registration - Domain Name Disputes & World Intellectual Property Organization (WIPO) - data bases in Information Technology - Protection of data base in USA, EU &India.

### **UNIT-V**

Mobile Technology- SIM (Subscriber Identity Module) cloning–Mobile frauds - Usage of mobile software - Special reference to the relevant provisions of IT ACT 2008, India Penal Code and Evidence Act.

### **Textbooks:**

- a. Yatindra Singh: Cyber laws
- b. Vakul Sharma, Handbook of Cyber laws

### **References:**

1. Linda Brennan and Victoria Johnson: Social, ethical and policy implication of Information Technology.
2. Kamath Nandan: law relating to Computer, Internet and E-Commerce.
3. Mike Godwin: Cyber Rights Defencing free Speech in the Digital Age.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the evolution and the current state of cyber law	-	-	-	-	-	3	-	3	-	-	-	-	-	-	1
<b>CO2</b>	Summarize the various international regulations and conventions related to cyber law	-	-	-	-	-	3	-	3	-	-	-	-	-	-	1
<b>CO3</b>	List the laws and cyber regulations in affect in India.	-	-	-	-	1	3	-	3	-	-	-	-	-	-	1
<b>CO4</b>	Understand the various tenets of intellectual property on the Internet in India and the world.	-	-	-	1	1	3	-	3	-	-	-	-	-	-	1
<b>CO5</b>	Understand the impact of mobile fraud and the use of cyber laws to defend against the same.	-	-	-	1	1	3	-	3	-	-	-	-	-	-	1



## 19MOE303: INTRODUCTION TO INTERNATIONAL BUSINESS

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

### Course Objectives:

The objectives of the course are to understand, analyze, and examine the following:

- The factors that determine trade between countries: labor productivity, labor intensity, technology, skills, etc.; protectionism and new trade policies of developed and developing countries;
- Impact of global trade patterns on developing countries including
- Impact of exchange rate regime and global financial crisis on trade;
- The new world trading system. World Trade Organization, International markets, and its implications on the developing world.

### UNIT I: Globalization and International Business Environment

Introduction and Overview: Definition and Scope of International Business-Globalization: Boon or Bane, Globalization – New Dimensions: Mercantilism- Adam Smith: “Theory of Absolute Cost Advantage”- David Ricardo: “Theory of Comparative Cost Advantage”. World Trade Organization: Important Provisions and Agreements, Agreement on Agriculture (AOA), Agreement on Textiles and Clothing (ATC), General Agreement on Trade in Services (GATS), Agreement on Rules of Origin, Agreement on Trade Related Investment Measures (TRIMS), Agreement on Anti-Dumping, WTO: Intellectual Property Right and Industrial Sector, WTO: Dispute Settlement Body

### UNIT II: India and International Trade

Exports, Imports and Industrial Production-Trends, Reforms for the Growth of Foreign Trade. Impediments to Growth of India’s International Trade, Agreements, Challenges and Opportunities. India’s Trade Policy-Past, Present and Future: Trade policy, EXIM Policy: Special Economic Zone and Foreign Trade.

### UNIT III: Foreign Direct Investment and International Economic Environment

Foreign Direct Investment (FDI) and Developing Countries. Trends in FDI, Benefits and Determinants: China and Other East Asian Countries: Chinese Imports and Impact on Indian Industries. Case Study- Bicycle Industry. Special Economic Zones and Foreign Trade. Problems in Establishing and Managing International Marketing Channels, Major Players in the International Market, Major players in the International Marketing.

### UNIT IV: Exchange Rates, Risk Management and Fema

Exchange Rate Depreciation and Impact on Exports and Imports: Foreign Exchange Risk, Risk Management, Forecasting of Foreign Exchange, Reforms in Foreign Exchange Market in India: Exchange Rates- Euro Vs. US Dollar, Exchange Rate Movements and Implications: Currency Crisis: The South -East Asian Crisis, The Currency Crisis in Argentina. Case Study: Case for Euro Invoicing, Dollar as Incumbent.

**UNIT V: Regional Trading Blocks**

Types of Regional Grouping, North American Free Trade Agreement, The Andean Community, Caribbean Community and Common Market (CARICOM), South Asian Association for Regional Cooperation (SAARC), Association of South-East Asian Nations (ASEAN), European Union (EU).

**Prescribed Textbook:**

International Business. Justin Paul. 2004, Prentice Hall of India Pvt Limited. New Delhi (ISBN-81-203-2426-9).

**Suggested Readings:**

1. S.N. Chary- “Elements of International Business”- Wiley India- I Edition- 2006
2. Francis Cherunilam- “International Business- Text and Cases”- Prentice Hall- 3<sup>rd</sup> Edition- 2004.
3. Margaret Woods- “International Business an Introduction”- Palgrave Publications- 1<sup>st</sup> Edition- 2003.
4. Aswathappa- “International Business”- TATA McGraw Hill- 1<sup>st</sup> Edition- 2003.
5. Mike W. Reng- “International Business”- Cengage Learning- 1<sup>st</sup> Edition- 2007.
6. Vyuptakesh Sharan- “International Business Concept- Environment- & Stratagey”- Pearson Education- 1<sup>st</sup> Edition- 2006.

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	To understand the overview of international business and trade	1	1	1	1	1	-	-	-	-	-	1	-	-	-	-
<b>CO2</b>	To understand role of India in International trade	1	1	1	1	1	-	-	-	-	-	1	-	-	-	-
<b>CO3</b>	To understand the concept Foreign Direct Investment and International Economic Environment earnings.	1	1	1	1	1	-	-	-	-	-	1	-	-	-	-
<b>CO4</b>	To understand the different Exchange Rates and Risk Management	1	1	1	1	1	-	-	-	-	-	1	-	-	-	-
<b>CO5</b>	To understand the different Regional Trading Blocks	1	1	1	1	1	-	-	-	-	-	1	-	-	-	-

## 19MOE305: BASICS OF MARKETING

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Unit I:** Introduction to Marketing – Nature, Scope and importance of Marketing – concepts and Approaches to Marketing – Product Vs. Service Marketing, Role of Marketing in the Economic Development – Latest Trends in Marketing.

**Unit II:** Analyzing Consumer Markets and Buyer behaviour – Factors Influencing the Buyer behaviour ; Market Segmentation and Targeting.

**Unit III:** Marketing Mix Strategies & Extended Marketing Mix: Product, Service Product, Classification of Products – Product Life Cycle Stages, New Product Development

**Unit IV:** Pricing & Channels of Distribution: Pricing Objectives – Factors Influencing the Pricing Policy – Pricing methods, Channels of Distribution – Channel Design Decisions – Channel Management.

**Unit V:** Promotion Mix – importance of Promotion – Managing Advertising – Sales Promotion –, Personal Selling and Direct Marketing– Publicity and Public Relations.  
Case study (Not exceeding 250 words).

### Textbook(s)

1. Philip Kotler (2014), *A Framework for Marketing Management*, New Delhi: Pearson Education.

### Reference books

1. W.J. Stanton (2011), *Fundamentals of Marketing*, New Delhi: McGraw Hill Publishing Co. Ltd.,
2. Gravens Hills & Wood Ruff (2012), *Marketing Management*, New Delhi: Cravens Hills, AITBS.
3. Rajan Saxena (2010), *Marketing Management*, New Delhi: Tata Mc-Graw Hill.
4. Sontakki C.N. (2012), *Marketing Management*, New Delhi: Kalyani Publications.

### Journals

1. GITAM Journal of Management, Visakhapatnam.
2. Journal of Marketing, New Delhi.
3. Advertising & Marketing, New Delhi.
4. Indian Management, New Delhi.
5. Indian Journal of Commerce, New Delhi.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the Scope, importance and types of Marketing	-	-	-	-	-	1	-	1	-	1	3	1	-	-	1
<b>CO2</b>	Analyze Consumer Markets and Buyer behaviour	-	-	-	-	-	1	-	1	-	1	3	1	-	-	1
<b>CO3</b>	Classify products	-	-	-	-	-	1	-	1	-	1	3	1	-	-	1
<b>CO4</b>	Outline pricing methods and channels of distribution	-	-	-	-	-	1	-	1	-	1	3	1	-	-	1
<b>CO5</b>	Apply promotion mix to manage advertising	-	-	-	-	-	1	-	1	-	1	3	1	-	-	1

## GEL345: WORKPLACE COMMUNICATION – BASIC

LTPC  
3003

### Introduction

*The course is used to teach contemporary international business communication. An integrated skills approach is followed to enable students to communicate effectively in business contexts. It is a topic-based course with ample opportunity for practise to develop LSRW skills. It motivates and engages the students who wish to pursue various careers.*

### Course Objectives

- To enable students to hone their Language skills with special focus on effective communication in business contexts
- To reinforce Learning and enhance the ability to understand business communication
- To conduct business correspondence, write reports and suggestions, make presentations and participate in discussions
- To prepare students for BEC certification (B2 Level)

### Unit 1: Listening

Understanding general idea; listening for specific information to complete notes, forms, and messages based on telephone conversations; recognising functions such as complaining, greeting, apologising; recognising topics and contexts; ability to follow extended Speech during interviews, discussions, and presentations; ask relevant questions to indicate one's understanding of the main points of the Speech

#### Learning Outcomes

At the end of the Unit the learners will be able to

- understand and follow a range of spoken business communication
- collect specific information from telephone conversations, interviews, discussions and presentations
- recognise different Language functions such as greeting, apologising, and complaining
- make inferences and draw conclusions

### Unit 2: Speaking

Interactive communication: sharing and participating in a conversation; giving a presentation or speaking at a business meeting: structuring a Speech and connecting ideas; discussing on a given topic and expressing opinions, agreeing, disagreeing, comparing and contrasting ideas to reach a decision; speaking at length about the topic in a logical way

#### Learning Outcomes

At the end of the Unit the learners will be able to

- communicate with clarity and precision in business contexts
- understand and apply effective dis course management strategies
- make structured mini presentations/ elevator pitches
- participate in targeted discussions

### Unit 3: Reading

Understanding the meaning, structure and cohesion of the text; reading in detail; scanning for specific details/information; identify ing the write r's purpose and main idea of a paragraph; understanding opinions and ideas expressed in the text; understanding sentence structure; identify ing and correcting errors in text.

### **Learning Outcomes**

At the end of the Unit the learners will be able to

- comprehend business texts with focus on meaning, structure and cohesion
- get the gist, identify specific details and understand the writer's purpose
- make inferences and draw conclusions
- read short texts for error identification and correction

### **Unit 4: Writing**

Writing for internal communication: a note/memo/email/message (formal); writing requests, instructions, explanations, ask for information, etc.; writing concisely and cohesively: linking your ideas; writing reports and proposals based on notes, charts, and tables.

### **Learning Outcomes**

At the end of the Unit the learners will be able to

- identify formal internal communication contexts and write a note/ memo/ email/ message accordingly
- write instructions and explanations for process oriented activities
- produce different pieces of writing concisely and cohesively with appropriate discourse markers based on charts and tables.
- write effective letters, emails, reports, and proposals

### **Unit 5: Grammar and Vocabulary in Context**

Countable and uncountable nouns; present perfect and past simple; phrasal verbs; collocations; linking words; infinitives and verb + -ing; formal requests; first and second conditionals; prepositions in time clauses; modal verbs: perfect forms; referencing; passives; the definite article; tense changes in reported Speech ; relative clauses

### **Learning Outcomes**

At the end of the Unit the learners will be able to

- demonstrate appropriate use of a range of grammatical structures and vocabulary
- understand various forms of nouns, verb tense, voice, and reported Speech
- use phrasal verbs, collocations and discourse markers as required
- be consistent in the correct use of grammar and effective word choice in written and oral communication

### **References:**

1. Whitby, N. (2014). *Business Benchmark: Upper Intermediate*. Cambridge English: CUP.
2. Seely, John. *Oxford Guide to Effective Writing and Speaking*. Oxford University Press, (India), 2013
3. Rizvi, M Ashraf. *Effective Technical Communication*. Tata McGraw Hill. 2005.
4. Olsen, Leslie & Huckin, Thomas. *Technical Writing and Professional Communication for Non-native Speakers*. McGraw-Hill. 1991

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Develop effective written communication skills for workplace correspondence, including emails, memos, and basic reports.	-	-	-	-	-	-	-	-	2	3	2	1	-	-	1
<b>CO2</b>	Articulate effectively in interactions with colleagues, supervisors, and clients in various workplace contexts.	-	-	-	-	-	-	-	-	2	3	2	1	-	-	1
<b>CO3</b>	Analyzing and providing constructive feedback in professional settings.	-	-	-	-	-	-	-	-	2	3	2	1	-	-	1
<b>CO4</b>	Present confidently in workplace situations such as meetings, phone calls, and brief presentations.	-	-	-	-	-	-	-	-	2	3	2	1	-	-	1
<b>CO5</b>	Understand the importance of professional etiquette, including appropriate Language, tone, and nonverbal cues, in building positive workplace relationships.	-	-	-	-	-	-	-	-	2	3	2	1	-	-	1

**GEL347: WORKPLACE COMMUNICATION –  
ADVANCED**

**LTPC  
3003**

**Introduction**

*The aim of the course is to equip students with advanced Language skills for successful communication in business contexts. this course will enhance students' employability and add value to their career prospects. this course will be taught through integration of the four Language skills, using a blended approach.*

**Course Objectives**

- To enhance critical thinking skills through challenging tasks and activities
- To train students for effectively using advanced Language functions such as persuading, negotiating, interpreting data, hypothesizing and speculating
- To enable students to become independent and proficient users of English

**Unit 1: Listening**

Comprehending extended Speech about complex topics in situations such as interviews, lectures, talks and meetings; identifying the purpose of Speech and understanding advanced functions such as persuasion and negotiation; practising active listening strategies such as reflecting on what has been said during an extended conversation by paraphrasing, asking specific questions, and responding appropriately; dropping assumptions while listening; inferential listening; picking up on cues from what is said and not said

**Learning Outcomes**

At the end of the unit, the learners will be able to

- follow complex discussions, talks and presentations on business related topics
- understand the use of Language in different situations for different purposes
- demonstrate an understanding of implicit Language use

**Unit 2: Speaking**

Talking about one's work and experience; speaking at length on specific business related topics and demonstrating knowledge of relevant topics based on the conversation/ discussion; developing, presenting, and defending an argument; use of persuasive Language; use of appropriate register and tone

**Learning Outcomes**

At the end of the unit, the learners will be able to:

- express views/opinions and take part in discussions on business/work related topics using appropriate vocabulary and register
- contribute effectively to meetings and seminars
- engage in extended conversation on different topics in workplace contexts

**Unit 3: Reading**

Comprehending complex texts including articles on business related topics; reading with specific goals; using suitable strategies such as making connections, predicting, questioning, visualising, and summarising to become independent readers; using knowledge of text structure to enhance comprehension; interpreting opinions and ideas expressed in the texts; developing critical reading skills to identify generalizations, spot errors in reasoning, and draw inferences/conclusions

**Learning Outcomes**

At the end of the unit, the learners will be able to:

- comprehend complex texts on business/workplace related topics
- understand implicit meaning and purpose of texts read
- develop critical reading skills to enhance comprehension at the inferential level

#### Unit 4: Writing

Writing brief reports: describing and interpreting graphical representation of data; writing proposals: describing, summarising, recommending a course of action, and persuading the reader; writing letters for specific purposes; planning and organising content in a coherent manner; using appropriate register for specific task types (correspondence, report or proposal)

##### Learning Outcomes

At the end of the unit, the learners will be able to

- produce different pieces of writing such as letters, reports, and proposals using Language with clarity, precision, and accuracy
- consistently produce desired written message using a wide range of grammatical structures and vocabulary
- understand the use of appropriate register for different contexts

#### Unit 5: Grammar and vocabulary in context

Verb forms; modal verbs; defining and non-defining relative clauses; compound nouns; embedded questions; position of adverbs; cleft sentences; conditional sentences; future time clauses; complex sentences; infinitive and verb + ing; reference devices ; articles; devices of concession; business vocabulary/ vocabulary related to workplace

##### Learning Outcomes

At the end of the unit, the learners will be able to:

- demonstrate understanding of a range of business vocabulary
- refine the ability to use English grammar as a tool for comprehension
- identify and correct select grammatical and word choice errors in texts
- speak fluently and write effectively

#### References

1. Whitby, N. (2014). *Business Benchmark: advanced*. Cambridge English: CUP.
2. Seely, John. *Oxford Guide to Effective Writing and Speaking*. Oxford University Press, (India), 2013
3. Rizvi, M Ashraf. *Effective Technical Communication*. Tata McGraw Hill. 2005.
4. Olsen, Leslie & Huckin, Thomas. *Technical Writing and Professional Communication for Non-native Speakers*. McGraw-Hill. 1991

#### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Develop effective written communication skills for workplace correspondence, including emails, memos, and basic reports.	-	-	-	-	-	-	-	-	2	3	2	1	-	-	1
<b>CO2</b>	Articulate effectively in interactions with colleagues, supervisors, and clients in various workplace contexts.	-	-	-	-	-	-	-	-	2	3	2	1	-	-	1
<b>CO3</b>	Analyzing and providing constructive feedback in professional settings.	-	-	-	-	-	-	-	-	2	3	2	1	-	-	1
<b>CO4</b>	Present confidently in workplace situations such as meetings, phone calls, and brief presentations.	-	-	-	-	-	-	-	-	2	3	2	1	-	-	1
<b>CO5</b>	Understand the importance of professional etiquette, including appropriate Language, tone, and nonverbal cues, in building positive workplace relationships.	-	-	-	-	-	-	-	-	2	3	2	1	-	-	1



**Semester VII**

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1.	19ECS431	Embedded Systems	PC	2	0	2	0	3	Branch specific
2.	19ECS4XX	Inter Disciplinary Elective II	ID	2	1	0	0	3	
3.	19ECS4XX	Program Elective IV	PE	2	0	2	0	3	
4.	19ECS4XX	Program Elective V	PE	2	0	2	0	3	
5.	19EHS403	HS II (Organizational Behavior)	HS	3	0	0	0	3	
6.	19ECS491	Project Phase I	PW	0	0	2	0	1	Branch specific
7.	19ECS493	Industrial Training/Internship/ Research Projects in National Laboratories/ Academic Institutions	PW	0	0	0	0	1	Branch pecific
8.	19ECS495	Comprehensive Skill Development VI	PW	0	0	0	6	1	Department Specific
<b>Total</b>							<b>18</b>		

## 19ECS431: EMBEDDED SYSTEMS

L T P C  
2 0 2 3

*An embedded system is a multidisciplinary course which requires the knowledge of both hardware and software. The applications of embedded systems are enormous, few applications are line following robots, GPS systems, cameras, ATM cards etc. Embedded systems are broadly classified into three types- small, medium, and large embedded systems. The objective of this course is to provide the knowledge of hardware and software used in embedded systems. A course is also giving the insides of interfacing techniques and importance of real time operating system.*

### Course Objectives:

1. To understand purpose of Embedded systems and its building blocks.
2. To familiarize advanced 32-bit ARM architecture.
3. Understand the ASM programming.
4. Understand instruction set of ARM 7 controller.
5. Understand various peripheral interfacing techniques.

### Module I:

6 0 4

**Introduction to Embedded Systems:** Embedded systems vs general computing systems, history of embedded systems, classification of embedded systems, major application of embedded systems, purpose of embedded systems, elements of an embedded systems

### Learning Outcomes

After completion of this unit, the student will be able to:

1. define an embedded system.
2. explain the difference between general and embedded computing system.
3. explain classification of embedded system.
4. Know the purpose and applications of embedded system.
5. Understand the basic elements required for embedded system.

### Module II:

6 0 4

**ARM Architecture:** The RISC design philosophy, ARM design philosophy, The General-Purpose Registers in the ARM Section, ARM Programmers model, The ARM Memory Map, ARM CPSR (Current Program Status Register), LPC2148 processor architecture.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. explain architecture of LPC2148 processor.
2. explain ARM program model.
3. differentiate GPR & SFR available in LPC2148.
4. Know the ARM execution modes.
5. Can demonstrate flags.

### Module III:

6 0 4

**ARM Instruction Set and Assembly Language Programming:** Arithmetic and Logic Instructions and Programs, Rotate and Barrel Shifter, Shift and Rotate Instructions in ARM, Branch Call and Looping in ARM, Calling Subroutine with BL, Simple ALP programs on Arithmetic & logical operations, Factorial.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. Know Structure of ASM program.
2. Understand use of program counter
3. explain instruction set.
4. Know the addressing modes.
5. Can develop simple Assembly Language programs.

### Module IV:

6 0 4

**Introduction to ARM Programming:** Simple C programs for application with LED, Control of LED with software and hardware timer, LCD interfacing, programming of LCD, ADC, Interfacing of LM35 temperature sensor, UART programming.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. explain the structure of C program.
2. Demonstrate the control of led using software and hardware timers.
3. apply the interfacing techniques led and lcds.
4. explain data acquisition using sensors.
5. Can program serial communication.

### Module V:

6 0 4

**RTOS BASED EMBEDDED SYSTEM DESIGN:** Operating system basics, types of operating systems, tasks, process and threads, multi-processing, and multitasking, task scheduling: non-pre-emptive and pre-emptive scheduling, Task Synchronization techniques, led blinking with free RTOS with Arduino.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. explain the difference between normal OS and RTOS
2. Demonstrate various operating systems and its features
3. Understand the task and its states
4. Know the different scheduling algorithms
5. Can develop simple RTOS programs

### Text Books(s)

1. Rajkamal, 'Embedded System-Architecture, Programming, Design', 3/e, Tata McGraw Hill Education, 2017 (UNIT 1).
2. Muhammad Ali Mazidi, Sarmad Naimi, Sepehr Naimi and Janice Mazidi, ARM Assembly Language Programming & Architecture, Micro DigitalEd, 2/e 2016 (UNIT 2, 3).
3. Trevor Martin, Insider 's Guide To Philips Arm7 based Microcontroller, hitex(UK) Ltd., 1/e, 2005 (UNIT 4).
4. Shibu.K.V, " Introduction to Embedded Systems", Tata Mcgraw Hill, 2009(UNIT 5).

### Reference Book(s)

- Bishop C M "Pattern recognition and Machine learning", 1/e, Springer, 2006.
- Bishop C M "Neural Networks for Pattern Recognition" Oxford University Press, 1995.

### Course Outcomes:

- Explain the Design principles of Embedded systems and Instruction sets of selected Embedded system processors.
- Describe the processor architecture and evaluate the processor performance

- Design and analyse the Embedded system programs
- Distinguish the processes and Process level activities of Embedded systems.
- Follow the system design techniques for the embedded systems and interconnection of the components.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Explain the Design principles of Embedded systems and Instruction sets of selected Embedded system processors.	3	2	3	-	1	-	-	-	-	-	-	1	2	3	-
<b>CO2</b>	Describe the processor architecture and evaluate the processor performance	3	2	3	-	1	-	-	-	-	-	-	1	2	2	-
<b>CO3</b>	Design and analyse the Embedded system programs	3	2	3	-	1	-	-	-	-	-	-	1	2	2	-
<b>CO4</b>	Distinguish the processes and Process level activities of Embedded systems.	3	2	3	-	1	-	-	-	-	-	-	1	3	2	-
<b>CO5</b>	Follow the system design techniques for the embedded systems and interconnection of the components.	3	2	3	-	1	-	-	-	-	-	-	1	2	3	-

## 19EEEC475: MICROCONTROLLERS AND INTERFACING

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

*The knowledge on Microcontroller based embedded system design is much essential in the field of automation. this course begins with the detailed discussion of the architecture and on-chip resources of 8051 followed by complete instruction set and assembly language programming. Further, this course covers C programming for 8051 which is the common platform that any designer would use to program a microcontroller. Concepts of interfacing peripherals like LCD, keypad DAC, ADC and sensors to 8051 are also discussed in the course.*

### Course Objectives:

- To explain the detailed architecture of 8051 microcontrollers and on chip resources.
- To familiarize with 8051 Instruction set and addressing modes.
- To get acquainted with the C programming model of 8051 microcontroller.
- To explain the functionality of serial communication, timers and other peripherals
- To design an embedded system using 8051 microcontroller

### UNIT-I

**10L**

**the 8051 Microcontroller:** Microcontrollers and embedded processors, overview of the 8051 family, 8051 architecture-on chip resources, internal and external memory configuration, 8051 register banks, PSW, clock generator, other special function registers and their purpose, 8051 pin description.

### Learning Outcomes:

After completion of this unit, the student will be able to

- state architectural differences between microprocessors and microcontrollers (L1).
- describe the features of 8051 and compare features of family of 8051 (L2).
- understand the purpose of on chip resources and register banks (L2).
- illustrate the structure and purpose of different SFRs.(L3)
- interpret the functionalities of different pins of 8051(L4)

### UNIT-II

**8L**

**8051 assembly language programming:** Addressing modes, Instruction set: arithmetic instructions and programs, signed number concepts, logic and compare instructions, rotate instructions and data serialization, BCD, ASCII and other application programs, branch instructions-JUMP, LOOP, CALL instructions and programs.

### **Learning Outcomes:**

After completion of this unit, the student will be able to

- demonstrate the purpose of different types of instructions supported by 8051 (L2).
- interpret the operations of arithmetic, logical, branch and other instructions (L2).
- construct assembly language programs to access SFRs & other on-chip resources (L3).
- estimate the execution time of an assembly language program (L6).

### **UNIT-III**

**8L**

**8051 programming in C:** Data types and time delay in 8051 C, I/O programming in 8051 C, logic operations in 8051 C, accessing code ROM space in 8051 C, data serialization using C.

### **Learning Outcomes:**

After completion of this unit, the student will be able to

- identify the data types that are used for different variables (L1).
- apply time delay functions to generate different amount of delays (L3).
- demonstrate 8051 C program to perform logical operations (L3).
- develop 8051 C program to send data serially (L3).

### **UNIT-IV**

**8L**

**Timers, serial port, Interrupts programming in C:** programming 8051 timers, counter programming, basics of serial communication, 8051 connections to RS232, serial port programming in assembly and C, 8051 interrupts, interrupt priority and interrupt programming in C.

### **Learning Outcomes:**

After completion of this unit, the student will be able to

- explain the functions of timers, serial communication and interrupts of 8051 (L1).
- develop C programs for serial communication and delay generation (L3).
- state different sources of interrupts supported by 8051 and their importance in embedded applications (L1).

### **UNIT-V**

**8L**

**Interfacing:** LCD interfacing, keyboard interfacing, ADC, DAC and sensor interfacing, 8051 interfacing to external memory.

### **Learning Outcomes:**

After completion of this unit, the student will be able to

- explain the functions of different pins, control signals of LCD (L2).
- discuss the basic operation of keyboard and describe the key press and detection mechanisms with key de bouncing (L2).
- illustrate the features and basic operations of DAC, ADC, and temperature sensor (L3).
- demonstrate the interfacing and LCD, 4X4 keypad, ADC, DAC and sensors with the 8051 (L5).

**Text Book:**

Mazidi and Mazidi, the 8051 Microcontroller and Embedded Systems – Using Assembly and C, 2nd Edition, Pearson Education, 2002.

**References:**

1. Kenneth J Ayala, “The 8051 Micro Controller Architecture, programming and applications.
2. Raj kamal, Microcontrollers - Architecture, programming, Interfacing and System Design- 2e- Pearson education.

**Course Outcomes:**

After successful completion of this course, the student will be able to

- Explain the detailed architecture of 8051 micro controllers and on chip resources (L1).
- Write 8051 Instruction sets and addressing modes (L1)
- Illustrate the C programming model of 8051 microcontroller (L3).
- Explain the functionality of serial communication, timers and other peripherals (L1).
- Develop the on chip hard ware for the embedded system using 8051 microcontroller (L3).

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Explain the detailed architecture of 8-51 micro controllers and on chip resources (L1).	1	1	-	1	-	-	-	-	-	-	-	-	1	-	-
<b>CO2</b>	Understand 8-51 Instruction sets and addressing modes (L1)	1	-	1	1	1	-	-	-	-	-	-	-	1	-	1
<b>CO3</b>	Illustrate the C programming model of 8-51 microcontroller (L3).	2	1	1	2	2	-	-	-	1	1	1	1	2	1	-
<b>CO4</b>	Explain the functionality of serial communication, timers and other peripherals (L1).	3	1	1	2	2	-	-	-	1	1	1	1	2	1	1
<b>CO5</b>	Develop the on chip hard ware for the embedded system using 8-51 microcontroller (L3).	3	2	3	3	2	1	1	-	1	1	1	1	2	1	1



## 19EEI471: ROBOTICS AND AUTOMATION

L T P C  
2 0 2 3

*Robotics and automation is a branch of engineering that involves the design, manufacturing and operation of robots. It overlaps many fields of engineering including electronics, computer science, artificial intelligence, automation and nanotechnology. this course has its applications in industries related to aerospace, defense contractors, entertainment, manufacturing and medical research (development of prosthetic parts).*

### Course Objectives:

- To be familiar with history of robotics, technological advances and to gain insight on different types of End Effectors.
- To learn about different robotic drive systems, actuators and their control.
- To analyze the robotic kinematics in different degrees of freedom.
- To study the principles of various sensors used in robotics
- To explore industrial applications of robotics.

### UNIT I

9L

**Introduction:** Historical robots, robots in science fiction, future trends of robots, definitions of robots, present application status.

**Robot End Effectors:** Classification of end effectors, drive systems for grippers, mechanical grippers, magnetic grippers, vacuum grippers, adhesive grippers, hooks, scoops and other miscellaneous devices, active and passive grippers.

### Learning Outcomes:

After completion of this unit, the student will be able to

- list important developments of robot history and future trends of robots (L1).
- classify robot end effectors (L3).
- identify appropriate grippers for a given application (L2).
- compare active and passive grippers (L4).
- discuss merits and demerits of grippers (L2).

## UNIT II

9L

**Robot Drives, Actuators and Control:** Functions of drive systems, general types of control, pump classification, introduction to pneumatic systems, electrical drives, dc motors and transfer functions, stepper motor, drive mechanisms.

### Learning Outcomes:

After completion of this unit, the student will be able to

- list the functions of robot drive system (L1).
- classify robot Pump mechanisms in hydraulic system (L3).
- explain the principle operations of DC motor and stepper motor (L2).
- discuss merits and demerits of Robot actuators (L2).
- choose an apt drive mechanism for a robot application (L2).

## UNIT III

7L

**Robot Kinematics:** Forward and reverse kinematics of 3 degrees of freedom robot arm, forward and reverse kinematics of a 4 degree of freedom, arm manipulator in 3-D, homogeneous transformations.

### Learning Outcomes:

After completion of this unit, the student will be able to

- define forward and reverse kinematics of a robot (L2).
- contrast between forward and reverse kinematics of a robot (L4).
- compare a 3 degree of freedom of robot with a 4 degree of freedom of robot (L4).
- analyze the robotic Kinematics in different degrees of freedom (L4).
- apply homogenous transformation in deriving kinematics of a robot (L3).

## UNIT IV

9L

**Robot Sensors:** Need for sensors, types of sensors, robot vision systems, robot tactile systems, robot proximity sensors, robot speech and hearing, speech syn the sis, noise Commandsystems, speech recognition systems.

### Learning Outcomes:

After completion of this unit, the student will be able to

- understand the need of sensors in robot development (L2).
- classify types of sensors used in robot development (L2).
- identify appropriate sensor for a given robot application (L2).
- explain the principles of various Sensors used in robotics (L2).
- elaborate robot vision system and speech recognition system (L2).

## UNIT V

9L

**Robot Applications:** Capabilities of robots, materials Handling, machine loading and unloading, machining and fettling, robot assembly, welding, future applications.

### Learning Outcomes:

After completion of this unit, the student will be able to

- list capabilities of robots (L1).
- contrast between machine loading and unloading (L4).
- explain different industrial applications of robotics (L2).
- discuss future applications of robot (L2).

### Text Book:

1. S.R. Deb, Robotics Technology and Flexible Automation, TMH, 2010.

### References:

1. Satya Ranjan, Robotics Technology and Flexible Automation, TMH, 2001.
2. James L.Fuller, Robotics: Introduction, programming and Projects, Maxwell Macmillan, 2000

### Course Outcomes:

After successful completion of the course, the student will be able to

- explain the history of robotics, technological advances and many types of end effectors (L2).
- acquire knowledge on different robotic drive systems, actuators and their control (L2).
- understand the robotic kinematics (robotic movements, position and orientation) (L2).
- select the sensors based on different applications (L4).
- understand industrial applications of Robotics (L2).

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	explain the history of robotics, technological advances and many types of end effectors (L2).	1	1	-	1	-	-	-	-	-	-	-	-	1	-	-
<b>CO2</b>	acquire knowledge on different robotic drive systems, actuators and their control (L2).	2	2	1	1	2	-	-	-	-	-	-	-	2	-	1
<b>CO3</b>	understand the robotic kinematics (robotic movements, position and orientation) (L2).	2	2	1	2	2	-	-	-	1	1	1	1	2	1	1
<b>CO4</b>	select the sensors based on different applications (L4).	2	2	2	2	2	-	-	-	1	1	1	1	2	1	1
<b>CO5</b>	understand industrial applications of Robotics (L2)	2	2	-	2	2	2	1	1	1	1	1	1	1	1	2

# 19EEEC473: FUNDAMENTALS OF DIGITAL SIGNAL PROCESSING

L T P C  
2 0 2 3

*Signal processing is an area of engineering that has developed rapidly over the past few decades. Starting with a review of discrete time systems, the course proceeds to discrete Fourier transform, fast Fourier transform algorithms, digital filter design, its implementation, filter Analysis and the architectural features of DSP processor.*

## Course Objectives:

- To discuss about the characteristics of LTI discrete time systems.
- To explain the frequency Analysis of DT signals and systems using DFT and FFT.
- To make the students understand various techniques for IIR filter design.
- To make the students understand various techniques for FIR filter design.
- To introduce the students the architectural features of DSP.

## UNIT I

9L

**Discrete-Time Signals and Systems:** Discrete time signals, linear shift invariant systems, stability and causality, frequency domain representation of discrete time signals and systems described by linear constant coefficient difference equations.

### Learning Outcomes:

the students will be able to

- analyse the discrete time LTI systems in frequency domain (L4)
- determine the stability and causality of LTI systems(L3)
- solve the transfer function of systems described by difference equations (L3)

## UNIT II

9L

**Discrete Fourier Transform:** the discrete Fourier transform, properties of discrete Fourier transform, linear convolution using circular convolution, Radix - 2 Decimation-in-time (DIT) FFT algorithms and Decimation-in-frequency (DIF) FFT algorithms.

### Learning Outcomes:

the students will be able to

- explain and apply the properties of Discrete Fourier Transform (L2).
- demonstrate the methods of computing DFT/ FFT values (L2).

- calculate the circular convolution, linear convolution and output response of discrete time LTI system using DFT (L6).

### UNIT III

9L

**IIR Filter Design:** Design of analog low pass and high pass filters using Butterworth approximation, design of IIR digital low pass and high pass filters using Bilinear transformation.

#### Learning Outcomes:

the students will be able to

- design low pass and high pass analog Butterworth filters (L5)
- apply the analog to digital transformation techniques (L3)
- design digital IIR Butterworth filter using Bilinear transformation (L5)

### UNIT IV

9L

**FIR Filter Design:** Properties of FIR digital filters, design of FIR filters using rectangular and hamming windows, comparison of IIR and FIR digital filters.

#### Learning Outcomes:

the students will be able to

- interpret the concept of linear phase of FIR Filters (L2)
- design linear phase FIR filters using rectangular and hamming windows (L5)
- compare IIR and FIR digital filters (L4)

### UNIT V

6L

**DSP Processors Architecture:** DSP architecture for signal processing - Harvard architecture, pipelining, hardware multiplier-accumulator.

#### Learning Outcomes:

the students will be able to

- explain about the Harvard architecture of DSP Processors (L2)
- illustrate pipelining in DSP processors and hardware multiplier- accumulator (L3)

#### Text Books:

1. A.V. Oppenheim, R. W. Schaffer, Discrete-Time Signal Processing, 2/e, Prentice Hall of India, 2004.
2. Ifeachor E.C, Jervis B.W, Digital Signal Processing – A Practical Approach, 2/e, Pearson Education, 2002.

**References:**

1. Sanjay K.Mitra, Digital Signal Processing - A Computer based Approach, 4/e, TMH Publications, 2011.
2. J.G. Proakis and D.G. Manolakis, Digital Signal Processing: Principles, Algorithms and Applications, 4/e, Pearson Education, 2007.

**Course Outcomes:**

By the end of the course, the students will be able to

- identify the characteristics of LTI discrete time systems.
- compute the DFT of a sequence using DFT and FFT algorithms (L6)
- identify and design the IIR filter from the specifications (L4)
- identify and design the FIR filter from the specifications (L4)
- explain the architectural features of DSP processors (L2)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	identify the characteristics of LTI discrete time systems.	1	1	-	1	1	-	-	-	-	-	-	-	1	-	-
<b>CO2</b>	compute the DFT of a sequence using DFT and FFT algorithms (L6)	2	2	1	1	2	-	-	-	-	-	-	-	1	1	1
<b>CO3</b>	identify and design the IIR filter from the specifications (L4)	2	2	3	3	2	-	-	-	1	1	1	-	2	1	1
<b>CO4</b>	identify and design the FIR filter from the specifications (L4)	3	2	3	3	2	-	-	-	1	1	1	-	2	1	1
<b>CO5</b>	explain the architectural features of DSP processors (L2)	3	2	1	2	2	-	-	-	-	-	-	1	2	1	1





## 19EBT473: INTRODUCTION TO BIOINFORMATICS

L T P C  
2 0 2 3

*Modern high through put methods generate vast amounts of biological data. Bioinformatics enables us to validate, store, retrieve and analyse these data sets. this course Introduce s the data structures and algorithms that enable us to compare, classify and predict the function of biological sequences.*

### Course Objectives:

1. describe nature and type of information available in biological data bases (L1)
2. explain the principles of sequence alignment (L2)
3. analyze the algorithms for phylogenetic analysis (L3)
4. explain the principles of protein structure prediction (L2)
5. explain the principles of structural and functional genomics (L2)

### Module I:

6 0 6

Introduction to Biological data types and data bases.

Brief Introduction to information available in the following data bases: NCBI-Genbank, PIR, PFAM, PDB.

Sequence analysis: concepts of sequence alignment.

BLAST Tool for searching sequence data bases. Description of the BLAST algorithm

### Learning Outcomes

After completion of this unit, the student will be able to:

1. summarize the advantages of storing information in data bases (L2)
2. identify the most appropriate data base for each type of biological entity (L5)
3. calculate similarity of two aligned sequences (L3)
4. summarize the principles of the BLAST algorithm (L2)
5. describe the applications of BLAST and its variants (L1)

### Module II:

6 0 6

Pairwise sequence alignment using dynamic programming. Needleman & Wunsch algorithm for global alignment. Smith-Waterman algorithm for local alignment.

Searching for repeats and partial overlaps using dynamic programming.

Multiple sequence alignment. Multidimensional dynamic programming.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. apply dynamic programming for pairwise sequence alignment algorithms (L3)
2. evaluate the score for optimal global alignment of a pair of sequences (L5)
3. evaluate the score for optimal local alignment of a pair of sequences (L5)
4. evaluate the score for optimal end overlap alignment of a pair of sequences (L5)
5. predict the optimal alignment to find repeats of one sequence in another (L2)

### Module III:

6 0 6

Phylogenetic analysis. Distance based methods: UPGMA and Neighbour joining.

Classical parsimony and weighted parsimony methods.

Branch and bound for phylogenetic analysis.

Sankoff and Cedergren method for Simultaneous alignment and phylogeny.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. describe the principles and algorithms used for molecular phylogenetic analysis (L1)
2. describe algorithm for simultaneous alignment and phylogeny (L1)
3. compare the distance based and character- based algorithms for phylogenetic analysis (L5)
4. apply distance- based algorithms for phylogenetic analysis (L3)

5. apply character based algorithms for phylogenetic analysis (L3)

**Module IV:****606**

Prediction of transmembrane helices. Prediction of secondary structure from protein sequence – Chou-Fasman rules, neural networks. Prediction of protein conformation from protein sequence. Protein structure prediction with Homology, Threading and Neural Networks. Protein structure prediction with Force fields. Virtual screening for drug discovery.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. compare the methods for prediction of transmembrane helices and secondary structure (L5)
2. describe the principles of neural networks (L1)
3. describe the concepts related to force fields (L1)
4. compare the information theoretical and force field- based methods for protein structure prediction (L5)
5. describe the principles of virtual screening (L1)

**Module V:****606**

Computational problems in genome sequencing. Graph theoretical formulation of the fragment assembly problem. Hamiltonian path and Eulerian path- based algorithms for fragment assembly. Gene and promoter prediction from genome sequence using Position Specific Score Matrices. K-means and SOM algorithms for analysis of gene expression data.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. understand the computational problems and concepts of structural and functional genomics (L2)
2. compare the algorithms available for structural and functional genomics (L4)
3. predict genomic sequence from fragment sequence data by using a Hamiltonian path- based algorithm (L6)
4. predict genomic sequence from fragment sequence data by using a Eulerian path- based algorithm (L6)
5. predict promoter sites by using genomic sequence data and a position specific score matrix (L6)

**Textbook(s)**

1. R. Durbin, S. Eddy, A. Krogh, G. Mitchison, Biological sequence analysis: Probabilistic models of proteins and nucleic acids, Cambridge University Press. 1998.
2. P. Pevzner and R. Shamir. Bioinformatics for Biologists. Cambridge University Press. 2011.

**Reference Book(s)**

1. A. Leach, Molecular modelling: principles and applications, 2/e, Pearson, 2009.
2. Teresa K. Attwood, Stephen R. Pettifer, David Thorne. Bioinformatics Challenges at the Interface of Biology and Computer Science: Mind the Gap. John Wiley & Sons, 2016. 047003548X, 9780470035481.
3. D. Mount, Bioinformatics: Sequence and Genome analysis, 2/e. CBS publishers. 2005.

**Course Outcomes:**

- List biological data bases related to biochemicals, proteins and nucleic acids (L1)
- Assess similarity of biological sequences (L5)
- Solve problems in phylogenetic analysis (L6)
- Predict protein structure based on sequence information and structure of homologs (L6)
- Construct genomic sequences from fragments (L6)

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	List biological data bases relate d to biochemicals, proteins and nucleic acids (L1)	-	-	-	1	-	1	1	-	-	-	-	-	-	1	-
<b>CO2</b>	Assess similarity of biological sequences (L5)	1	3	-	3	-	1	1	-	-	-	-	-	-	1	1
<b>CO3</b>	Solve problems in phylogenetic analysis (L6)	1	3	1	3	-	1	1	-	-	-	-	-	-	1	1
<b>CO4</b>	Predict protein structure based on sequence information and structure of homologs (L6)	1	3	1	3	1	1	1	-	-	-	-	-	-	1	1
<b>CO5</b>	Construct genomic sequences from fragments (L6)	1	3	1	3	1	1	1	1	-	-	-	1	-	1	1

# 19EPH471: QUANTUM COMPUTING

L T P C  
2 0 2 3

## Course Objectives

The objective of this course is to impart necessary knowledge to the learner so that he/she can implement the well-known algorithms of quantum computing.

### Unit 1: Introduction to quantum computing

(9 hours)

Motivation for studying Quantum Computing

Major players in the industry (IBM, Microsoft, Rigetti, D-Wave etc.)

Origin of Quantum Computing

Overview of major concepts in Quantum Computing

- Qubits and multi-qubits states,
- Bra-ket notation.
- Bloch Sphere representation
- Quantum Superposition
- Quantum Entanglement

### Learning Outcomes

After completion of this unit the student will be able to

1. *relate* to the relevance of the emerging field of quantum computing (L1)
2. *interpret* the basics of quantum computing (L2)
3. *summarize* the concept of quantum entanglement (L2)

### Unit 2: Mathematical foundation for quantum computing

(9 Hours)

Matrix Algebra: basis vectors and orthogonality, inner product and Hilbert spaces, matrices and tensors, unitary operators and projectors, Dirac notation, eigenvalues and eigenvectors.

### Learning Outcomes

After completion of this unit the student will be able to

1. *interpret* the basis, and their properties over Hilbert spaces (L2)
2. *apply* unitary operators (L3)
3. *make use of* the bra-ket notation of Dirac (L3)
4. *solve* for eigenvalues and eigenvectors of a matrix (L3)

### Unit 3: Building blocks for quantum program

(9 Hours)

Architecture of a Quantum Computing platform Details of q-bit system of information representation:

- Bloch sphere
- Multi-qubits states
- Quantum superposition of qubits (valid and invalid superposition)
- Quantum entanglement
- Useful states from quantum algorithmic perspective e.g. Bell states
- Operation on qubits: Measuring and transforming using gates.
- Quantum Logic gates and Circuit: Pauli, Hadamard, phase shift, controlled gates, Ising, Deutsch, swap etc.

Programming model for a quantum computing program

- Steps performed on classical computer
- Steps performed on quantum computer
- Moving data between bits and qubits

### List of Practicals

1. Building Quantum dice
2. Building Quantum Random No. Generation
3. Composing simple quantum circuits with q-gates and measuring the output into classical bits.

### Learning Outcomes

After completion of this unit the student will be able to

1. **explain** Bloch sphere representation. (L2)
2. **interpret** the concepts of quantum bits, their superposition and quantum entanglement. (L2)
3. **make use of** various quantum logic gates. (L3)
4. **compare** the programming model of a classical and quantum computer. (L2)
5. **generate** random numbers and **evaluate** simple quantum circuits (L5, L6)

### Unit 4: Techniques for quantum algorithms

(9 Hours)

Basic techniques exploited by quantum algorithms.

- Amplitude amplification
- Quantum Fourier transform
- Phase kick-back
- Quantum phase estimation
- Quantum walks

### List of Practicals

1. Simulate quantum walks using numpy/scipy

### Learning Outcomes

After completion of this unit the student will be able to

1. **interpret** the idea of amplitude amplification used for many, including Grover's search algorithm(L3)
2. **make use of** the idea of quantum Fourier transform that is used in Shor's algorithm (L3)
3. **relate** phase kick-back to quantum phase estimation (L3)
4. **summarize** the quantum walks and compare them to classical random walks (L2)
5. **generate** quantum walks and compare with classical random walk (L5)

### Unit 5: Quantum algorithms and toolkits

(9 Hours)

Major Algorithms

- Shor's Algorithm
- Grover's Algorithm
- Deutsch's Algorithm
- Deutsch -Jozsa Algorithm

OSS Toolkits for implementing Quantum program

- IBM quantum experience
- Rigetti PyQuil (QPU/QVM)

### List of Practicals

1. implementation of Shor's Algorithms
2. implementation of Grover's Algorithm

3. implementation of Deutsch's Algorithm
4. implementation of Deutsch-Jozsa's Algorithm
5. Mini Project such as implementing an API for efficient search using Grover's Algorithms or Integer factorization using Shor's Algorithm

### Learning Outcomes

After completion of this unit the student will be able to

1. **apply** the widely used quantum algorithms for several basic problems (L3).
2. **assess** Shor's quantum algorithm used for integer factorization and discrete logarithm computation (L5).
3. **examine** the deterministic algorithms - Deutsch's and Deutsch-Jozsa algorithm (L4).
4. **compare** two well-known opensource toolkits (L2).

### Course Outcomes

At the end of this course, the students will be able to:

- **Explain** the working, architecture and program model of a quantum computer. (L2).
- **Understand** the Mathematical foundations of quantum computing(L2)
- **Interpret** and **make use of** quantum logic gate circuits. (L2, L3).
- **Make use of** several quantum algorithms (L3).
- **Experiment with** quantum algorithm on major toolkits (L3).

### Text Books:

1. Michael A. Nielsen, "Quantum Computation and Quantum Information", Cambridge University Press.
2. David McMahon, "Quantum Computing explained", Wiley
3. IBM Experience: <https://quantumexperience.ng.bluemix.net>
4. Microsoft Quantum Development Kit <https://www.microsoft.com/en-us/quantum/development-kit>
5. Forest SDK PyQuil: <https://pyquil.readthedocs.io/en/stable/>

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Explain the working, architecture and program model of a quantum computer. (L2).	2	1	-	2	1	1	-	-	-	-	-	1	1	-	2
<b>CO2</b>	Understand the Mathematical foundations of quantum computing(L2)	3	3	-	3	1	-	-	-	-	-	-	1	1	-	2
<b>CO3</b>	Interpret and make use of quantum logic gate circuits. (L2, L3).	3	3	3	2	1	-	-	-	-	-	-	1	3	1	2
<b>CO4</b>	Make use of several quantum algorithms (L3).	3	3	3	2	1	-	-	-	-	-	-	1	3	1	2
<b>CO5</b>	Experiment with quantum algorithm on major toolkits (L3).	3	3	3	2	3	-	-	-	-	-	-	1	3	2	2

## 19EME456: OPTIMIZATION TECHNIQUES

L T P C  
3 0 0 3

*This course expose s the evaluation of the best possible solution for various engineering planning and design problems. the aim of the course is to train the students to develop a Mathematical model and to solve the model by applying an appropriate Mathematical programming technique. this course also covers advanced optimization techniques to solve dynamic and integer programming problems.*

### Course Objectives:

1. To illustrate the importance of optimization techniques in theory and practice.
2. To formulate and solve engineering design problems in the industry for optimal results
3. To test the analytical skills in solving real engineering problems by applying appropriate optimization technique
4. To demonstrate various advanced optimization techniques being developed in recent times.
5. To develop and promote research interest in problems of Engineering and Technology

**Module I: Introduction to optimization; number of hours (LTP) 9 0 0**  
**Classical Optimization techniques;**

**Introduction to optimization** Introduction, engineering applications of optimization, statement of an optimization problem-design vector, design constraints, constraint surface, objective function, classification of optimization problems.

**Classical Optimization techniques** Introduction, single variable optimization, multi variable optimization with no constraints, multi variable optimization with equality and inequality constraints.

**Module II: One Dimensional Minimization Methods number of hours (LTP) 9 0 0**

**One Dimensional Minimization Methods** Introduction, unimodal function, elimination methods-exhaustive search, interval halving method, Fibonacci method, golden section method, interpolation methods-quadratic & cubic interpolation methods, direct root methods-Newton method, secant method.

**Module III: Unconstrained Minimization Methods number of hours (LTP) 9 0 0**

**Unconstrained Minimization Methods:** Introduction, Direct Methods- random search methods, univariate method, Powell's method. Descent method - steepest descent method (Cauchy's method)

**Module IV: Dynamic programming number of hours (LTP) 9 0 0**

**Dynamic programming** Introduction, Bellman's optimality principle, application of Dynamic programming - Shortest Path Problem, cargo-loading problem, optimal subdividing problem, Linear programming problem.

**Module V: Integer programming number of hours (LTP) 9 0 0**

**Integer programming** Introduction, All Integer and Mixed Integer programming problems-Gomory's cutting plane method & Branch- and -bound method. Balas algorithm for zero-one programming.

### Text Books(s)

1. S.S.Rao, Engineering optimization theory and practice, 3rd Edition, New age international, 2007

**Reference Book(s)**

1. H.A.Taha, operations Research, 9th Edition, Prentice Hall of India, 2010
2. F.S.Hillier, and G.J.Lieberman, Introduction to operations Research, 7th Edition, TMH, 2009.

**Course Outcomes:**

At the end of this course, the students will be able to:

- Classify optimization problems and apply classical optimization techniques to solve NLPPshaving differentiable functions [L2&L3]
- Apply the concept of uni-modal function to solve one dimensional minimization problems[L3]
- Solve any multi variable optimization problems[L3]
- Solve any complex optimization problem as a dynamic programming problem and analyze its solution [L3&L4]
- Recognize the significance of integer and /or binary solutions and apply a suitable algorithm for better decision making [L1&L3]

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Classify optimization problems and apply classical optimization techniques to solve NLPPs having differentiable functions [L2&L3]	3	3	3	3	1	-	-	-	-	-	1	-	2	2	2
<b>CO2</b>	Apply the concept of uni-modal function to solve one dimensional minimization problems	3	3	3	3	1	-	-	-	-	-	1	-	2	2	2
<b>CO3</b>	Solve any multi variable optimization problems[L3]	3	3	3	3	1	-	-	-	-	-	1	-	2	2	2
<b>CO4</b>	Solve any complex optimization problem as a dynamic programming problem and analyze its solution [L3&L4]	3	3	3	3	1	-	-	-	-	-	1	-	2	2	2
<b>CO5</b>	Recognize the significance of integer and /or binary solutions and apply a suitable algorithm for better decision making [L1&L3]	3	3	3	3	1	-	-	-	-	-	1	-	2	2	2



## 19ECS441: Information Retrieval Systems

L T P C  
2 0 2 3

*The explosive growth of available digital information (e.g., Web pages, emails, news, scientific literature) demands intelligent information agents that can sift through all available information and find out the most valuable and relevant information. Web search engines, such as Google, Yahoo!, and MSN, are several examples of such tools. This course studies the basic principles and practical algorithms used for information retrieval and text mining. The contents includes: statistical characteristics of text, several important retrieval models, text categorization, recommendation system, clustering, information extraction, etc. The course emphasizes both the above applications and solid modeling techniques (e.g., probabilistic modeling) that can be extended for other applications.*

### Course Objectives:

1. Introduce the terminologies and fundamentals of information retrieval systems.
2. Learn about information retrieval models.
3. Familiarize information retrieval evaluation and query Languages.
4. Explore various query operations.
5. Understand indexing and searching operations employed in information retrieval systems.

**Module I: Information to Information Retrieval Systems**                      **Number of hours (LTP) 6 0 6**

**Motivation:** Information versus data Retrieval, Information Retrieval at the Center of the Stage. **basic concepts:** The User Task, Logical View of the Documents. **Past, Present, and Future:** Early Developments, Information Retrieval in the Library, The Web and Digital Libraries, Practical Issues. **The Retrieval Process. Introduction to modeling; A Taxonomy of Information Retrieval Models; Retrieval: Ad Hoc and Filtering; A Formal Characterization of IR Models; Classic Information Retrieval:** basic concepts, Boolean Model, Vector Model, Probabilistic Model, Brief Comparison of Classic Models.

### Learning

#### Outcomes:

After successful completion of this module the student shall be able to:

1. differentiate between information retrieval and data retrieval. (L2)
2. Sketch the logical view of the documents in information retrieval systems. (L2)
3. summarize the taxonomy of information retrieval models. (L2)
4. describe formal characters of information retrieval models. (L2)
5. Enlist various classical information retrieval techniques. (L2)

**Module II: Introduction to Modeling**                      **Number of hours (LTP) 6 0 6**

**Alternative Set Theoretic Models:** Fuzzy Set Model, Extended Boolean Model. **Alternative Algebraic Models:** Generalized Vector Space Model, Latent Semantic Indexing Model, Neural Network Model. **Alternative Probabilistic Models:** Bayesian Networks, Inference Network Model, Belief Network Model, Comparison of Bayesian Network Models, Computational Costs of Bayesian Networks, On the Impact of Bayesian Network Models. **Structured Text Retrieval Models:** Model based on Non-Overlapping Lists, Model based on Proximal Nodes. **Models for Browsing:** Flat Browsing, Structure Guided Browsing, The Hypertext Model.

### Learning

**Outcomes:**

After completion of this module, the student shall be able to:

1. discuss the set theoretic models used in informal retrieval models. (L2)
2. explain algebraic models of information retrieval systems. (L2)
3. summarize probabilistic models of information retrieval systems. (L2)
4. Comprehend structured text retrieval models of information retrieval systems. (L2)
5. describe the working of browsing models. (L2)

**Module III: Information Retrieval Evaluation and Query Languages** **Number of hours (LTP) 6 0 6**

**Introduction to Retrieval Evaluation; Retrieval Performance Evaluation:** Recall and Precision, Alternative Measures. **Reference Collections:** The TREC Collection, The CACM and CISI, Collections, The Cystic Fibrosis Collection. **Introduction to Query Languages; Keyword based Querying:** Single-Word Queries, Context Queries, Boolean Queries, Natural Language; **Pattern Matching; Structural Queries:** Fixed Structure, Hypertext, **Hierarchical Structures:** A Sample of Hierarchical Models, discussion; Query Protocols

**Learning****Outcomes:**

After completion of this module, the student shall be able to:

1. describe the retrieval performance evaluation techniques (L2)
2. identify techniques of reference collections. (L2)
3. Enlist various query Languages and compare keyword based querying techniques(L2)
4. discuss pattern matching techniques. (L2)
5. Compare hierarchical information retrieval models. (L2)

**Module IV: Introduction to Query Operations** **Number of hours (LTP) 6 0 6**

**Introduction; User Relevance Feedback:** Query Expansion and Term Reweighting for the Vector Model, Term Reweighting for the Probabilistic Model, A Variant of Probabilistic Term Reweighting, Evaluation of Relevance Feedback Strategies. **Automatic Local Analysis:** Query Expansion through Local Clustering, Query Expansion through Local Context Analysis. **Automatic Global Analysis:** Query Expansion based on a Similarity Thesaurus, Query Expansion based on a Statistical Thesaurus.

**Learning****Outcomes:**

After completion of this module, the student shall be able to:

1. illustrate the query expansion and reweighting for vector model. (L2)
2. apply the query expansion and reweighting for vector model. (L3)
3. describe the techniques employed for evaluation of feedback strategies. (L2)
4. explain the working of automatic local analysis techniques. (L2)
5. summarize the working of automatic global analysis techniques. (L2)

**Module V: Indexing and Searching** **Number of hours (LTP) 8 0 6**

**Introduction** to indexing and searching. **Inverted Files:** Searching, construct ion. **Other Indices for Text:** Suffix Trees and Suffix Arrays: Structure, Searching, construct ion in Main Memory, construct ion of Suffix Arrays for Large Texts. **Signature Files:** Structure, Searching, construct ion. Boolean Queries. **Sequential Searching:** Brute Force, Knuth-Morris-Pratt, Boyer-Moore Family, Shift-Or, Suffix Automaton, Practical Comparison, Phrases and

Proximity. **Pattern Matching: String Matching Allowing Errors:** Dynamic Programming, Automaton, Bit- parallelism, Filtering. **Regular Expressions and Extended Patterns. Pattern Matching using Indices:** Inverted Files, Suffix Trees and Suffix Arrays, **Structural Queries, Compression:** Sequential Searching, Compressed Indexing.

### Learning

#### Outcomes:

After completion of this module, the student shall be able to:

1. describe the terminologies indexing, searching and construction of inverted files and compare different techniques used to index text. (L2)
2. Use various sequential pattern searching techniques (L3)
3. apply various pattern matching techniques (L3)
4. Demonstrate application of regular expressions in pattern searching. (L3)
5. discuss indexing techniques for compressed information. (L2)

#### Text Books(s)

1. Baeza-Yates and Ribeiro-Neto, modern Information Retrieval, ACM Press, Addison-Wesley, New York, 1999.

#### Reference Book(s)

- C.J. van Rijsbergen, Butterworths, Information Retrieval, 1979 (second edition). on-line (<http://www.dcs.gla.ac.uk/Keith/Preface.html>)
- Richard, K. Belew, finding Out About: Search Engine Technology from a cognitive Perspective, Cambridge University Press, 2000. On-line (<https://cseweb.ucsd.edu/~rik/foa/>)
- Robert R. Korfhage, Information Storage and Retrieval, John Wiley & Sons, 1997

#### Course Outcomes:

After successful completion of the course the student shall be able to:

- Explain the working of basic information retrieval models. (L2)
- Describe various in advanced information retrieval models. (L2)
- Comprehend and classify information retrieval evaluation systems and query Languages. (L2)
- Discuss different methods of evaluating feedback strategies. (L2)
- Apply regular expressions to match simple and extended patterns. (L3)

#### CO PO Mapping:

		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
<b>CO1</b>	Explain the working of basic information retrieval models.	1	2	3	-	2	-	-	-	-	-	-	-	2	1	1
<b>CO2</b>	Describe various advanced information retrieval models.	2	2	1	1	1	-	-	-	-	-	-	-	2	2	1
<b>CO3</b>	Comprehend and classify information retrieval evaluation systems and query Languages.	1	2	2	2	2	-	-	-	-	-	-	-	2	1	1
<b>CO4</b>	Discuss different methods of evaluating feedback strategies.	1	2	2	1	2	-	-	-	-	-	-	-	2	1	1
<b>CO5</b>	Apply regular expressions to match simple and extended patterns.	1	1	2	1	1	-	-	-	-	-	-	-	2	2	1



## 19ECS443: NATURAL LANGUAGE PROCESSING

L T P C  
2 0 2 3

Ability to understand and interpret complex Language utterances is a crucial part in design of intelligent agents. Natural Language processing is the sub-field of linguistics and computer science which helps in interpreting the human Language by a machine. More specifically, natural Language processing is the computer understanding, analysis, manipulation, and/or generation of natural Language. this course enables the students to learn Natural Language processing at different levels like Morphological Level, Syntactic Level, Semantic Level, Dis course Level and Pragmatic Level.

### Course Objectives:

1. To understand the architecture and design of Natural Language processing
2. To analyse various tagging techniques
3. To adopt concepts of Context free grammars for NLP
4. To provide knowledge on semantic properties of embeddings
5. To implement and learn the applications like sentiment analysis

### Module I:

Number of hours (LTP) 6 0 6

Introduction to natural Language processing, ambiguities in Language, Regular expression, words, morphology, morphology parsing, word tokenization, lemmatization & stemming, edit distance. N-grams Language models, smoothing-Laplace smoothing, Good-Turing discounting, Interpolation-Backoff, and perplexity

### Learning Outcomes

After completion of this unit, the student will be able to:

1. acquire a basic understanding of the natural Language processing (L2)
2. have the understanding of tokenization. (L2)
3. explain lemmatization and stemming (L2)
4. different iating smoothing and Laplace smoothing(L4)
5. illustrate Good Turing discounting (L2)

### Module II:

Number of hours (LTP) 6 0 6

Introduction, English word classes, tagsets in English, rule- based part of Speech tagging, HMM part of Speech tagging, transformation- based part of Speech tagging, Evaluation and error analysis, Issues- tag indeterminacy and tokenization, Unknown words

### Learning Outcomes

After completion of this unit, the student will be able to:

1. experiment with tagging (L3)
2. make use of the part of Speech tagging(L3)
3. outline the knowledge of issues of tagging (L2)
4. understand tag indeterminacy (L2)
5. make use of evolution and error analysis(L3)

### Module III:

Number of hours (LTP) 6 0 6

Syntactic Parsing, Ambiguity, CKY parsing, Early parsing, probabilistic context free grammar, PCGFS

for Language modelling, Probabilistic CKY parsing of PCFGs, ways to learn rule probability, Problems with PCFGs

### Learning Outcomes

After completion of this unit, the student will be able to:

1. understand the problems with PCFGs (L2)
2. visualize probabilistic CKY parsing (L3)
3. experiment with context free grammar(L3)
4. apply rule of probability (L3)

5. define parsing(L1)

**Module IV:****Number of hours (LTP) 606**

Lexical Semantics, Vector Semantics, Words and Vectors, Cosine for measuring similarity, TF-IDF: Weighing terms in the vector, word2Vec, Visualizing Embeddings, semantic properties of embeddings, bias and embeddings, Evaluating vector models.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. apply lexical semantics (L3)
2. understand semantic properties of embeddings (L2)
3. illustrate cosine similarity (L2)
4. differentiate between lexical and vector semantics (L2)
5. explain about how to evaluate vector models (L2)

**Module V: Discourse Analysis****Number of hours (LTP) 606**

Coreference Resolution - Text Coherence – Discourse structure, word sense disambiguation, semantic role labelling. Machine Translation -Transfer Metaphor–Interlingua- Statistical Approaches- IBM1 model. application of NLP: Sentiment classification, Text summarization and Factoid Question Answering

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. have a basic understanding of discourse coherence (L2)
2. have the understanding disambiguation (L2)
3. infer co-reference resolution (L2)
4. understanding sentiment classification (L2)
5. make use of NLP for text summarization (L3)

**Text Books(s)**

1. Daniel Jurafsky, James H Martin, “Speech and Language processing: An Introduction to Natural Language processing, Computational Linguistics and Speech Recognition”, 2/e, Prentice Hall, 2008.
2. C. Manning, H. Schutze, “foundations of Statistical Natural Language processing”, MIT Press. Cambridge, MA, 1999.
3. Jacob Eisenstein, Introduction to Natural Language processing, MIT Press, 2019.

**Reference Book(s)**

1. Jalaj Thanaki, Python Natural Language processing: Explore NLP with machine Learning and deep Learning techniques, Packt, 2017.

**Course Outcomes:**

- Understand the morphology, morphology parsing, word tokenization, lemmatization & stemming
- Understand the concepts tag indeterminacy and tokenization
- Apply various parsing techniques for natural Language processing processors
- Distinguish and apply lexical and vector semantics to design word embeddings
- Design a statistical model for IBM1 and sentimental analysis

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the morphology, morphology parsing, word tokenization, lemmatization & stemming	2	2	2	2	1	-	-	-	-	-	-	-	2	2	2
<b>CO2</b>	Understand the concepts of tag indeterminacy and tokenization	1	1	1	1	1	-	-	-	-	-	-	-	2	2	2
<b>CO3</b>	Apply various parsing techniques for natural Language processing processors	1	1	3	-	2	-	-	-	-	-	-	-	2	2	3
<b>CO4</b>	Distinguish and apply lexical and vector semantics to design word embeddings	1	2	3	2	2	-	-	-	-	-	-	-	2	2	3
<b>CO5</b>	Design a statistical model for IBM1 and sentiment analysis	1	2	3	2	2	-	-	-	-	-	-	-	2	2	3

## 19ECS445: ADHOC AND SENSOR NETWORKS

L T P C  
3 0 2 4

*The objective of this course is to build an understanding of the core issues encountered in the design of Wireless ADHOC and Sensors networks. It also focuses on the recent paradigms in the wireless adhoc communication. The course includes the fundamentals of wireless communication and provides an overview of existing and emerging wireless communication networks and also the protocols used. It covers fundamentals of cellular communication, multiple access technologies and various wireless networks including past and future generation networks addressing the security aspects and defending against the various security attacks and design of security protocols.*

### **Course Objectives:**

1. To learn about the issues and challenges in the design of wireless ad hoc networks.
2. To understand the working of MAC and Routing Protocols for ad hoc and sensor networks
3. To learn about the Transport Layer protocols and their QoS for ad hoc and sensor networks.
4. To understand various security issues in ad hoc and sensor networks and the corresponding solutions.

### **Module I: MAC & ROUTING IN AD HOC NETWORKS**      **Number of hours(LTP) 9 0 6**

Introduction – Issues and challenges in ad hoc networks – MAC Layer Protocols for wireless ad hoc networks – Contention- based MAC protocols – MAC Protocols using Directional Antennas – Multiple-Channel MAC Protocols – Power-Aware MAC Protocols – Routing in Ad hoc Networks – Design Issues – Proactive, Reactive and Hybrid Routing Protocols

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understands the basics of Wireless and Ad hoc Networks.
2. Understands the various MAC Layer Protocols.
3. Understands the basics of routing.
4. Understands the Routing Principle in AD hoc Networks.
5. Understands the Design Issues in building Routing Protocols.

### **Module II: TRANSPORT & QOS IN AD HOC NETWORKS**      **Number of hours(LTP) 9 0 6**

TCP's challenges and Design Issues in Ad Hoc Networks – Transport protocols for ad hoc networks – Issues and Challenges in providing QoS – MAC Layer QoS solutions – Network Layer QoS solutions – QoS Model.

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understands the TCP Challenges in Ad Hoc Networks.
2. Understands the Design Issues in Ad Hoc Networks.
3. Understands the Issues in Design Transport Protocols.
4. Understands the QoS Model.
5. Understands the Design approach to provide QoS for various Layers.

### **Module III: MAC & ROUTING IN WIRELESS SENSOR NETWORKS**      **Number of hours(LTP) 9 0 6**

Introduction – applications – Challenges – Sensor network architecture – MAC Protocols for wireless sensor networks – Low duty cycle protocols and wakeup concepts – Contention- based protocols – Schedule- based protocols – IEEE 802.15.4 Zigbee – Topology Control – Routing Protocols.



### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understands the basics of MAC Protocols.
2. Understands the Design Challenges in Sensor Network Architecture.
3. Understands the basic concepts of the Protocol design.
4. Understands the various categories of MAC protocols.
5. Understands the IEEE 802.15.4 Zigbee protocols.

### Module IV:

**Number of hours(LTP) 9 0 6**

TRANSPORT & QOS IN WIRELESS SENSOR NETWORKS data -Centric and Contention- based Networking – Transport Layer and QoS in Wireless Sensor Networks – Congestion Control in network processing – Operating systems for wireless sensor networks – Examples.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understands the concept of data Centric and Contention based Networks.
2. Design of QoS for Transport Layer.
3. Understands the basics and strategy involved in the congestion control.
4. identifying the various Operating Systems for WSN.
5. Understanding the Design principles with examples for WSN operating systems.

### Module V: SECURITY IN AD HOC AND SENSOR NETWORKS Number of hours(LTP) 9 0 6

Security Attacks – Key Distribution and Management – Intrusion Detection – software based Anti-tamper techniques – Water marking techniques – Defense against routing attacks - Secure Ad hoc routing protocols – Broadcast authentication WSN protocols – TESLA – Biba – Sensor Network Security Protocols – SPINS

### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understands the basics of Security Attacks and Intrusion Detection.
2. Understands the various strategies to address the different security attacks.
3. find the various methods to address the routing attacks.
4. Understands the basics of Authentication and WSN Protocols for Authentication.
5. Understands the Security protocols for WSN.

### Text Books(s)

1. C.Siva Ram Murthy and B.S.Manoj, —Ad Hoc Wireless Networks – Architectures and 2 Protocols||, Pearson Education, 2006.
2. Holger Karl, Andreas Willing, —Protocols and Architectures for Wireless Sensor Networks||, John Wiley & Sons, Inc., 2005.

### Reference Book(s)

1. Subir Kumar Sarkar, T G Basavaraju, C Puttamadappa, —Ad Hoc Mobile Wireless Networks||, Auerbach Publications, 2008.
2. Carlos De Morais Cordeiro, Dharma Prakash Agrawal, —Ad Hoc and Sensor Networks: theory and applications (2nd Edition), World Scientific Publishing, 2011.
3. Waltenege Dargie, Christian Poellabauer, —Fundamentals of Wireless Sensor Networks theory and Practice||, John Wiley and Sons, 2010
4. Xiang-Yang Li, “Wireless Ad Hoc and Sensor Networks: theory and applications ||, 122 7th edition, Cambridge university Press, 2008.

### Course Outcomes:

- Identify different issues in wireless ad hoc and sensor networks.
- To understand various QoS requirements of ad hoc and sensor networks.
- To analyze protocols developed for ad hoc and sensor networks.
- To analyze protocols developed for ad hoc and sensor networks for the transport layer.
- To identify and understand security issues in ad hoc and sensor networks.

### CO PO Mapping:

		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
<b>CO1</b>	Identify different issues in wireless ad hoc and sensor networks	2	3	-	2	1	-	-	-	-	-	-	1	1	1	2
<b>CO2</b>	To understand various QoS requirements of ad hoc and sensor networks.	2	1	-	2	1	-	-	-	-	-	-	1	1	1	2
<b>CO3</b>	To analyze protocols developed for ad hoc and sensor networks at the MAC and routing layers.	2	3	-	3	-	-	-	-	-	-	-	1	2	2	3
<b>CO4</b>	To analyze protocols developed for ad hoc and sensor networks for the transport layer.	2	3	-	3	-	-	-	-	-	-	-	1	2	2	3
<b>CO5</b>	To identify and understand security issues in ad hoc and sensor networks.	2	2	-	2	2	-	-	-	-	-	-	1	2	2	3

## 19ECS447: PARALLEL COMPUTING

L T P C  
2 0 2 3

*The goal of this course is to introduce the foundations of parallel computing including the principles of parallel algorithm design, analytical modelling of parallel programs, programming models for shared- and distributed-memory systems, parallel computer architectures, along with numerical and non-numerical algorithms for parallel systems. The course will include emerging multicore hardware, shared-memory programming models, message passing programming models used for cluster computing, data - parallel programming models for GPUs, and problem-solving on large-scale clusters using MapReduce.*

### Course Objectives:

1. Introduction to parallel computing foundations
2. Programming models for shared and distributed-memory systems
3. data parallel programming models for GPUs
4. Problem-solving on large-scale clusters using MapReduce
5. Writing efficient parallel programs

### Module I: Introduction Number of hours (LTP) 6 0 6

Automating parallel programming, parallel algorithms, and parallel architecture, measuring the benefits of parallel computing, Amdahl's law for multiprocessor systems, applications of parallel computing, shared-memory multiprocessors (Uniform Memory Access – UMA), distributed-memory multiprocessors (Non-Uniform Memory Access – NUMA)

- Learning Outcomes**
1. Introduction to parallel computing
  2. application of parallel computing
  3. Uniform vs non-Uniform memory access

### Module II: Parallel Algorithm Design Number of hours (LTP) 6 0 6

The task / channel Model, Foster's design methodology: Partitioning, communication, agglomeration, mapping

application : Boundary value  
problem Reduction: finding a  
maximum value data input.

MapReduce Computation: Apache Hadoop, Hadoop Streaming, Example – wordcount

- Learning Outcomes**
1. Understanding parallel algorithm design
  2. Foster design methodology

After completion of this unit, the student will be able to:

1. Understand the design of a parallel algorithm
2. apply parallel algorithm concepts

### Module III: Applications Number of hours (LTP) 6 0 6

Matrix Multiplication: Sequential Matrix Multiplication, Algorithms for processor Arrays

Sorting: Enumeration Sort, Lower bounds on parallel Sorting, Odd-Even Transposition sort, Bitonic Merge

- Learning Outcomes**
1. Understand the applications and implementation of parallel computing
  2. apply parallel concept for sorting

After completion of this unit, the student will be able to:

1. Analyse the applications of parallel computing
2. implement sorting using parallel concepts

**Module IV: Searching and Optimization**

**Number of hours (LTP) 6 0 6**

Branch-and-Bound Search, Genetic Algorithms: Evolution, Sequential Genetic algorithms, initial population, selection process of f-spring production, variations, Termination conditions, parallel genetic algorithms

Successive refinement, Hill climbing

**Learning Outcomes**1. Searching techniques

2. Optimization of genetic algorithms

After completion of this unit, the student will be able to:

1. Understand Genetic algorithms

**Module V:**

**Number of hours (LTP) 6 0 6**

Dictionary Operations: Ellis’s Algorithm, Manber and Ladner’s algorithm

Graph algorithms: Searching a graph, connected components,

Combinatorial Search: Divide and Conquer, Branch, and bound, alpha-beta Search

**Learning Outcomes**1. Dictionary operations

2. parallel graph algorithms

3. Combinatorial search

After completion of this unit, the student will be able to:

1. Understand dictionary operations
2. Understand parallel graph algorithms
3. Understand combinatorial search

**Textbooks (s)**

1. Algorithms and parallel Computing by Fayex Gebali, A John Wiley & Sons, Inc. Publication ISBN 978-0-470-90210-3
2. parallel Programming in C with MPI and Open MP by M.J. Quinn, McGraw Hill. Publication ISBN 978-0072822564
3. Text Book – parallel Computing theory and Practice by Michael J. Quinn, McGraw Hill. Publication ISBN 978-0-07-049546-3
4. parallel Programming techniques and applications using Networked Workstations and parallel computers by Barry Wilkinson and Michael Allen, Pearson. Publication ISBN 978-81-317-0239-0

**Reference Book(s)**

1. Programming on parallel machines: GPU, Multicore, clusters and More by Norm Matloff (Open-source Book).

**Course Outcomes:**

After completion of this unit, the student will be able to:

- Introduction to parallel computing foundations
- Programming models for shared and distributed-memory systems
- data parallel programming models for GPUs
- Problem-solving on large-scale clusters using MapReduce
- Writing efficient parallel programs

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Introduction to parallel computing foundations	2	2	2	2	2	2	1	-	-	-	-	1	2	2	2
<b>CO2</b>	Programming models for shared and distributed-memory systems	2	2	2	2	2	2	1	-	-	-	-	1	2	2	2
<b>CO3</b>	data parallel programming models for GPUs	1	2	2	2	2	2	2	-	-	-	-	1	2	2	3
<b>CO4</b>	Problem-solving on large-scale clusters using MapReduce	2	2	2	2	2	2	2	-	-	-	-	1	2	2	3
<b>CO5</b>	Writing efficient parallel programs	2	2	2	2	2	2	2	-	-	-	-	1	2	2	3



1. understand the concept of Augmented Reality – L2
2. describe the types of AR with a practical understanding – L1
3. analyse the current AR Technologies and Tracking techniques – L3
4. understand the benefits and disadvantages of AR Technologies – L2
5. analyse the AR applications in various fields for creating new applications – L3

**Module IV: Development Tools and Frame Works** **Number of hours (LTP) 6 0 6**

Human factors: Introduction, the eye, the ear, the somatic senses.

Hardware: Introduction, sensor hardware, Head-coupled displays, Acoustic hardware, Integrated VR systems. software: Introduction, Modelling virtual world, physical simulation, VR toolkits, Introduction to Blender, Meshroom and UNITY

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. understand the different sensors available for AR/VR – L2
2. describe the existing Hardware like head mounted displays and haptics – L1
3. hands-on experience with available software – L3
4. analyse and Convert a 2D image to 3D using Meshroom and Blender – L4
5. create an AR-VR application using UNITY – L6

**Module V: Mixed Reality in Education - Applications** **Number of hours(LTP) 6 0 6**

Virtual Reality in Education-VR applications for Primary schools high schools, in-service professional training, Augmented Reality in Education-AR applications for Primary schools high schools, in-service professional training.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. understand the application of AR/VR in education – L2
2. analyse various case studies for education – L4
3. create an AR/VR application for primary school education – L6
4. test the developed AR/VR applications in real time – L5

**Text Books(s)**

1. Zeynep Tacgin, Virtual and Augmented Reality: An Educational Handbook, Cambridge Scholars, 2020, ISBN (10): 1-5275-4813-9 (Chapter-1, 2, 3, 5)
2. Pangilinan, Erin, Steve Lukas, and Vasanth Mohan. Creating augmented and virtual realities: theory and practice for next-generation spatial computing. " O'Reilly Media, Inc.", 2019. (Chapter-4)

**Reference Book(s)**

1. Grigore C. Burdea, Philippe Coiffet, Virtual Reality Technology, Wiley 2016
2. Alan B. Craig, Understanding Augmented Reality, concepts and applications, Morgan Kaufmann, 2013.

**Course Outcomes:**

- Know how AR/VR systems work and the applications of VR (L1)
- Understand the design and implementation of the hardware that enables AR/VR systems to be built (L2)
- Understand the system of human vision and its implication on perception and rendering (L2)
- Apply the concepts of motion and tracking in AR/VR systems (L3)

- Build applications based on understanding the importance of interaction and audio in AR/VR systems (L6)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Know how AR/VR systems work and the applications of VR (L1)	3	2	1	1	2	2	1	1	-	-	-	1	1	-	3
<b>CO2</b>	Understand the design and implementation of the hardware that enables AR/VR systems to be built (L2)	3	2	2	2	3	-	-	-	-	-	-	2	2	2	2
<b>CO3</b>	Understand the system of human vision and its implication on perception and rendering (L2)	3	3	2	3	3	3	2	2	-	-	-	-	2	2	2
<b>CO4</b>	Apply the concepts of motion and tracking in AR/VR systems (L3)	3	3	3	3	3	3	-	-	3	-	-	-	2	2	2
<b>CO5</b>	Build applications based on understanding the importance of interaction and audio in AR/VR systems (L6)	3	3	3	3	3	3	-	-	3	-	-	2	2	2	3



## 19ECS451: AGILE SOFTWARE DEVELOPMENT

L T P C  
2 0 2 3

*Agile software development practices enable customer centric software development with collaborative teamwork centred around people. this course elaborates agile development principles and techniques covering the entire software development process from problem concept ion through development, testing and deployment to equip the learner with practical software development methodology*

### Course Objectives:

1. To understand the agile concept and its importance in software development.
2. To acquire complete knowledge on Extreme programming.
3. To know complete modelling of agile processes on the XP environment.
4. To acquire knowledge on Scrum.
5. To familiar with Feature driven development

**Module I: Introduction** **Number of hours (LTP) 6 0 6**

**Introduction:** The Agile manifesto, Agile methods, XP: Extreme Programming, DSDM, SCRUM, feature- Driven Development, Test Driven Development, modelling mis concept ions, agile modelling, tools of mis concept ions, updating agile models.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understand Agile concepts (L1)
2. Distinguish different agile methods for software development(L2)
3. describe the origins and motivations of the Agile Manifesto(L3)
4. Analyse requirements to prepare features and user stories (L4)
5. construct different agile models(L6)

**Module II: Extreme Programming** **Number of hours (LTP) 6 0 6**

**Extreme Programming:** Introduction, core XP values, the twelve XP practices, about extreme programming, planning XP projects, test first coding, making pair programming work.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. define core XP values(L1)
2. explain the twelve XP practices(L2)
3. identify different XP projects(L4)
4. Justify extreme programming(L5)
5. construct test first coding and pair programming(L6)

**Module III: Agile Modelling and XP** **Number of hours (LTP) 6 0 6**

**Agile Modelling and XP:** Introduction, the fit, common practices, modelling specific practices, XP objections to agile modelling, agile modelling and planning XP projects, XP implementation phase.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. how Agile Modelling enables developers to develop customized software (L1)
2. illustrate common practices and specific practices(L3)
3. apply XP objections to agile modelling(L4)

4. Distinguish agile modelling and planning XP projects(L5)
5. Create XP implementation phase(L6)

**Module IV: Scrum**

**Number of hours (LTP) 606**

**Scrum:** Scrum Framework, Agile Principles, S print s, Requirements and User Stories, Product backlogs, Estimation and Velocity, Roles, Planning, Multi-level Planning, Release Planning, S print planning.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understand Scrum enables developers to develop customized software (L1)
2. Demonstrate Scrum practices (L3)
3. Develop user stories (L4)
4. Develop scrum process for implementation of case study (L4)
5. identify tools for Agile Development (L3)

**Module V: Feature-Driven Development**

**Number of hours (LTP) 806**

**Feature-Driven Development:** Introduction, incremental software development, Regaining Control, motivation behind FDD, planning an iterative project, architecture centric, FDD and XP.

**Test Driven Development:** Unit Tests, Integration Tests, End-to-End Tests, Customer Tests.

**Release Management:** Version Control, Continuous Integration.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. define Feature-Driven Development(L1)
2. Demonstrate incremental software development(L2)
3. apply regaining control techniques (L3)
4. Develop application using TDD (L4)
5. Understand Versions, Version control and Integration of application. (L1)

**Text Books(s)**

1. John Hunt, Agile software construction, 1st Edition, Springer, 2005
2. Craig Larman, Agile and Iterative Development: A Manager's Guide, Addison-Wesley, Pearson Education – 2004.
3. Pearson, Robert C. Martin, Juli, James Shore, Chromatic 2013, The Art of Agile Development, O'Reilly Media.
4. Elisabeth Hendrickson, Agile testing, Quality Tree software Inc 2008.

**Reference Book(s)**

1. Andrew Stellman, Jenifer Greene, Headfirst Agile, O'Reilly, 2017
2. Peggy Gregory, Casper Lassenius, Xiaofeng Wang Philippe Kruchten (Eds.), Agile Processes in software Engineering and Extreme Programming, 22nd International Conference on Agile software Development, XP 2021 Virtual Event, June 14–18, 2021, Proceedings, Springer
3. Peggy Gregory, Philippe Kruchten (Eds.), Agile Processes in software Engineering and Extreme Programming – Workshops XP 2021 Workshops Virtual Event, June 14–18, 2021 Revised Selected Papers, 2021
4. Ian Sommerville, software Engineering, 10th edition, Pearson, 2016

**Course Outcomes:**

- Use agile methods in various development environments.
- Apply Xtreme programming confidently.
- Understanding of Agile Modelling XP Projects.
- Design and develop applications in Scrum environments.
- Develop abilities on Feature Driven Development.

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Use agile methods in various development environments.	2	3	3	2	3	2	1	2	3	3	3	2	3	3	2
<b>CO2</b>	Apply Xtreme programming confidently.	2	2	2	3	3	2	1	2	3	3	2	1	3	3	2
<b>CO3</b>	Understanding of Agile Modelling XP Projects.	3	3	3	3	3	1	1	1	3	3	3	1	3	3	2
<b>CO4</b>	Design and develop applications in Scrum environments.	3	3	3	3	3	1	1	1	3	3	3	1	3	3	2
<b>CO5</b>	Develop abilities on Feature Driven Development.	2	2	2	2	2	1	1	1	1	1	1	1	2	2	2

## 19ECS453: NEURAL NETWORK AND DEEP LEARNING

L T P C  
2 0 2 3

Neural networks and deep Learning currently provide the best solutions to many problems. The purpose of this course is to study the core concepts of neural networks, including modern techniques for deep Learning. In this course students will be given an exposure to the details of neural networks as well as deep Learning architectures and to build up models.

### Course Objectives:

1. Introducing the fundamentals of Neural Networks and its basic algorithms
2. Understanding various neural networks algorithms and their architectures
3. Understanding the fundamentals of Deep Neural Networks
4. To design and develop an application specific deep Learning models
5. To provide the practical knowledge in building deep Learning models for solving real world problems.

### Module I: Neural Network Number of hours (LTP) 6 0 6

What is a Neural Network? Human Brain, Models of Neuron, Neural Networks viewed as directed graphs, Feedback, Network Architectures, knowledge representation, Artificial Intelligence and Neural Networks.

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. Neural Network basic
2. Difference between artificial neural network and biological neural network
3. Know about knowledge representation

### Module II: Advance Neural Network Number of hours (LTP) 6 0 6

Introduction, Error-correction Learning, Memory- based Learning, Hebbian Learning, Competitive Learning, Boltzmann Learning, Credit Assignment problem, Learning with a Teacher, Learning without a Teacher, Learning tasks, Memory, Adaptation.

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. explain the underlying mechanism of Hebbian Network
2. analyze the working principle of Boltzmann Learning
3. Understanding supervised and unsupervised Learning

### Module III: Introduction to Deep Learning Number of hours (LTP) 6 0 6

Introduction to Deep Learning, Historical Trends in Deep Learning, Deep Feed - forward networks, Gradient- based Learning, Hidden Units, Architecture Design, Back- propagation and Other differentiation Algorithms.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. identify the deep Learning algorithms which are more appropriate for various types of Learning tasks in various domains.
2. Have a working knowledge of neural networks and deep Learning
3. Understand the data needs of deep Learning

### Module IV: Deep Learning Architecture

Number of hours (LTP) 6 0 6

Machine Learning and Deep Learning, Representation Learning, Width and Depth of Neural Networks, Activation Functions: RELU, LRELU, ERELU, Unsupervised Training of Neural Networks, Restricted Boltzmann machines, Auto Encoders,

### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understand different methodologies to create application using deep nets.
3. identify and apply appropriate deep Learning algorithms for analyzing the data for variety of problems.
3. implement different deep Learning algorithms

### Module V: Advanced Deep Learning Models

Number of hours (LTP) 6 0 6

Convolutional neural networks: Introduction to CNNs, Convolution, Correlation, Filtering. CNN architectures, Detection and Segmentation, Visualizing and Understanding, advanced CNNs for computer vision, Recurrent Neural Networks: Introduction to Recurrent Neural networks (RNNs), LSTM, GRU, Generative Adversarial Networks (GANs).

### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understanding CNN
2. Understanding the architecture of convolutional neural network
3. Gain knowledge about advance network like RNN, LSTM

### Text Books(s)

1. Ian Goodfellow, Yoshua Bengio, Aaron Courville, Deep Learning, MIT Press, 2016
2. Michael Nielsen, Neural Networks and Deep Learning, Determination Press, 2015

### Reference Book(s)

1. Simon Haykin, Neural networks – A Comprehensive foundation by – Second Edition – Pearson Education.
2. S.M.Zurada, Introduction to Artificial Neural System, Jaico Publishing House 1992
3. SATISH KUMAR Neural networks-A class room approach --TMH

### Course Outcomes:

1. Explain the basics of neural networks in deep Learning
2. To implement algorithms in neural networks and deep Learning
3. Construct the architectures of CNN and their usage
4. To present the mathematical, statistical and computational challenges of building neural networks and deep Learning.
5. To enable to design deep Learning techniques to support real-time applications

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO1 2	PSO 1	PSO 2	PSO 3
<b>CO1</b>	Explain the basics of neural networks in deep Learning	2	1	-	-	1	-	-	-	-	-	-	1	1	1	1
<b>CO2</b>	To implement algorithms in neural networks and deep Learning	2	2	2	1	1	-	-	-	-	-	-	1	2	2	1
<b>CO3</b>	Construct the architectures of CNN and their usage	2	2	2	1	1	-	-	-	-	-	-	1	2	2	1
<b>CO4</b>	To present the mathematical, statistical and computational challenges of building neural networks and deep Learning	2	3	2	1	1	-	-	-	-	-	-	1	2	2	1
<b>CO5</b>	To enable to design deep Learning techniques to support real-time applications	2	2	3	1	1	-	-	-	-	-	-	1	2	2	1

## 19ECS457: CYBER FORENSICS

L	T	P	C
2	0	2	3

### **Course Introduction:**

*Forensics is an essential part of cybersecurity. Any cyber incident must be solved through the cyber forensics team who can find out the exact issue and how the mishap takes place. this chapter will learn about the needs and objectives of cyber forensics, how to approach a crime or incident, and some incident handling categories.*

### **Course Objectives:**

1. To find vulnerabilities and security loopholes that facilitate attackers.
2. To have information concerning the laws of assorted regions and areas, as digital crimes are ubiquitous and remote in nature.
3. To understand the usage of correct tools for forensic investigations.
4. Prepare for incidents beforehand to confirm integrity and continuity of network infrastructure.
5. identify and gather proof of Computer crimes in an exceedingly forensically sound manner.
6. Offer ample protection to information resources and guarantee regulative compliance.

**Module I: Digital Investigation** **Number of hours (LTP)** 6 0 6

**Digital Investigation:** Digital Evidence and Computer Crime, History and Terminology of Computer Crime Investigation, Technology and law, The Investigative Process, Investigative Re construct ion, Modus Operandi, Motive and Technology, Digital Evidence in the Courtroom.

### **Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understand digital evidence and computer crime
2. Understand the investigative process
3. Understand modus operandi
4. Understand motive behind cyber crime

**Module II: Understanding Information** **Number of hours (LTP)** 6 0 6

**methods of Storing data:** number systems, character codes, record structures, file formats and file signatures, Structure and Analysis of Optical Media Disk Formats, Recognition of file formats and internal buffers, Extraction of forensic artifacts, understanding the dimensions of other latest storage devices.

**Computer basics for Digital Investigators:** Computer Forensic Fundamentals, apply ing Forensic Science to computers, Benefits of Professional Forensic Methodology.

### **Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understand methods of storing data
2. Understand structure and analysis of optical media disk formats
3. Understand computer forensic fundamentals
4. Understand benefits of professional forensic methodology

**Module III: Types of Computer Forensics Tools and Technology**      **Number of hours (LTP) 6 0 6**

**Computer Forensics Tools:** Tools and Types of Military Computer Forensics Technology, Tools and Types of law Enforcement Computer Forensic Technology, Tools and Types of Business Computer Forensic Technology

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understand Computer Forensics Tools and Technology
2. Understand Tools and Types of law Enforcement Computer Forensic Technology
3. Understand Tools and Types of Business Computer Forensic Technology

**Module IV: Standards, Guidelines and Best Practices**      **Number of hours (LTP) 6 0 6**

**Standards, Guidelines and Best Practices:** Handling the Digital Crime Scene, Digital Evidence Examination Guidelines, ACPO, IOCE, SWGDE, DFRWS, IACIS, HTCIA, ISO 27037.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understand Handling the Digital Crime Scene
2. Understand Digital Evidence Examination Guidelines
3. Understand ACPO, IOCE, SWGDE, DFRWS, IACIS, HTCIA, ISO 27037

**Module V: Cyber law**      **Number of hours (LTP) 6 0 6**

**Cyber law:** basic of law, understanding cyber space, Defining cyber law, Scope and jurisprudence, concept of jurisprudence, Overview of Indian legal system, Introduction to IT Act 2000, Amendment in IT Act.

**Cyber Crimes** - digital signature- concepts of public key and private key, certification authorities and their role, creation and authentication of digital signature. E-contracting – salient features of E-contracts, formation of E-contracts and types, E-governance, E-governance models, E-commerce- salient features and advantages

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understand cyber law and cyber space
2. Understand the concept of jurisprudence
3. Understand IT Act 2000
4. Understand cyber crimes

**Text Books:**

1. John R. Vacca, "Computer Forensics: Computer Crime Scene Investigation", Cengage Learning, 2nd Edition, 2005. (CHAPTERS 1 – 18) (UNIT I – IV).
2. Marjie T Britz, "Computer Forensics and Cyber Crime: An Introduction", Pearson Education, 2nd Edition, 2008. (CHAPTERS 3 – 13). (UNIT IV – V)

**Reference Books:**

1. MariE-Helen Maras, "Computer Forensics: Cybercriminals, laws, and Evidence", Jones & Bartlett Learning; 2nd Edition, 2014.
2. Chad Steel, "Windows Forensics", Wiley, 1st Edition, 2006.
3. Majid Yar, "Cybercrime and Society", SAGE Publications Ltd, Hardcover, 2nd Edition, 2013.



4. Robert M Slade, "Software Forensics: Collecting Evidence from the Scene of a Digital Crime", Tata McGraw Hill, Paperback, 1st Edition, 2004.

**Course Outcomes:**

After the completion of this course, student will be able to

- Understand cyber forensics concepts
- Understand various cyber crimes
- Utilize various tools and technologies for detecting cyber crimes
- Understand different cyber laws
- Understand clause of Indian IT ACT 2000

**CO PO Mapping:**

		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PSO 2	PSO3
<b>CO1</b>	Understand cyber forensics concepts	1	2	-	1	1	1	-	1	-	-	-	1	1	1	1
<b>CO2</b>	Understand various cyber crimes	1	2	-	1	1	1	-	1	-	-	-	1	1	1	1
<b>CO3</b>	Utilize various tools and technologies for detecting cyber crimes	1	2	-	1	3	1	-	1	-	-	-	1	2	2	1
<b>CO4</b>	Understand different cyber laws	1	-	-	1	1	1	-	1	-	-	-	1	1	1	1
<b>CO5</b>	Understand clause of Indian IT ACT 2000	1	-	-	1	1	1	-	1	-	-	-	1	1	1	1

## 19ECS459: BLOCKCHAIN TECHNOLOGY

L	T	P	C
2	0	2	3

The course enables learners to grasp the concepts of Blockchain Technologies underlying cryptocurrency creation, smart contracts, transactions, storage, verification mechanisms. Cryptography foundation and consensus algorithms for creation of blockchains are elaborated in the course. Bitcoin, Ethereum protocols are introduced with practice. Transformation of traditional businesses with blockchains is illustrated through examples.

### Course Objectives:

1. Understand concepts of blockchain technology
2. Acquire knowledge of bitcoin, Ethereum protocols
3. Learn to program and implement Blockchain
4. Develop blockchain applications
5. Analyse blockchain use cases

### Module I: Blockchain Fundamentals Number of hours (LTP) 6 0 6

Tracing blockchain Origin: The Double Spend problem, Byzantine Generals' Computing Problems. Blockchain concepts: how Blockchain works, Centralization vs. Decentralization, Distributed Consensus, Consensus without identity using a blockchain, Incentives and proof of work, Cryptocurrency, NFTs, Mining.

Types of blockchains: Public Blockchain, Private Blockchain, Semi-Private Blockchain, Sidechains. Blockchain Vulnerabilities.

#### Lab:

Blockchain Case study analysis (identification and Learning of tools for blockchain implementation)  
Creation of sample blocks to understand blockchain concepts .

- how Blockchain Works: <https://andersbrownworth.com/blockchain/>
- Build a Blockchain in Python: <https://www.activestate.com/blog/how-to-build-a-blockchain-in-python/>

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understand the origin and motivation behind blockchain implementation (L1)
2. interpret different blockchain concepts (L2)
3. illustrate the essential components of a blockchain platform. (L3)
4. Analyse blockchain technology impact on traditional applications (L4)
5. Develop roadmap for blockchain implementation(L5)

### Module II: Cryptography and types of consensus algorithms for Blockchain Number of hours (LTP) 6 0 6

Cryptographic Hash Functions, SHA256, Hash Pointers and data Structures, Merkle tree, Distributed Ledger.

**Types of Consensus Algorithms:** Proof of Stake, Proof of Work, Delegated Proof of Stake, Proof of Elapsed Time.

Lab: Generate Hash using Hash function, working of Distributed Ledger, working of Blockchain Transaction, Create Blockchain Network. Explore consensus mechanisms using the basic Blockchain, students can implement some projects on top of it.

<https://www.activestate.com/blog/how-to-build-a-blockchain-in-python/>

Learning Outcomes:

After completion of this unit, the student will be able to:

1. Understand relationship between Cryptography and blockchain (L1)
2. Distinguish different Cryptographic methods (L2)
3. Learn to use different types of Consensus algorithms (L3)
4. Analyse requirements to implement Securing Messages (L4)
5. Develop sample application with hashing and consensus algorithms(L5)

**Module III: Bitcoin Blockchain** **Number of hours (LTP) 6 0 6**

Bitcoin Blockchain: Structure, Operations, Features, Consensus Model, Incentive Model:

how does Bitcoin work? What makes Bitcoin different? how secure are Bitcoins?

Mechanics of Bitcoin: Bitcoin transactions, Bitcoin Scripts, Bitcoin network, Bitcoin Mining, Bitcoin Wallets.

Cryptocurrency Regulations

Lab: Understand/ Install a software Wallet, Generate a Paper Wallet/Web Wallet, Review and Analyse a Bitcoin Block on Explorer, Analyse a Bitcoin Transaction, Understand/ conduct a Transaction using Electrum Wallet

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understand relationship between bitcoin and blockchain (L1)
2. Distinguish different bitcoin terminologies(L2)
3. illustrate bitcoin mechanism (L3)
4. Analyse requirements to implement bitcoin transactions (L4)
5. Develop roadmap for secure bitcoin implementation(L5)

**Module IV: Ethereum Blockchain and DApps** **Number of hours (LTP) 6 0 6**

Ethereum Blockchain: Smart Contracts: Definition and Need, Features of Smart Contracts, Life Cycle of a Smart Contract; Ethereum Structure, Operations, Consensus Model, Incentive Model

Introduction to Ethereum Higher-Level Languages, DApps: Distributed application development.

Lab: Building A Simple Smart Contract with Solidity, Solc-Compiler, Ethereum Contract ABI, Remix-IDE for Smart Contract Development.

(Or using Viper -

Smart Contracts in Vyper: <https://vyper.readthedocs.io/en/stable/>

Learn Vyper: <https://learnxinyminutes.com/docs/vyper/>

Vyper Examples: <https://github.com/vyperlang/vyper/tree/master/examples>)

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understand Ethereum Protocol (L1)
2. Distinguish different smart contracts(L2)
3. illustrate the essential components of Ethereum (L3)
4. Analyse requirements to implement smart contract (L4)
5. Use the working of an immutable distributed ledger and trust model that define s blockchain. (L5)

**Module V: Open source Blockchains, Use cases of Blockchain** **Number of hours (LTP) 6 0 6**

Traditional Blockchain Challenges: Security, Performance perspectives.

Introduction to Hyperledger (Linux foundation), NFTs

New generation blockchain plat forms: Solana, Flow, Avalanche, Cosmos, Polkadot, Corda, Openchain, Multichain blockchains  
Block Chain Use cases in Healthcare, Government, Finance, Supply Chain, Food traceability, Water Management

Lab: Decentralized app creation: Creating a Hospital Smart Contract / Banking application / any other domain specific smart contract

### **Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understand various open source blockchain technologies (L1)
2. Distinguish different operating models of open source technologies(L2)
3. relate the shortcomings of blockchain technology and their corresponding solutions(L3)
4. Develop abilities to build a smart contract in a particular domain(L4)
5. Design and develop a crypto currency based application (L5)

### **Text Books(s)**

1. Manav Gupta, BlockChain for dummies, 2nd IBM Limited Edition, Published by John Wiley & Sons, Inc, 2018.
2. Andreas M. Antonopoulos, Mastering Bitcoin: Programming the Open Blockchain, O'Reilly Media, 2/e, 2017.
3. Andreas Antonopoulos and Gavin Wood Mastering Ethereum: Building Smart Contracts and Dapps  
Shroff Publisher/O'Reilly Publisher, 2018
4. Imran Bashir, Mastering Blockchain: Deeper insights into decentralization, cryptography, Bitcoin, and popular Blockchain frameworks, Packt Publishing (2017).

### **Reference Book(s)**

1. Melanie Swan, Blockchain: Blue print for a New Economy, O'Reilly Media, 1/e, 2015.
2. Arvind Narayanan, Joseph Bonneau, Edward Felten, Andrew Miller and Steven Goldfeder, Bitcoin and Cryptocurrency Technologies, 2016.
3. Kirankalyan Kulkarni, Essentials of Bitcoin and Blockchain, Packt Publishing. 2018
4. Tiana Laurence, Blockchain for Dummies, 2nd Edition, John Wiley & Sons, 2019
5. Anshul Kaushik, Block Chain & Crypto Currencies, Khanna Publishing House, 2018

### **Online Resources:**

1. [https://www. course ra.org/specializations/blockchain](https://www.course ra.org/specializations/blockchain)
2. <https://nptel.ac.in/ courses /106105184/>
3. Introduction to Blockchain Technology and applications,  
[https://swayam.gov.in/nd1\\_noc20\\_cs01/preview](https://swayam.gov.in/nd1_noc20_cs01/preview)
4. <https://www.edx.org/ course /blockchain-and-fintech- basics- applications -andlimitations>

### **Course Outcomes:**

1. Distinguish between different types of blockchain plat forms
2. Understand the working and importance of smart contracts.
3. Develop blockchain based application
4. apply blockchain technology to provide solutions to some real-life problems.
5. Understand the security and performance perspective of blockchain technology.

### **YouTube Links and Other web references**

- ✓ Blockchain: What It Is, What It Isn't, and What It Means for The Produce Industry  
<https://www.pma.com/content/articles/blockchain>
- ✓ Learn Web3

<https://questbook.notion.site/Questbook-Learn-Web3-a5f4be8b107f4647a91fe84e6aa7e722>

- ✓ What is Ethereum  
<https://ethdocs.org/en/latest/Introduction/what-is-ethereum.html>
- ✓ Introduction to Smart Contracts — Solidity 0.7.0 documentation  
<https://solidity.readthedocs.io/en/v0.7.0/Introduction-tosmart-contracts.html>
- ✓ how Smart Contracts Will Change the World | Olga Mack | TEDxSanFrancisco (17 minutes. Smart Contracts starts at about 6 minute mark)  
<https://www.youtube.com/watch?v=pA6CGuXEKtQ>
- ✓ Ethereum Tutorial For Beginners  
<https://www.youtube.com/watch?v=uneCaqD6Etk>
  
- ✓ how Bitcoin Works in 5 Minutes (Video, YouTube, 5 minutes)  
<https://www.youtube.com/watch?v=I9jOJk30eQs>
  
- ✓ What is an NFT? — properties of blockchain-based non-fungible tokens by Devin Finzer  
<https://opensea.io/blog/guides/non-fungible-tokens/#What-is-a-non-fungible-token>
- ✓ Create a NFT Minting Website:  
[https://openquest.xyz/?github\\_url=https://raw.githubusercontent.com/vamsisol/create-candy-machine-for-minting-nft/main](https://openquest.xyz/?github_url=https://raw.githubusercontent.com/vamsisol/create-candy-machine-for-minting-nft/main)
- ✓ how to Mint a Pokemon on Solana:  
[https://openquest.xyz/?github\\_url=https://raw.githubusercontent.com/vamsisol/create-nft-minting-website/main](https://openquest.xyz/?github_url=https://raw.githubusercontent.com/vamsisol/create-nft-minting-website/main)
  
- ✓ What is Hyperledger  
<https://www.youtube.com/watch?v=Y177TCUc4g0>
  
- ✓ What is Corda? | Enterprise Blockchain  
<https://www.youtube.com/watch?v=FHfZ5X7qn1l>
  
- ✓ Openchain for Blockchain  
<https://www.blockchain-council.org/blockchain/openchain-technology-features-working/>
  
- ✓ Multichain for Blockchain  
<https://www.multichain.com/developers/>
- ✓ BLOCKCHAIN TECHNOLOGY IN THE DEPARTMENT of DEFENSE  
<https://calhoun.nps.edu/handle/10945/61355>
  
- ✓ how blockchain will kill fake news (and four other predictions for 2020)  
<https://www.computerworld.com/article/3481633/how-blockchain-will-kill-fake-news-and-four-other-predictionsfor-2020.html>
  
- ✓ 8 Reasons why crypto art > art — and the new economy of digital creativity by Scott Belsky  
<https://scottbelsky.medium.com/the-furry-lisa-crypto-art-the-new-economy-of-digital-creativity-6cb2300ea081>

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Distinguish between different types of blockchain plat forms	1	2	-	-	-	-	-	-	-	-	-	-	2	2	2
<b>CO2</b>	Understand the working and importance of smart contracts.	2	3	3	3	2	-	-	-	-	-	-	1	2	2	2
<b>CO3</b>	Develop blockchain based application .	2	2	3	3	2	-	-	-	-	-	-	1	2	2	3
<b>CO4</b>	apply blockchain technology to provide solutions to some real-life problems.	2	2	3	1	2	1	-	1	-	-	-	1	2	2	3
<b>CO5</b>	Understand the security and performance perspective of blockchain technology.	2	3	1	2	2	1	-	1	-	-	-	1	2	2	2

## 19ECS461: MULTIMEDIA PROCESSING

L T P C  
2 0 2 3

The course offers an Introduction to multimedia: images, video and audio. Multimedia has become an indispensable part of modern computer technology. In this course, students will be introduced to principles and current technologies of multimedia systems. Issues in effectively representing, processing, and retrieving multimedia data such as sound and music, graphics, image and video will be addressed.

### Course Objectives:

1. To gain the knowledge in broadcasting, audio recording, media, mass communication and digital animation
2. To equip students in art and craft of multimedia production as to enable them to emerge as thoroughbred professionals matching the needs of fast growing multimedia industry
3. To develop and analyse the performance of multimedia communication systems

### Module I: basics of Graphics and images Number of hours (LTP) 6 0 6

Understanding Natural light and Color, Computerized Color, Color Palettes, Look-up table. Graphic/ image File Formats: 24-bit and 8-bit colors, Bit Maps, Gray Scale and Dithering, Graphic Formats: GIF, JPEG, TIFF, PNG, RGB and CMY Color Models

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understand color palettes, look table
2. Understand about various Graphic formats and colour models

### Module II: Multimedia Communication Number of hours (LTP) 6 0 6

Introduction: What is Multimedia? – Introduction to making Multimedia – Media Skills – Macintosh and Windows Platforms – basic software tools.

Need for data compression, General data compression Scheme, Compression standards, Non-lossy compression for images, Lossy compression for Photographs and video, Hardware Vs software Compression

concept of multimedia communication modelling – network requirements – text, audio, images and video

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understand the need for compression
2. Understand various types of compression standards

### Module III: Compression Models Number of hours (LTP) 6 0 6

Color model in images-lossless compression algorithms- run-length encoding, variable length coding, dictionary based coding, arithmetic coding, lossy compression algorithms- quantization, transform coding, wavelet- based coding- Multimedia Authoring Tools- Overview of multimedia software tools, Multimedia Authoring systems, editing and authoring tool

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understand about lossless compression models
2. Understand about multimedia software tools
3. Know about various multimedia authoring tools

#### **Module IV: Audio Compression**

**Number of hours (LTP) 6 0 6**

Multimedia Building Blocks: Text – Sound – image s.

Digitization of sound, MIDI, transmission of audio, audio compression techniques - ADPCM, vocoders

Binary image compression, Audio compression, Fractal compression, advantages / disadvantages

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understand multimedia building blocks
2. Know various audio compression techniques
3. Know about the Advantages and disadvantages of Audio compression

#### **Module V: Video Compression**

**Number of hour s(LTP) 6 0 6**

Multimedia Building Blocks: Animation – Video

Color, Grey Scale and Still-video image compression, JPEG, video image compression, Multimedia Standards for Video, Requirements for Full-motion Video Compression, MPEG

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understand various types of video compression models
2. Know about video compression standards
3. Know about full motion video compression

#### **Text Books(s)**

1. Kamisetty Ramamohan Rao, Z.S.Bojkovic, D.A.Milovanovic, "Multimedia Communication Systems, techniques, Standards and networks", PHI Learning, 2012.
2. Tay Vaughan – Multimedia (Making it work) – Tata McGraw Hill
3. Ze- Nian Li and M. S. Drew, Fundamental of Multimedia. Pearson Education Second edition 2014

#### **Reference Book(s)**

1. Ralf Steinmetz and klara Nahrstedt "Multimedia applications", 2004
2. Hemant Kapila. "Multimedia and applications", 2016
3. Prabhat k. Andleigh, Kiiran Thakrar "Multimedia systems design", PHI Learning, 2010
4. Ze-Nian, Mark S. Drew "Fundamentals of multimedia, PHI Learning, 2010

#### **Course Outcomes:**

- Analyze the technical aspects of Graphics and Multimedia systems.
- Understand data interface standards for text, image, graphics, audio, video and animation
- Apply image representation and compression concepts in real world Multimedia applications



- Design interactive multimedia software using audio representation and compression concepts
- Apply various multimedia communication protocols and standards.

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Analyze the technical aspects of Graphics and Multimedia systems	2	3	-	-	1	-	-	-	-	-	-	-	2	2	2
<b>CO2</b>	Understand data interface standards for text, image, graphics, audio, video and animation	2	3	-	3	2	-	-	-	-	-	-	1	2	2	2
<b>CO3</b>	Apply image representation and compression concepts in real world Multimedia applications	2	2	3	3	2	-	-	1	-	-	-	1	2	2	3
<b>CO4</b>	Design interactive multimedia software using audio representation and compression concepts	2	2	3	3	2	1	-	1	-	-	-	1	2	2	3
<b>CO5</b>	Apply various multimedia communication protocols and standards.	2	2	2	2	2	1	-	1	-	-	-	1	2	2	2

## 19ECS463: SOFTWARE TESTING METHODOLOGIES

L T P C  
2 0 2 3

*This course aims to provide an understanding of basics of testing concepts and introducing the various testing techniques. It also introduces the concepts of test management and quality management.*

### Course Objectives:

1. Understand the concepts of software testing
2. Familiar with various testing methods
3. Learn the various validation activities
4. Know the concepts of test management
5. Understand the quality management concepts

### Module I: Introduction Number of hours (LTP) 6 0 6

software testing definition, evaluation of software testing, software testing myths and facts, goals and model of software testing, software testing terminology, software testing life cycle, software testing methodology, verification, and validation activities.

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. describe software testing (L2)
2. explain model of software testing (L2)
3. Demonstrate software testing life cycle (L2)
4. differentiate verification and validation (L2)

### Module II: Dynamic testing Number of hours (LTP) 6 0 6

Black-Box testing: Boundary value analysis, equivalence class testing. White-box testing: Introduction, basis path testing, loop testing. Static testing: inspections, structured walk throughs, technical reviews.

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. describe various testing methods of Black-Box testing (L2)
2. describe various testing methods of White-Box testing (L2)
3. Present the process of inspections (L2)
4. illustrate the technical reviews (L2)

### Module III: Validation Activities Number of hours (LTP) 6 0 6

Unit validation testing, integration testing, function testing, system testing, accepting testing. Regression testing: Objectives of regression testing, regression testing types, regression testing techniques.

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. illustrate working of unit testing with an example (L3)
2. describe the performance of integration testing (L2)
3. explain the concepts of regression testing (L2)

### Module IV: Test Management Number of hours (LTP) 6 0 6

Test Organization, structure of testing group, test planning, detailed test design and test specifications. efficient test suite management: Introduction, minimizing the test suite and its benefits, defining test suite minimization problem, test suite prioritization, types of test case prioritization, prioritization techniques.

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. Demonstrate the concepts of test management (L2)
2. Develop test design and test specifications (L3)
3. apply the efficient test suite management (L3)
4. List the types of test case prioritization (L4)
5. Classify prioritization techniques (L4)

**Module V: software Quality Management**

**Number of hours (LTP) 6 0 6**

software quality, quality cost, quality control and quality assurance, quality management, QM and project management, quality factors, methods of quality management, software quality metrics, SQA models.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. illustrate working of software quality management (L3)
2. List the quality factors required to provide the quality (L4)
3. List the methods of quality management (L4)
4. explain the working of quality metrics (L2)
5. summarize working of SQA models (L2)

**Text Books(s)**

1. Naresh Chauhan, software testing: Principles and Practices, 1/e, Oxford University Press, 2010

**Reference Book(s)**

1. William E. Perry, Effective methods for software testing, 3/e, Wiley, 2006.
2. Paul C. Jorgensen, software testing: A Craftsman's Approach, 3/e, Auerbach publication, 2015.

**Course Outcomes:**

- Understanding software testing life cycle (L2)
- Design test cases for Black-Box testing and White-Box testing (L4)
- Analyze the performance of integration testing (L4)
- Use the concepts of test management (L2)
- Apply software quality management principles (L3)

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS01	PS02	PS03
<b>CO1</b>	Understanding software testing life cycle (L2)	1	3	1	2	1	-	-	1	1	1	1	1	2	1	2
<b>CO2</b>	Design test cases for Black-Box testing and White-Box testing (L4)	2	2	3	3	3	-	-	1	2	1	1	1	3	3	2
<b>CO3</b>	Analyze the performance of integration testing (L4)	2	3	2	3	3	-	-	1	2	1	1	1	3	3	2
<b>CO4</b>	Use the concepts of test management (L2)	2	2	2	3	3	-	-	1	2	1	1	1	3	3	2
<b>CO5</b>	Apply software quality management principles (L3)	2	2	2	3	3	-	-	1	2	1	1	1	3	3	2

## 19EHS403: ORGANIZATIONAL BEHAVIOUR

L	T	P	C
3	0	0	3

**Module I:** **Number of hours (LTP)** 9 0 0

Introduction ; Definition of Organization behaviour and Historical development, Environmental Context (Information Technology and Globalization), Diversity and Ethics, Design and Cultural, Reward Systems. The Individual: foundation of individual behaviour, Ability

**Module II:** **Number of hours (LTP)** 9 0 0

Learning : Definition, Theories of Learning, Individual Decision Making, classical conditioning, operant conditioning, social Making, Learning theory, continuous and intermittent reinforcement. Perception: Definition, Factors influencing perception, attribution theory, selective perception, projection, stereotyping, Halo effect.

**Module III:** **Number of hours (LTP)** 9 0 0

Motivation: Maslow's Hierarchy of Needs, Mc. Gregory's theory X and Y, Herzberg's motivation Hygiene theory, David Mc Clelland three needs theory, Victor vroom's expectancy theory of motivation.

**Module IV:** **Number of hours (LTP)** 9 0 0

Values and attitudes: Definitions – values, Attitudes: Types of values, job satisfaction, job involvement, professional Ethics, Organizational commitment, cognitive dissonance. Conflict Management: Definition of conflict, functional and dysfunctional conflict, stages of Conflict process.

**Module V:** **Number of hours (LTP)** 9 0 0

Leadership: Definition, behavioural theories – Blake and Mouton managerial grid, Contingency theories – heresy - Blanchard's situational theory, Leadership styles – characteristics, Transactional, transformation leaders. The Organization: Mechanistic and Organic structures, Minitberg's basic elements of Organization, Organizational Designs and Employee behaviour, Organization development – quality of work life (QWL)

### Text Books(s)

1. Stephen P Robbins - Organizational behaviour, Pearson Education Publications, ISBN– 81– 7808–561-5, 9th Edn. 2012.
2. Fred Luthans - Organizational behaviour, Mc Graw Hill International Edition, ISBN–0–07– 20412–1, 11th Edn. 2006.

### Reference Book(s)

1. Hellriegel, Srocum and woodman, Thompson Learning - Organization behaviour, Prentice Hall India, 9th Edition -2001.
2. Aswathappa - Organizational Behavior, Himalaya Publishers. 2001.
3. VSP Rao and others - Organizational behaviour, Konark Publishers 2002.
4. Organizational behaviour - (Human behaviour at work) John Newstron / Keith Davis 9th Edition 2002.
5. Paul Henry and Kenneth H. Blanchard -Management of Organizational Behaviors, Prentice Hall of India, 1996.

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the foundational theories and concepts of Organizational behavior, including motivation, leadership, and group dynamics.	-	-	-	-	-	-	1	1	1	-	-	-	-	-	-
<b>CO2</b>	Analyze the impact of individual differences, such as personality and perception, on behavior within Organizations.	-	-	-	-	-	1	-	2	1	1	-	1	-	-	-
<b>CO3</b>	Develop skills in effective communication, conflict resolution, and decision-making in Organizational settings.	-	-	-	-	-	2	1	1	2	-	-	-	-	-	-
<b>CO4</b>	Explore the role of Organizational culture, structure, and change management in shaping behavior and performance.	-	-	-	-	-	1	-	2	1	2	-	-	-	-	-
<b>CO5</b>	Apply principles of Organizational behavior to real-world scenarios, fostering better teamwork, leadership, and Organizational effectiveness.	-	-	-	-	-	-	2	1	3	1	-	3	-	-	-

**19ECS491: PROJECT PHASE I**

**L T P C**  
**0 0 2 1**

*Project Phase I intended to train the students to identify a problem of practical significance relate d to*

- i) Software design process*
- ii) Research in specific domain*
- iii) Application / software development*

*The student is encouraged to study of literature based on the guidance received by a project supervisor and identify a specific problem and works for a solution. At the end he is expected to submit a report based on his findings.*

*The project can be done as a group consisting maximum of four persons.*

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Carry out literature review on the selected topic from published scholarly articles	3	-	-	-	-	-	-	-	-	2	1	1	-	-	-
<b>CO2</b>	Perform the experimental and theoretical analysis	1	3	2	-	3	1	1	2	3	2	1	3	3	3	2
<b>CO3</b>	Carry out computational analysis and analyze the results obtained	1	3	3	3	3	1	1	2	3	3	1	3	3	3	2
<b>CO4</b>	Write precise project reports with appropriate reference	-	-	2	-	2	3	-	-	-	-	-	-	-	3	-
<b>CO5</b>	Present the work progress from time to time with the results obtained	-	-	2	3	-	2	-	-	-	-	1	-	-	-	3

**19ECS493: INDUSTRIAL TRAINING /INTERNSHIP  
/RESEARCH PROJECTS IN - NATIONAL LABORATORIES OR ACADEMIC  
INSTITUTIONS**

**L T P C**  
**0 0 0 1**

*This course is designed to expose the students to industrial practices or working on research problems. The student is expected to correlate his theoretical knowledge gained all the way to the industrial needs and or solving practical/ research problems for the benefit of the humanity.*

*The student goes through the training during the summer After his pre-final year. He has to maintain a dairy of findings the experience d and submit a detailed report After completion of the training.*

		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
<b>CO1</b>	Explore career alternatives prior to graduation	1	-	-	-	-	1	-	1	3	1	-	2	-	-	-
<b>CO2</b>	Integrate theory and practice.	2	3	2	3	3	1	-	1	3	1	-	2	3	3	2
<b>CO3</b>	Assess interests and abilities in their field of study.	2	2	-	1	1	1	-	1	3	3	2	2	3	3	2
<b>CO4</b>	Develop work habits and attitudes necessary for job success.	-	-	-	-	-	1	-	1	3	3	2	2	-	2	-
<b>CO5</b>	Develop communication, interpersonal and other critical skills in the job interview process.	-	-	-	-	-	-	-	2	3	3	2	2	-	-	-

**19ECS392 – COMPREHENSIVE SKILL DEVELOPMENT - VI**  
**OPTION-I (DATA VISUALIZATION USING TABLEAU / POWER BI /**  
**ADVANCED EXCEL)**

**L    T    P    A    C**  
**0    0    0    6    1**

*Data Visualization is one of the prime tasks in current scenarios of Business applications / any product based tasks. Business Analytics is to project the data effectively in order to communicate and present more effectively for better understanding of stakeholders both technical and non-technical in simple manner. By the end of the course the student is able to learn how to apply and present the data in order communicating business relevant implications and also the student is able to structure the data analytics projects that ensures better outcome. The aim of this course is in Designing and persuasively presenting business data stories through various approaches such as visualizations, capitalizing on business testing methods and design principles in practical approach.*

**Course objectives/ Learning Outcomes**

1. To understand the data and its variants, present the data.
2. discuss concepts and principles of data visualization particularly related to decision making, data modeling and compare and contrast
3. Investigate technologies and practices for visualizing data as part of a data management and analytics system.
4. apply user interface design principles and practices to develop interactive data visualizations, mapping data
5. Design effective dashboard for decision making at various levels.
6. Conduct research on relevant data visualization topics and telling your own data story
7. Project presentations

**Module 1: Understanding data**

What is data, where to find data, Types and variants of data and representations, foundations for building data Visualizations

**Module 2: Creating Your First visualization**

Getting started with Tableau software, using data file formats, connecting your data to Tableau, creating basic charts (line, bar charts, Treemaps), using the Show me panel

**Module 3: Tableau Calculations**

Overview of SUM, AVG, and Aggregate features, creating custom calculations and fields, applying new data calculations to your visualization

**Module 4: Formatting Visualizations**

Formatting Tools and Menus, Formatting specific parts of the view, Editing and Formatting Axes

**Module 5: Manipulating data in Tableau**

Cleaning-up the data with the data interpreter, Structuring your data, Sorting and filtering Tableau data, Pivoting Tableau data

**Module 6: advanced Visualization Tools**

using Filters, using the Detail panel, using the Size panels, customizing filters, using and Customizing



tooltips, Formatting your data with colors

## **Module 7: Creating Dashboards & Stories**

using Storytelling, Creating your first dashboard and Story, Design for different displays, Adding interactivity to your Dashboard

## **Module 8: Distributing & Publishing Your Visualization**

Tableau file types, Publishing to Tableau Online, Sharing your visualization, print ing, and exporting

## **MORE ACCURATELY WHAT ALL WE COVER**

### **Introduction (1 Hours)**

- course Introduction

### **Field Types and Visual Cues (2 hours)**

- Tableau Desktop
- Scenario

#### Objectives

- application Terminology and Definitions
- Opening and Closing Tableau
- data Source Page
- Tableau Workspace
- Files and Folders
- Getting Started with Tableau
- View Terminology and Definitions
- View Sections
- data Terminology and Definitions
- data Types
- data Roles: Dimension vs. Measure
- data Roles: Continuous vs. Discrete
- Changing data Roles
- Visual Cues for fields
- Visual Cues for fields in the data Pane
- Visual Cues for fields in the Rows or Column Shelves

### **Data Connection in Tableau Interface (4 Hours)**

- data Connections in the Tableau
- Connecting to Tableau data Server
- What is a Join
- Types of Joins
- When to Use Joining
- Enabling Right Outer Join
- Right Outer Join and Custom SQL Enabled
- What is data Blending
- When to Use data Blending

- data Blending in Tableau
- Differences Between Joining and Blending
- Joining vs. Blending
- Writing Custom SQL
- Prepare your data for Analysis

### **Organizing and Simplifying data (5 hours)**

- Organizing and Simplifying data
- Objectives
- Filtering data
- What is a Filter
- applying a Filter to a View
- Filtering on Dimensions
- Filtering on Dimensions Functions
- Aggregating Measures
- Filtering on Measures
- Filtering on Dates
- Quick Filters
- Sorting of data
- What is Sorting
- Sorting data in Tableau
- Types of Sorting
- Creating Combined fields
- Combined fields
- Creating Groups and Defining Aliases
- What is a Group
- What are Aliases
- Defining an Alias
- working with Sets and Combined Sets
- Sets
- Combined Sets
- working with Groups and Sets
- Drill to Other Levels in a Hierarchy
- Grand totals and Subtotals
- Adding Totals
- Adding Totals
- how to define Aggregations
- Changing Aggregation Function
- Tableau Bins
- Bins
- Fixed Sized Bins
- Variable Sized Bins

### **Formatting and Annotations (5 hours)**

- Formatting and Annotations
- Custom Geocoding
- Adding Caption to Views
- Click Interaction Adding Title to View
- Click Interaction2 Adding Captions to View
- using Titles Captions and Tool tips
- Adding Tooltips to Views
- using Title Caption and Tooltip
- Formatting the Axes
- Edit Axis Option
- Formatting Views with Labels and Annotations

- Format Window
- Format Mark Labels
- Annotations
- Format Manipulations

### **Special Field Types (4 hours)**

- Special Field Types
- Date Hierarchies
- Drilling in the Time Hierarchy
- Pivoting Date Parts on Shelves
- differentiate Between Discrete and Continuous Dates
- using Continuous Dates
- using Discrete Dates
- working with Discrete and Continuous dates
- What are Custom Dates
- Creating and using Custom Dates
- Fiscal Year
- define a Date Field on a Fiscal Year
- Relative Date Filters
- Importing Date Dimensions in Tableau from a Cube
- Work with Date Hierarchies on Cubes
- Dates in Cube (Multidimensional) data Sources
- Dates in Cubes Vs. Relational data Sources

### **Tableau Generated fields (2 hours)**

- Tableau Generated fields
- using Measure Values and Measure Names
- using Multiple Measures in a View
- using the Number of Records Measure
- using Latitude and Longitude fields

### **Chart Types (2 hours)**

- Chart Types
- working with Combined Axis
- working with Combination Charts
- Understanding geocoding and geographic mapping in tableau
- Combined Axis Graph and Scatter Plot
- describe text and high light tables
- Work with Pages Shelf and Create Motion Charts
- Heat Maps
- using Bins and Histograms
- using Histograms
- using Pie Charts
- Compare Measures using Bullet Charts
- using Bar in Bar Charts
- define advanced Chart Types
- using Pareto Charts
- Creating Pareto Charts
- using Waterfall Charts
- using Gantt Charts
- working with box plots
- using Sparkline Charts

### **Calculations (2 hours)**

- Calculations

- Objectives
- Strings Date Logical and Arithmetic Calculation
- working with Strings Date Logical and Arithmetic Calculations
- using Strings Date Logical and Arithmetic Calculations
- working with Arithmetic Calculations
- Aggregation Options
- working with Aggregation Options
- Grand Totals and Sub-Totals
- Quick Table Calculations
- Creating Quick Table Calculations
- working with Quick Table Calculations
- Automatic and Custom Split
- Ad-hoc Analytics
- LOD Calculations

### **Creating and using Parameters (2 hours)**

- Creating and using Parameters
- Objectives
- What is a Parameter
- Creating a Parameter
- Exploring Parameter Controls
- Work with Parameters
- Click Interaction working with Parameters

### **Mapping (2 hours)**

- Mapping
- Objectives
- Modifying Locations within Tableau
- Importing and Modifying Custom Geocoding
- working with Symbol Map and Filled Map
- using Background image
- Exploring Geographic Search
- Perform Pan Zoom Lasso and Radial Selection
- working with WMS Server Maps

### **Statistics (3 hours)**

- Statistics
- Objectives
- Add Reference Lines Bands and Distribution
- Adding Reference Lines
- Adding Reference Bands
- Adding Reference Distribution
- working Reference Lines Bands and Forecasting
- Trend lines and Trend Models
- Understanding Trend Lines
- Enabling Trend lines
- Click Interaction Understanding Trend Models
- working with describe Trend Model Window
- working with Trend Lines
- Statistical Summary Card
- Perform Drag and Drop Analytics
- Explore Instant Analysis
- Forecasting

### **Dashboards (3 hours)**

- Dashboards
- Objectives
- Build Interactive Dashboards
- What is a Dashboard
- Building Dashboards
- Best practices for creating effective dashboards
- Comprehending Best Practices
- Creating a Dashboard and Importing Sheets
- Interaction Exploring Dashboard Actions
- Use of Running Actions
- using Dashboard Actions
- Sharing your Work
- how to Share your Reports
- Exporting your Work

**Case Study (Assignment)**

- Project

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Develop a compelling resume that effectively high light s skills and experience s	3	-	-	-	-	-	-	-	-	2	-	-	-	-	-
<b>CO2</b>	Practice and demonstrate effective interviewing techniques (answering behavioral, technical questions)	-	-	3	-	-	-	-	-	-	2	-	1	-	-	-
<b>CO3</b>	Understand workplace expectations, professionalism, and business etiquette	-	-	-	2	3	-	-	-	-	2	2	-	-	-	-
<b>CO4</b>	Analyze company websites and job descriptions to identify required skills and knowledge	-	-	-	-	-	3	-	-	-	-	-	2	-	-	-
<b>CO5</b>	Utilize relevant tools and technologies for the ECE domain	-	-	-	3	3	2	-	-	-	-	-	2	2	3	-

## Option –II (ROBOTIC PROCESS AUTOMATION)

L	T	P	A	C
0	0	0	6	1

### **About course**

Robotic Process automation training using UiPath will prepare you for Ui Path's RPA Developer advanced Certification exam so that you can drive RPA initiatives in your Organization. this RPA Certification course using UiPath helps you master the key concepts of RPA, image and Text automation, Computer Vision activity, Object Repository, data Manipulation using RPA bots, managing your processes from UiPath Orchestrator, and building a solution with Reframe work. throughout this online Instructor-led RPA training, you will be working on real-life industry use cases. Enroll now to get started!

### **RPA Training Curriculum**

#### Introduction to Robotic Process automation

**Goal:** In this module, you will learn about the evolution and future of Robotic Process automation.

You will also learn how Robotic Process automation works and its components.

**Objectives:** In this module, you will:

- Understand the emergence of Robotic Process automation (RPA) and its future scope  
Learn the concepts of RPA and distinguish it from automation
- Understand the types of Bots discuss how RPA works
- Gain insights into the RPA development methodology and identify its application areas  
Get an overview of the relevant RPA tools and their selection criteria

#### **Outcomes:**

After completing this module, you should be able to:

- Comprehend the necessity of RPA
- Distinguish between different types of bots in RPA
- Get acquainted with different types of tools used in RPA
- Topics:
  - Emergence of Robotic Process automation (RPA) Evolution of RPA
  - Future of RPA
  - differentiating RPA from automation
  - Defining Robotic Process automation & its benefits
  - What RPA is Not Types of Bots
  - how Robotic Process automation works
  - RPA development methodology and key considerations application areas of RPA
  - List of Robotic Process automation Tools

#### **Hands On:**

- Demonstrate a typical automation process by developing a process using UiPath to identify elements from website related to a course search and store the results of the search in a local file.
- discuss a real-world implementation use case of RPA where involving a large telecommunication and media company. Examine how its critical business processes are automated with the help of UiPath and the benefits achieved by this automation .

### **Process Components and Activities**

**Goal:** In this module, you will understand the main components of a process namely variables,

## **arguments and activities. You will learn activities related to UI automation, System activities and various User Events.**

Objectives: In this module, you will:

- identify key UI Elements required for automation
- Know what UI automation is and the activities involved in it
- Learn System Activities and implement its features in your workflow Create and manage variables in your workflow
- Create and import arguments from different workflows
- Use Import Panel to add or edit your arguments
- Perform User Event activities to create triggers

Outcomes:

- After completing this module, you should be able to: Perform UI automation activities on different UI Elements
- Automate browser activities, such as opening and typing into a field Perform click, type into and various element activities

Topics:

- UI automation Activities System Activities Variables
- Arguments Imports Panel User Events

Hands On:

- Build a process in UiPath using UI automation Activities Create an automation process using key System Activities using Variables and Arguments
- automation using System Trigger

## **Overview of UiPath**

Goal: In this module, you will learn about the features and layout of UiPath Studio.

**Objectives:** In this module, you will:

- Understand what is UiPath and its platform components Install and activate UiPath Community Edition software
- Get an overview on the types of Projects and Templates in UiPath Get familiarized with the components of the user interface
- Know the usage of Activities Panel and identify different categories automation Activities Understand the types of workflows

**Outcomes:**

- After completing this module, you should be able to: Create your own sequence
- identify different components of UiPath Studio
- Get an overview of user interface and domain activities in UiPath Use different types of workflow

Topics:

- Introduction to UiPath platform and its components Installation details of UiPath's Community Edition Types of Templates
- User Interface domains in Activities
- Workflow Files in UiPath

Hands On:

- Setup and Configure UiPath Studio Understand the user interface of UiPath Studio
- Create a Sequence to obtain user inputs, display them using a message box Create a Flowchart to navigate to a desired page based on a condition
- Create a State Machine workflow to compare user input with a random number

## **Data Manipulation & PDF automation**

**Goal:** In this module, you will learn about data Manipulation, virtual machines, Citrix, text, image and PDF automation.

**Objectives:** In this module, you will:

- Create and reuse elements from your object repository Manipulate Scalar, Collection & Table data
- Get an overview of Native Citrix automation feature of UiPath Understand how Text and image automation works
- Install and use PDF activities package Perform PDF automation
- Use Computer Vision activity to identify UI Elements

### **Outcomes:**

After completing this module, you should be able to:

- Manipulate your data
- Extract text from PDF files Perform image automation

Topics:

- Object Repository data Manipulation
- automation of Virtual machines Introduction to Native Citrix automation
- Text and image automation
- PDF automation Computer Vision

Hands On:

- data manipulation in the workbook PDF data Extraction

## **App Integration, Recording and Scraping**

**Goal:** In this module, you will learn about Recording, Scraping data and integrate these activities with the corresponding apps.

**Objectives:** In this module, you will:

- Perform App Integration activities, such as Excel and Mail Record your mouse and keyboard actions
- implement or edit Selectors of activities Get familiar with UI Explorer
- Scrape data from websites
- Use different types of Recording and Scraping methods

### **Outcomes:**

- After completing this module, you should be able to:
- Collect data from different websites by using data scraping
- Perform different operations on different apps using App Integration Use Excel and Mail Activities

Topics:

- App Integration Recording Scraping Selector
- Workflow Activities

Hands On:

- Automate login to your (web)Email account
- Recording mouse and keyboard actions to perform an operation Scraping data from website and writing to CSV

## **Programming, Debugging and Logging**

**Goal:** In this module, you will learn about Programming in UiPath, organizing projects, debugging



projects and handling exceptions.

Objectives: this module, you will:

- Use Programming Activities
- Perform Debugging of UiPath Projects Manage and use logs in UiPath
- Understand Error Handling in UiPath processes
- Perform automation in third-party applications using available UiPath Extensions
- Understand Project Organization and its best practices

Outcomes:

- After completing this module, you should be able to:
- Execute conditional clauses
- Monitor your workflow with debug activity
- implement message logs to keep track of your workflow Amend your errors in the workflow

Topics:

- Programming Debugging Error Handling Logging Extensions
- Project Organization

Hands On:

- using Programming Activities in UiPath Debugging errors in a UiPath Project different ways of Error Handling in UiPath
- Browse through the log files related to UiPath Project

## **Orchestrator Community Edition and Other RPA Tools**

Goal: In this module, you will learn about Orchestrator Community Edition (CE) and other leading RPA tools.

Objectives: In this module, you will:

- Know the capabilities of UiPath Orchestrator Use Orchestrator Activities from UiPath Studio
- Login to the Orchestrator Community Edition
- Understand the different components of Orchestrator Community Edition
- Create & Manage Robots, Processes, Jobs, Schedules & Assets from the Orchestrator Community Edition
- Learn about the different RPA tools available in the market

Outcomes:

- After completing this module, you should be able to:
- implement various features of orchestrator Register your local machine to orchestrator Connect your bot with the local machine

Topics:

- UiPath Orchestrator Overview Orchestrator activities Introduction to Orchestrator CE Orchestrator CE
- Other RPA tools

Hands On:

- using various components of Orchestrator Create an automated Gmail Login application
- Create an automated Remote data Entry application

## **implementing REFramework**

Goal: In this module, you will learn how to use the REFramework template in UiPath for creating Business processes and understand the various components involved in it.

Objectives: In this module, you will:

- Know the purpose of REFramework
- Understand the framework component functions Use the state machine layout and its states
- apply the workflows available at different states
- implement exception handling and logging at different states
- Develop a process using the REFramework using the common development rules

Outcomes:

- After completing this module, you should be able to: Develop your own framework
- Use various activities from different domains to execute your workflow Effectively use message logs and debugging activities to monitor your workflow

• Topics:

- Introduction to REFramework About REFramework
- Purpose of REFramework using State Machine Layout States of the State Machine Workflows Involved Workflows of the Framework Exception Handling & Logging
- Rules of Developing a Process using REFramework
- Build a business process based on REFramework and utilizing various components of this framework such as its workflows, states, variables and exceptions

## **Overview of UiPath Products (Self-Paced)**

Goal: In this module, you will get an overview on different products such as App Studio, AI Fabric, etc. and learn how to use them with your workflows.

Objectives: In this module, you will:

- Explore UiPath Marketplace and import packages in your workflow Create a small application using UiPath Apps Studio
- Enable AI Fabric and use ML packages in your workflow Get an overview of Task capture and automation Hub

Outcomes: After completing this module, you should be able to

- Import packages from Marketplace to your workflow Use packages offered by AI Fabric
- Develop applications that can be used with your workflow

Topics:

- Marketplace Apps
- AI Fabric Task capture
- automation Hub
- Develop complex automation processes with the help of components offered by Marketplace Develop an application using UiPath Apps Studio

**Projects.** which projects will be a part of this RPA with UiPath course ?

### **Project 1: Candidate Onboarding**

Problem Statement – Candidate onboarding process involves tracking candidate's mandatory joining documents, sending them timely reminders, and handling other tasks. Once all the documents are received, then the candidate needs to be sent a formal joining email asking him to join the company.

- We will build a workflow that will automate these entire processes using UiPath. to achieve this, we will perform the following:
- Create a transactional workflow
- Collecting candidate data using Web Recording Operations on the candidate data using Excel activities
- Send automated emails for verification and onboarding purposes  
Publish the project to UiPath Orchestrator
- this is an ongoing project through out the course designed to implement the concepts as you learn.

## **Project 2: GST Verification**

Problem Statement – You work in the Risk and Compliance Department for a large trading Organization . As a part of the job, it is required to determine the validity of the GST number from GST invoices to verify the details of the vendors who are empaneled in your Organization and save these details in a text file.

- Your team has planned to build an automation workflow to verify GST details. To design the workflow, you will perform the following:
- Use REFramework template for this project Read vendor data from Orchestrator Queues
- UI automation on the given resource for verification
- write the details on a text file
- Publish the project to UiPath Orchestrator to manage the process and execute with the help of bots
- What are the system requirements for this course ?
- Your system should have a minimum of 4GB of RAM, a Dual-Core processor, a Windows 7 operating system, and a display resolution of 1024x768.
- CPU: minimum Requirement – Dual Core 1.8GHz 32-bit (x86)  
Recommended – QuadCore 2.4GHz 64-bit (x64)
- RAM: 4GB (Recommended 8 Gb)
- Operating System: minimum Version – Windows 7 Maximum Version – Windows 10
- .Net Framework: minimum version - 4.6.1
- For Mac users: You can use a Virtualization software like Virtual Box or VMware to install Windows as a virtual machine and run the UiPath Studio on it.
- how will I execute the practicals?  
All the Demo/Hands-on of UiPath are to be executed on Latest version (Stable) of UiPath Studio Community Edition.

### Semester VIII

S. No	Course Code	Course Title	Category	L	T	P	A	C	Remarks
1.	19EID4XX	Inter Disciplinary Elective III	ID	2	0	2	0	3	
2.	19ECS4XX	Program Elective VI	PE	2	0	2	0	3	Branch Specific
3.	19ECS492	Project Phase II	PW	0	0	12	0	6+	Branch Specific
4.	GSS115	Gandhi for the 21 <sup>st</sup> Century	HS					1	Online Course
<b>Total</b>								<b>13</b>	

## 19EPH472: SEMICONDUCTOR PHYSICS

L T P C

2 0 2 3

This is an introductory course designed for the students with basic background on solid state physics that serves as a prerequisite for study of semiconducting materials. It also provides the student with a clear and logical presentation of basic concepts and principles associated with semiconductor devices.

### Course Objectives:

1. To provide knowledge of the energy band structures and their significance in electric properties of solids
2. To explain the design and working of a semiconductor laser
3. To provide necessary understanding of working principles of solar cells
4. To make students on how to choose suitable semiconductor materials for light emitting devices and photo conducting devices
5. To make the students identify the fabrication methods of integrated circuits

### Unit-1 Review of semiconductor physics

Quantum mechanical concepts (Schrodinger time-independent wave equation, particle in 1D infinite well), energy bands in solids, E-k diagram, Density of states, Fermi level (variation by carrier concentration and temperature); p-n junction, Metal-semiconductor junction (Ohmic and Schottky); Semiconductor materials of interest for opto electronic devices, bandgap modification, heterostructures.

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understand the formation of band gap in semiconductors
2. explain the dependence of Fermi level in semiconductors on carrier concentration and temperature.
3. Know the applications of semiconductors in various fields.

### Unit-2 Semiconductor Lasers

Optical transitions in bulk semiconductors: absorption, spontaneous emission, and stimulated emission, Einstein coefficients, Population inversion, semiconducting laser, Gain guided semiconductor laser, and index guided semiconductor laser, application of Semiconductor Lasers.

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understand the principles of lasing action
2. Understand the production of laser in semiconducting materials.
3. Design a semiconductor laser.

### **Unit-3 Solar cells and Photovoltaic devices:**

Charge carrier generation and recombination, p-n junction model and depletion capacitance, Current voltage characteristics in dark and light, Device Physics of Solar Cells, Principle of solar energy conversion, Conversion efficiency, Type of solar cells in use: Dye Sensitized Solar Cells, Thin film solar cells.

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understand the carrier generation and recombination process in semiconductors.
2. apply the principles of photoelectric effect in understanding current generation in solar cells.
3. Understand about the working principles of various solar cells.

### **Unit-4 Optoelectronic devices**

Radiative recombination devices: light -emitting diodes (LED), Organic light Emitting Diodes (OLED) and its types.

Photo conducting devices: Photodetectors and photoconductors, Photoresistors, Phototransistors, p-n junction photodiodes, PIN photodiodes.

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

1. Design a semiconductor light -emitting diode
2. describe the working and design considerations for the LEDs
3. describe the working and design considerations for the photo conducting devices

### **Unit- 5 Integrated Circuits (IC's)**

Classification of ICs, Fabrication of IC-Wafer production- Thermal oxidation - Masking- Lithography- etching- doping-metallization – Assembly and packaging- - Advantages and applications of IC's.

#### **Learning Outcomes**

After completion of this unit, the student will be able to:

1. Know different types of Integrated Circuits
2. explain the wafer fabrication methods
3. Understand the applications of ICs

**Text books:**

1. Physics of Semiconductor devices, Simon M Sze, Kwok K.Ng, 4th edition, John Wiley & Sons, 2021.
2. Semiconductor Physics and devices - basic Principles, Donald A. Neamen, 4th Edition, Mc. Graw Hill.2003
3. Introduction to semiconducting materials and devices, M.S.Tyagi, John Wiley & Sons, 2008.
4. Opto electronics - An Introduction (Third edition) - J Wilson and J F B Hawkes. (PHI, 1998)
5. Physics of Opto electronic devices - Shun Lien Cmua.Ng, John Wiley & Sons, 1995

**Reference books:**

1. Semiconductor Physics and devices, Streetman and Banerjee, 6th Edition, Pearson Prentice Hall, 2010.
2. Semiconductor devices: Modelling and Technology), Nandita Dasgupta, Amitava Dasgupta, Princeton Hall of India (PHI), New Delhi, 2004.

**Coursera:**

<https://www.course.ra.org/learn/semiconductor-1#syllabus>

<https://www.course.ra.org/learn/semiconductor-2?#syllabus>

**Course Outcomes:**

On successful completion of the course, the students will be able to

- Describe the properties of materials and application of semiconductor electronics
- Apply the knowledge of semiconductors to illustrate the functioning of basic electronic devices.
- Demonstrate the switching and amplification application of the semiconductor devices
- Demonstrate the control applications using semiconductor devices
- Identify the fabrication methods of integrated circuits.

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Describe the properties of materials and application of semiconductor electronics	2	2	-	1	-	-	-	-	-	-	-	2	-	-	1
<b>CO2</b>	Apply the knowledge of semiconductors to illustrate the functioning of basic electronic devices	2	2	-	1	-	-	-	-	-	-	-	2	-	-	1
<b>CO3</b>	Demonstrate the switching and amplification application of the semiconductor devices	2	2	-	1	-	-	-	-	-	-	-	2	-	-	1
<b>CO4</b>	Demonstrate the control applications using semiconductor devices	2	2	-	1	-	-	-	-	-	-	-	2	-	-	1
<b>CO5</b>	Identify the fabrication methods of integrated circuits.	2	2	-	1	-	-	-	-	-	-	-	2	-	-	1

## 19ECE354: REMOTE SENSING AND GEOGRAPHIC INFORMATION SYSTEMS

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>

### Course Objectives:

1. Familiarize about the concept of RS, its components, Electro Magnetic Radiation and energy interactions
2. Develop knowledge on remote sensing data characteristics and space programs
3. Obtain knowledge on evolution, components and concepts in GIS
4. Understand data concepts and Analysis techniques in GIS along with its application areas
5. Demonstrate the knowledge of RS&GIS in implementing in various case studies

### Module I: number of hours (LTP) 9 0 0

Introduction Definitions of remote sensing and related terminology, Principles of remote sensing, components of remote sensing, Energy source and electromagnetic radiation, Energy interaction, Classification of Remote Sensing Systems

#### Learning Outcomes:

After completion of this unit, the student will be able to:

1. define various terminology used in Remote Sensing[L1]
2. Summarize the historical perspective of Remote Sensing[L2]
3. explain the principles and components of remote sensing[L2]
4. develop knowledge on Electro Magnetic Radiation[L3]
5. outline various energy interactions in related to Electro Magnetic Radiation[L2]

### Module II: number of hours (LTP) 9 0 0

Across track and along track scanning, Indian space program me - Research and development. Characteristics of remote Sensing data, Photogrammetry – Satellite data Analysis – Visual image interpretation, Digital image processing – Image rectification, enhancement, transformation

#### Learning Outcomes:

After completion of this unit, the student will be able to:

1. classify systems in Remote Sensing and energy recording technologies[L2]
2. identify the historical perspective of Remote Sensing[L3]
3. outline the developments in Indian Space program [L2]
4. interpret satellite data (remote sensing data) [L2]
5. Develop knowledge on process involved in digital image processing[L3]

### Module III: number of hours (LTP) 9 0 0

Introduction - Definitions of GIS - the Evolution of GIS, Components of GIS, Approaches to the study of GIS, Classes of maps, Plane and Geographic Coordinate systems, Map projection, Classification of map projections, Geo-referencing

#### Learning Outcomes:

After completion of this unit, the student will be able to:

1. Classify and explain different components of GIS[L2]
2. identify different application areas of GIS[L3]
3. define terms and concepts related to GIS[L1]
4. develop knowledge on map projections and their classifications[L3]
5. explain the process of geo-referencing[L2]

### Module IV: number of hours (LTP) 9 0 0



Spatial and non-spatial data, Vector and raster data structures, Analysis, Database management, Applications of RSGIS in Natural Resources Management, Applications of RSGIS in Disaster Management.

**Learning Outcomes:**

After completion of this unit, the student will be able to:

1. Classify different data in GIS[L2]
2. compare vector and raster data structures[L2]
3. outline concepts of Database Management System[L2]
4. Identify usage of GIS in day-to-day activities[L3]

**Module V:**

**number of hours (LTP) 9 0 0**

Concepts of Machine learning, Case Study on identification of high incident locations using Machine Learning tools in ArcGIS

**Learning Outcomes:**

After completion of this unit, the student will be able to:

1. choose a case study of their interest [L3]
2. apply the knowledge of GIS in analyzing the case study[L3]

**Text Books(s)**

1. Lilles and, T.M. and Kiefer, R.W, Remote Sensing and Image Interpretation, 6/e, John Wiley and sons, New York, 2011
2. GolfriedKonechy, Geoinformation: Remote sensing, Photogrammetry and Geographical Information Systems, 1/e, CRC press, 2002

**Reference Book(s)**

1. Burrough, P.A. and McDonnell, R.A., Principles of Geographic Information Systems, 3/e, Oxford University Press, New York, 2001.
2. Lintz, J. and Simonet, Remote sensing of Environment, Addison Wesley Publishing Company, New Jersey, 1977
3. NPTEL Web course on Remote Sensing:  
<https://nptel.ac.in/courses/105108077/>
4. NPTEL Web course on GIS in Civil Engineering:  
<https://nptel.ac.in/courses/105102015/>

**Course Outcomes:**

- Understand the concept of RS, its components, Electro Magnetic Radiation and energy interactions
- Highlight remote sensing data characteristics and space programs
- Outline evolution, components and concepts in GIS
- Understand data concepts and analysis techniques in GIS along with its application areas
- Apply the knowledge of RS&GIS in implementing in various case studies

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the concept of RS, its components, Electro Magnetic Radiation and energy interactions	1	1	-	2	-	-	2	-	-	-	-	-	-	-	-
<b>CO2</b>	Highlight remote sensing data characteristics and space programs	1	1	-	2	-	-	2	-	-	-	-	-	-	-	-
<b>CO3</b>	Outline evolution, components and concepts in GIS	1	1	-	2	-	-	2	-	-	-	-	-	1	1	1
<b>CO4</b>	Understand data concepts and analysis techniques in GIS along with its application areas	1	2	1	2	1	1	3	-	-	-	-	-	1	1	1
<b>CO5</b>	Apply the knowledge of RS&GIS in implementing in various case studies	1	2	2	2	1	1	3	-	-	-	-	-	1	1	1

## 19EEI477: INDUSTRIAL AUTOMATION

L T P C  
2 0 2 3

*To provide students with required knowledge in the field of automation and to introduce the advanced automation techniques like PLC, SCADA and DCS systems and Instrument protocols which are presently used in different Industries for Automation.*

### Course Objectives:

- To familiarize the role of automation in industries
- To explain the architecture and applications of PLC, SCADA and DCS
- To provide an Understanding of instrumentation standard protocols
- To describe the concept and applications of DCS.
- To explore the importance and applications of automation in various modern industries.

### UNIT I

8L

**Control Systems and Automation Principles:** Evolution of instrumentation and control, role of automation in industries, benefits of automation, introduction to automation tools PLC, DCS, SCADA, hybrid DCS/PLC, automation strategy evolution, control system audit, performance criteria and safety systems.

### Learning Outcomes:

After completion of this unit, the student will be able to

- summarize the importance of instrumentation and control in industry (L2).
- describe various automation tools (L4).
- analyze the performance criteria of the system (L4).

### UNIT II

9L

**programmable logic Controllers (PLC):** Introduction, architecture, definition of discrete state process control, PLC Vs PC, PLC Vs DCS, relay diagram, ladder diagram, PLC design, advanced applications of PLC and SCADA: PLC programming methods, PLC applications for batch process using SFC, analog control using PLC, PLC interface to SCADA/DCS using communication links (RS232, RS485) and protocols (Mod bus ASCII/RTU).

### Learning Outcomes:

After completion of this unit, the student will be able to

- explain the architecture of PLC and assemble it with SCADA/DCS (L2).
- distinguish between PLC & PC and PLC & DCS (L2).
- construct the ladder diagrams of PLC(L3).
- identify the advanced applications of PLC and SCADA(L1).
- list out PLC programming methods (L1).

### UNIT III

8L

**Instrumentation Protocols:** HART protocol introduction, frame structure, programming, implementation examples, benefits, advantages and limitations. Foundation field bus H1 introduction, structure, programming, FDS configuration, implementation examples, benefits, advantages and limitations, comparison with other field bus standards including device net, Profibus, control net, CAN, industrial Ethernet etc.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- explain the hart protocol and its programming (L2).
- list the advantages and limitations of HART protocol (L3).
- demonstrate the foundation field bus H1 and its programming (L3).
- compare foundation field bus H1 with other field bus standards (L4).

### UNIT IV

9L

**Distributed Digital Control Systems:** DCS introduction, functions, advantages and limitations, DCS as an automation tool to support enterprise resources planning, DCS architecture of different makes, specifications, configuration and programming, functions including database management, reporting, alarm management, communication, third party interface, control, display etc. enhanced functions viz. advance process control, batch application, historical data management, OPC support, security and access control etc.

#### Learning Outcomes:

After completion of this unit, the student will be able to

- describe distributed control system (L2).
- list the advantages and limitations of DCS (L3).
- formulate DCS as an automation tool for various functions (L5).
- illustrate DCS architecture of different makes (L3).

### UNIT- V

8L

**Industrial Applications for Automation:** Power, water treatment, food and beverages, dairy, cement, steel, pharmaceuticals, automobile and building automation.

**Learning Outcomes:**

After completion of this unit, the student will be able to

- analyze power plant industry (L4).
- develop water treatment and food & beverages plant using various automated tools (L3).
- explain the process of cement and steel plant automation (L3).
- adapt automated tools for automobile and building automation (L5).

**Textbooks:**

1. Popovik, Bhatkar, Distributed Computer Control for Industrial Automation, Marcel Dekkar Publications, 1990.
2. Webb and Reis, program mable Logic Controllers: Principles and Applications, PHI, 5<sup>th</sup> Edition.
3. S.K.Singh, Computer Aided Process Control, PHI, 2004.

**References:**

1. Gary Dunning, Introduction to programmable Logic Controllers, Thomson Learning, 3<sup>rd</sup> Edition.
2. N.E.Battikha, the Management of Control System: Justification and Technical Auditing, ISA, 1992.
3. Krishna Kant, Computer Based Process Control, PHI, 2<sup>nd</sup> Edition.

**Course Outcomes:**

After completion of this course, the students will able to

- Explain importance of automation in industries (L2).
- Design and develop control systems for various real time industrial applications using PLC, SCADA and DCS (L5).
- Apply different instrumentation protocols for industrial applications (L3).
- Use DCS as an automation tool for various functions (L3).
- Design and develop advanced Instrumentation systems in Industrial & Automation field (L3).

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Explain importance of automation in industries (L2).	1	1	-	1	-	-	-	-	-	-	-	-	1	-	-
<b>CO2</b>	Design and develop control systems for various real time industrial applications using PLC, SCADA and DCS (L5)	2	2	2	1	2	-	-	-	-	-	-	-	2	-	1
<b>CO3</b>	Apply different instrumentation protocols for industrial applications (L3).	2	2	2	2	2	-	-	-	1	-	1	1	2	1	1
<b>CO4</b>	Use DCS as an automation tool for various functions (L3).	2	2	2	2	2	-	-	-	1	-	1	1	2	1	1
<b>CO5</b>	Design and develop advanced Instrumentation systems in Industrial & Automation field (L3).	2	2	2	2	2	2	1	1	1	-	1	1	1	1	2

## 19EME349: TOTAL QUALITY MANAGEMENT

L T P C  
3 0 0 3

*This course is to Introduce the applications to formulate new plans/procedures to be implemented to achieve the desired quality status by knowing about the various principles of quality management. The total quality management tools will help the student to understand the procedures in measuring the quality of the Organization /process and will also enable them to identify the parameters that are improving/depriving the quality. By knowing about the quality ISO systems, the student will maintain processes/documentation properly so that the quality maintained by the Organization gets recognized.*

### Course Objectives:

1. The overall purpose of the course is to provide an understanding of the process of managing quality and managing services.
2. The principles of Quality, Quality Assurance, and Total Quality Management will provide an insight into the concepts of Excellence and Best Value and the contribution of quality to strategic management
3. Understand the usage of several techniques and quality management tools.
4. identify the elements that are part of the quality measuring process in the industry.
5. Learn various Customer satisfaction measurement techniques

### Module I: Quality, Strategic Planning and Competitive Advantage      Number of hours (LTP)    9 0 0

Brief history, definitions of quality. Quality in manufacturing and service systems. Quality and price, quality and market share, quality and cost, quality & competitive advantages. ISO 9000, 14000.

### Module II: Managing and Organization for Quality      Number of hours (LTP)    9 0 0

Quality policy, quality objectives, leadership for quality, quality and Organization culture, cross-functional teams, supplier/customers partnerships.

### Module III: Quality Control and Improvement Tools      Number of hours (LTP)    9 0 0

Cheek sheet, histogram, pareto chart, cause and effect diagram, scatter diagram, control chart, graph, affinity diagram, tree diagram, matrix diagram, process decision program chart, arrow diagram, acceptance sampling, process capability studies, zero defect program (POKA-YOKE)

### Module IV: Quality Circles      Number of hours (LTP)    9 0 0

concept and total quality through bench marking, Japanese 5-S, quality management systems QS 9000, ISO 14000. Statistical process control: Control chart - X bar R, P, np and C Charts, benefits of control charts and applications (10 %)

### Module V: Customer focus and Six sigma principles      Number of hours (LTP)    9 0 0

Customer satisfaction measurement techniques, customer relationship management techniques, concept of Six Sigma, Six Sigma for manufacturing, Six Sigma for service, Understanding Six Sigma Organization.

### Text Books(s)

1. J.M. Juran, & F.M. Gryna, Quality Planning and Analysis, McGraw-Hill, 1993
2. Dale H.Besterfiled, et al., "Total Quality Management", Pearson Education, Inc.2003. (Indian re print 2004).

3. Evans. J. R. & Lindsay. W, M “The Management and Control of Quality”, (5thEdition), SouthWestern (Thomson Learning), 2002
4. Geoff Tennant, Six Sigma: SPC and TQM in Manufacturing and Services, 1/e, Gower Publishing Ltd., 2001.

**Reference Book(s)**

1. J.Bank, Essences of Total Quality Management, Prentice Hall, 2007
2. Joel E. Ross - Text & Cases, Total Quality Management, St. Lucie Press, 1995
3. D.L. Goetsch & S. Davis, Introduction to Total Quality, Prentice- Hall, 2002.
4. R. Cavanagh, R. Neuman, P. Pande, what is Design for Six Sigma, 1/e, Tata McGraw- Hill, 2005.

**Course Outcomes:**

- Understand the fundamental principles of Total Quality Management
- Choose appropriate statistical techniques for managing and improving processes in Organisations
- Develop skills on Quality control and improvement tools
- Understand benefits of control charts and their applications
- Analyse Customer relationship management techniques

**CO PO Mapping:**

		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3
<b>CO1</b>	Understand the fundamental principles of Total Quality Management	2	1	-	-	-	-	-	-	-	1	2	1	1	-	1
<b>CO2</b>	Choose appropriate statistical techniques for managing and improving processes in Organizations	3	1	2	2	-	-	2	1	-	-	2	1	2	-	3
<b>CO3</b>	Develop skills on Quality control and improvement tools	1	-	3	-	-	-	-	-	-	-	-	1	1	2	-
<b>CO4</b>	Understand benefits of control charts and their applications	1	1	-	-	-	-	-	-	-	-	-	1	-	-	1
<b>CO5</b>	Analyse Customer relationship management techniques	1	2	1	2	-	-	2	-	2	2	1	1	1	-	2



## 19EME357: SUPPLY CHAIN MANAGEMENT

L T P C  
3 0 0 3

*The course under Operations and supply chain management has been designed to cover the basic concepts of operations management and supply chain management. The students will understand the role of logistics, drivers and metrics in supply chain and how to design the network. The students will understand the globalization and its risks and forecasting in supply chain. The students will understand collaborative planning and replenishment strategies and how to manage uncertainties in inventory. The students shall also be able to understand the role of information technology in inventory management and transportation in supply chain.*

### Course Objectives:

1. To Introduce operations management, role and responsibilities of operations manager.
2. To explain the importance of logistics and supply chain management and the relevant drivers and metrics.
3. To demonstrate the technique of forecasting to reduce uncertainty by identifying the risks in a global supply chain setting
4. To impart knowledge of collaborative planning, forecasting and replenishment methodologies to achieve better coordination in a supply chain.
5. To summarize the importance of technology in operations, logistics and supply chain management.

### Module I: Introduction to Operations Management      Number of hours (LTP)    9 0 0

History of operations management, types of manufacturing systems, roles and responsibilities of operations manager, Product operations and service operations, Current Trends in Operations Management

### Module II: Understanding the Logistics and Supply Chain      Number of hours (LTP)    9 0 0

Introduction to supply chain, supply chain links, role of logistics in supply chain, drivers and metrics in supply chain, Designing the supply chain network, online sales and distribution network, factors influencing the network design.

### Module III: Impact of Uncertainty in Network      Number of hours (LTP)    9 0 0

Globalization and supply chain, risk management in global supply chain, demand forecasting in supply chain role of information technology in forecasting.

### Module IV: Coordination in Supply Chain      Number of hours (LTP)    9 0 0

Collaborative planning and replenishment strategies, CPFR, managing uncertainties in inventory.

### Module V: Impact of Replenishment Policies in Safety Inventory      Number of hours (LTP)    9 0 0

Role of information technology in inventory management, transportation in supply chain.

### Text Books(s)

1. Sunil Chopra, Supply Chain Management, Pearson Publications, 2012.

### Reference Book(s)

1. Sridhara Bhatt, Logistics and Supply Chain Management, Himalaya Publishers, 2011
2. D.K Agarwal, Logistics and Supply Chain Management, Macmillan Publishers, 2013.

**Course Outcomes:**

- Understand operations management and the role and responsibilities of operations manager.
- Analyze the factors affecting the supply chain network
- Assess risk in the global supply chain
- Managing uncertainties in inventory
- Apply IT- based solutions for supply chain management

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand operations management and the role and responsibilities of operations manager.	-	2	-	-	-	-	-	-	-	-	-	-	2	2	2
<b>CO2</b>	Analyze the factors affecting the supply chain network	-	3	-	-	-	-	-	-	-	-	-	-	2	2	2
<b>CO3</b>	Assess risk in the global supply chain	-	2	-	-	-	1	-	1	1	-	1	-	2	2	2
<b>CO4</b>	Managing uncertainties in inventory	-	1	-	-	-	1	-	1	1	-	1	-	2	2	2
<b>CO5</b>	Apply IT- based solutions for supply chain management	1	2	3	3	1	1	-	1	1	-	1	-	2	2	2



4. Learn the architecture and features of HDFS. (L2)

**Module III: Understanding Big data Technology foundations** **Number of hours (LTP) 6 0 6**

The MapReduce Framework, techniques to Optimize Map Reduce Jobs, Uses of Map Reduce, Role of HBase in Big data processing.

Exploring the Big data Stack, Virtualization and Big data, Virtualization approaches.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. Understand Hadoop Ecosystem, MapReduce and HBase. (L2)
2. apply the technique in optimizing MapReduce jobs. (L3)
3. Explore the layers of Big data Stack. (L2)
4. Learn virtualization approaches in handling Big data operations. (L2)

**Module IV: HIVE and PIG** **Number of hours (LTP) 6 0 6**

**Exploring Hive:** Introducing Hive, Getting Started with Hive, Hive Services, data Types, built - in Functions, Hive-DDL, data Manipulation, data Retrieval Queries, using Joins.

**Analysing data with Pig:** Introducing Pig, Running Pig, Getting started with Pig Latin, working with operators in Pig, Debugging Pig, working with Functions in pig, Error Handling in Pig.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. Learn the working of Hive and query execution. (L2)
2. Learn the importance of Pig. (L2)
3. Choose the operators in Pig. (L2)

**Module V: SPARK** **Number of hours (LTP) 6 0 6**

Introduction, Spark Jobs and API, Spark 2.0 Architecture, Resilient Distributed data sets: Internal working, Creating RDDs, Transformations, Actions. data Frames: Python to RDD Communications, speeding up PySpark with data Frames, Creating data Frames and Simple data Frame Queries, Interoperating with RDDs, Querying with data Frame.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. Get an overview of Spark technology and Jobs Organization concept (L2)
2. Understand the schema less data structure available in PySpark (L3)
3. Get an overview of data frames that bridges the gap between Scala and Python in terms of efficiency. (L2)
4. Able to handle a real time Big data application. (L4)

**Textbooks(s)**

1. Big data Black Book by Dt Editorial Services, Dreamtech Publications, 2016.

2. Learning PySpark by Tomasz Drabas, Denny Lee, Packt publishing, 2017.
3. Tom White, "Hadoop: The Definitive Guide", 3/e, 4/e O'Reilly, 2015.

#### Reference Book(s)

1. Bill Franks Taming, The Big data Tidal Wave, 1/e, Wiley, 2012.
2. Frank J. Ohlhorst, Big data Analytics, 1/e, Wiley, 2012

#### Course Outcomes:

- Understand the big data concepts for real world data analysis (L1).
- Develop Map Reduce concepts (L2).
- Learn how Pig Latin is used for programming in Hadoop. (L3).
- Illustrate Hadoop API for Map reduce framework (L4).
- Develop basic programs of map reduce framework particularly driver code, mapper code, reducer code (L5).

#### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the big data concepts for real world data analysis (L1)	2	3	-	-	1	-	-	-	-	-	-	-	2	2	2
<b>CO2</b>	Develop Map Reduce concepts (L2).	2	3	3	3	2	-	-	-	-	-	-	1	2	2	2
<b>CO3</b>	Apply Pig Latin is used for programming in Hadoop. (L3).	2	2	3	3	2	-	-	-	-	-	-	1	2	2	3
<b>CO4</b>	Illustrate Hadoop API for Map reduce framework (L4).	2	2	3	3	2	-	-	-	-	-	-	1	2	2	3
<b>CO5</b>	Develop basic programs of map reduce framework particularly driver code, mapper code, reducer code (L5)	2	2	3	2	2	-	-	-	-	-	-	1	2	2	2

#### Lab experiments for Big data

1	Installation of Hadoop Cluster – a. Stand Alone Mode, b. Pseudo Distributed Mode, c. Fully Distributed Mode
2	Perform file management task in Hadoop. a. Creating directory b. List the contents of a directory c. Upload and download a file d. See contents of a file e. copy a file from source to destination f. Move file from source to destination.
3	Map reduce programming a. Wordcount program using Java b. Wordcount program using python
4	data bases, Tables, Views, Functions and Indexes
5	write a program to perform matrix multiplication in hadoop with a matrix size of nxn where n >1000.

7	<p>given the following table schema</p> <p>Employee_table {ID: INT, Name: Varchar (10), Age: INT, Salary: INT}</p> <p>Loan_table {LoanID:INT, ID: INT, Loan_applied: Boolean, Loan_amt: INT}</p> <ol style="list-style-type: none"> <li>Create a data base and the following tables in Hive.</li> <li>Insert records into the table</li> <li>write an SQL to retrieve the employee details who have applied for a loan.</li> </ol>
8	<p>write a query to create a table which stores the employee records working in the same department together in the same sub-directory in HDFS. The schema for the table is given below:Emp_table: {id, name, dept, yoj}</p>
9	<p>given</p> <pre>+++++-----   ID   NAME  AGE   ADDRESS   SALARY   +++++----- +++++-----  OID   DATE  CUSTOMER_ID   AMOUNT  </pre> <p>Create the following table in hive and insert transaction records into it. write an SQL query to find the customer details who have made an order?</p>
10	Understanding Spark

## 19ECS445: ADVANCES IN INTERNET OF THINGS

L T P C  
2 0 2 3

*This course focus on the providing an overview of IOT, benefits of using it, how to built a product on different frameworks, plat forms and various technologies used in IOT. this course give an in-depth analysis of architecture of IoT, design patterns to be applied for various deployment components, use of Artificial Intelligence, data science and machine Learning algorithms in IOT and how to secure the IOT components over the network.*

### Course Objectives:

1. Understand the framework, applications, future of IoT and various technologies used in developing IoT
2. apply ing IoT Solutions to various deployments using design patterns.
3. Selecting the IoT Architecture based on the application and use of cloud in IoT
4. Expose the students to apply Artificial Intelligence, data Science and Machine Learning concepts on IoT data.
5. Understand the attacks and security measures to be taken when using IoT over network.

**Module I: IoT- Next Generation Automated World** **Number of hours (LTP) 6 0 6**

Brief Introduction to various technologies used in IoT, IoT revolution, benefits of IoT, real world applications of IoT, IoT and robotic work automation, what is the future of IoT.

**IoT Frameworks:** IoT value chain, IoT frameworks and plat forms, Aws IoT, Watson IoT platform, IoT ecosystem, Elements for IoT implementation

### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understand benefits of IoT in real world and future of IoT(L1)
2. Know various Technologies used to create IoT applications (L2)
3. Create IoT applications using different Frameworks and plat forms (L3)

**Module II: Design Patterns for IoT** **Number of hours (LTP) 6 0 6**

Various design patterns, design patterns for common IoT deployments, design patterns for edge deployment, provisioning, and orchestration, design patterns for node connections, design patterns for deployment strategies, design patterns for infrastructure, design patterns for security, challenges and solutions for Designing architecture for IoT, case study: IoT lab that monitors parking, water quality, ambient, and environmental conditions.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. Outlining the various design patterns used in IoT deployments (L2)
2. differentiate between various design patterns (L2)
3. Understand the challenges for implementing Design patterns for each deployment component (L2)

**Module III: IoT Architecture Choices** **Number of hours (LTP) 6 0 6**

Four-layer architecture, seven-layer architecture, Hadoop, Role of the Cloud in IoT, case study: monitoring road occupancy patterns and mobility in Dordrecht smart city

### Learning Outcomes

After completion of this unit, the student will be able to:

1. various architectures available to develop IoT applications (L2)
2. differentiate between four layer and seven layer architecture(L2)
3. implement IoT applications in cloud (L3)

**Module IV: Artificial Intelligence for IoT**

**Number of hours (LTP) 6 0 6**

AI and IoT: a logical combination, IoT and AI in the context of industry 4.0, case study: warning system to avoid flood sand allow disaster management in Colombian rivers

**Data Analytics and Machine Learning for IoT:** impact of data analytics and machine Learning in IoT, machine Learning models, case study: smart parking system in Montpellier to manage traffic jams

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. Learn Industry 4.0 concepts (L2)
2. apply AI concepts on IoT devices and data (L4)
3. Understand how Machine Learning and data Analytics changes the IoT application in Industry 4.0 (L5)

**Module V: Security Challenges for IoT**

**Number of hours (LTP) 6 0 6**

Botnets, mirai, spam emails, ransomware, medical IoT devices, man in the middle attack, remote vehicle access, weak passwords, ddos attack, ip spoofing, targeting cameras in IoT ecosystem, anatomy of an IoT cyber-attack, case study: smart water management system in Spain

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. identify different security challenges in IoT (L2)
2. Solutions to tackle various security attacks in IoT (L3)
3. Understand Real time scenarios of attacks and mitigating those attacks using Case study ( L4)

**Text Books(s)**

1. Mayur Ramgir, " Internet of Things- Architecture, implementation, and Security", Pearson Education, 2019

**Reference Book(s)**

1. Bernd Scholz-Reiter, Florian Michahelles, "Architecting the Internet of Things", Springer, 2011.
2. Vijay Madiseti and ArshdeepBahga, "Internet of Things (A Hands-onApproach)", 1st Edition, VPT, 2014.
3. Arshdeep Bahga and Vijai Madiseti : A Hands-on Approach "Internet of Things", Universities Press, 2015.

**Course Outcomes:**

- Use the knowledge and skills acquired during the course to build and test a complete, working IoT system involving prototyping, programming and data analysis.
- Create a Real-time application by choosing appropriate design pattern
- Describe the architecture IoT and the IoT technical fundamentals
- Apply Machine Learning Algorithms for IoT data and Predict/ visualize output using data Analytic tools
- Identify the Vulnerability in connected networks



**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Use the knowledge and skills acquired during the course to build and test a complete, working IoT system involving prototyping, programming and data analysis.	2	1	3	1	1	1	2	1	-	-	-	1	2	2	1
<b>CO2</b>	Create a Real-time application by choosing appropriate design pattern	2	2	3	1	1	1	2	1	-	-	-	1	2	2	1
<b>CO3</b>	Describe the architecture IoT and the IoT technical fundamentals	2	2	3	1	1	1	2	1	-	-	-	1	2	2	1
<b>CO4</b>	Apply Machine Learning Algorithms for IoT data and Predict/ visualize output using data Analytic tools	2	1	2	1	1	1	2	1	-	-	-	1	2	2	1
<b>CO5</b>	Identify the Vulnerability in connected networks	1	2	3	1	1	1	2	1	-	-	-	1	2	2	1

## 19ECS446: GAME PROGRAMMING

L T P C  
2 0 2 3

The main theme of the course on “Game Programming” is to provide an opportunity to obtain knowledge skills on foundations of basic needs of the graphic systems through different transformations and projections, understand the simulation and animation mechanisms, game engine architectures and support systems, Resources and file management systems, interface environments and then learn to build the logic of 2D and 3D gaming using different game programming tools such as DirectX, OpenGL, Python, Unity, Java 2D and 3D, C#, JavaScript and/or any other functional programming tool. At the end of this course, the team of student is able to develop 2D and/or 3D game using any of the game programming tools in an interactive environment for the development of Puzzle, AI based games by considering single, two-player or multi-player game agents.

### Course Objectives:

1. Understand the game engine architecture and geometric modelling
2. Understand the game development plat forms and frameworks
3. Use many software development tools for best practices
4. apply game logic and interface design, layout and event management
5. Work on teams to develop 2D and 3D games using current game programming tools

### Module I: The Graphics System for Game Programming Number of hours (LTP) 6 0 6 (Textbooks 1 and 2)

Details of module I: The foundation, Transformations, Quaternion’s, Geometry for 3D Engines, Ray Tracing, light ening and Shading, Camera and Projections, Culling And Clipping, Character Animation, Physics- based Simulation, Scene Graphs.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. understand the foundations and transformations of Game Programming
2. understand Geometry modelling, light ening and shading for game programming
3. represent camera and projections as well as culling and clipping
4. understand character animation and physical simulation for gaming
5. understand and represent Scene graphs.

### Module II: Game Engine Design (Textbook 3) Number of hours (LTP) 6 0 6

Details of module II: Game Engine Architecture- Introduction, Tools, software Engineering for Games, parallelism and Concurrent Programming, Engine Support Systems, Resources and File Systems, Game Loop and Real-Time Simulation, Human Interface devices, Collision And Rigid Body Dynamics, Game Profiling.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. understand the Game engine architecture and Engine Support systems
2. represent Resources and File Systems
3. understand Game Loop and Real-Time Animation
4. understand Human Interface devices and dynamics
5. understand Game Profiling

### Module III: Game Programming (Textbook 4) Number of hours (LTP) 6 0 6

Details of module III: application Layer, Game Logic, Game Views, Managing Memory, Controlling The Main Loop, Loading and Caching Game data, User Interface Management, Game Event Management.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. understand game running fundamentals
2. understand core game technologies

3. understand loading and caching game data
4. understand user interface management
5. apply game event management

**Module IV: Game Plat forms and Frameworks**

**Number of hours (LTP) 6 0 6**

Details of module IV: 2D and 3D Game Development using Flash, DirectX, Java, Python, Game Engines – DX Studio, Unity.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. understand various game plat forms and frameworks
2. understand 2D and 3D game design and development
3. apply 2D and 3D game development using various tools and technologies
4. understand game engines using DX studio and Unity

**Module V: Game Development**

**Number of hours (LTP) 6 0 6**

Details of module V: Developing 2D and 3D Interactive Games using DirectX Or Python – Isometric And Tile based Games, Puzzle Games, Single Player Games, Multi Player Games.

**Learning Outcomes**

After completion of this unit, the student will be able to:

1. understand 2D and 3D interactive games
2. develop 2D and 3D Interactive games using various tools
3. build different puzzle games
4. develop AI based games
5. develop player based games

**Text Books(s)**

1. Eric Lengyel, “Mathematics For 3D Game Programming and Computer Graphics”, 3rd Edition, course Technology PTR, 2012.
2. David H. Eberly, “3D Game Engine Design, Second Edition: A Practical Approach To Real-Time Computer Graphics” 2nd Edition, Morgan Kaufmann, 2007
3. Jason Gregory, “Game Engine Architecture”, CRC Press / A K Peters, 2009.
4. Mike Mc Shaffrfy and David Rez Graham, “Game Coding Complete”, Fourth Edition, Cengage Learning, PTR, 2013.
5. James R Parker, Game Development using Python, MERCURY LEARNING AND INFORMATION, New Delhi, 2019

**Reference Book(s)**

1. Ernest Adams And Andrew Rollings, “Fundamentals of Game Design”, 2nd Edition Prentice Hall / New Riders, 2009
2. Steve Rabin, Introduction to Game Development, CENGAGE Technology, 2009.
3. David M Bourg & Glenn Seemann, AI for Game Developers, O'Reilly Publishers, 2004.
4. Casey Hardman, Game Programming with Unity and C#, A Complete Beginners Guide, Apress, 2020
5. Roger E Pedersen - Game Design foundations, Worldware Publishing Inc. 2003
6. <https://store.unity.com/>
7. <https://www.yoyogames.com/>

**Course Outcomes:**

- Understand the graphics systems for game programming
- Understand the Game design architecture, tools and Interface environments
- Design game programming using different layers and interface environments
- Apply game plat forms and frameworks
- Develop 2D and 3D interactive games using various functional programming tools

**CO PO Mapping:**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Understand the graphics systems for game programming	2	3	-	2	3	-	-	-	-	-	-	-	2	2	2
<b>CO2</b>	Understand the Game design architecture, tools and Interface environments	2	2	-	2	3	-	-	-	-	-	-	-	2	2	2
<b>CO3</b>	Design game programming using different layers and interface environments	2	3	3	2	3	-	-	-	1	-	-	-	2	2	2
<b>CO4</b>	Apply game plat forms and frameworks	2	3	3	2	3	-	-	-	1	-	-	-	2	2	2
<b>CO5</b>	Develop 2D and 3D interactive games using various functional programming tools	2	3	3	2	3	-	-	-	1	-	-	1	2	2	2

## 19ECS448: SECURE SOFTWARE ENGINEERING

L T P C  
2 0 2 3

This course will help the students to get familiar with the security threats which arise during software development process and also helps to understand security services which needs to be adopted at each phase of software Development Life Cycle

### Course Objectives:

1. Understand the security threats relate d to software Development
2. Elicit, analyze, and specify security requirements through SRS
3. Design and Plan software solutions to security problems using various paradigms
4. Develop and apply testing strategies for Secure software applications
5. Understand the security risks relate d to software Project Management

### Module I: Security Issues in software Development                      Number of hours (LTP)    6    0    6

Introduction to software Engineering – SDLC

software Assurance and software Security, Threats to software Security, Sources of software Insecurity, The Benefits of Detecting software Security Defects Early, Managing Secure software Development

Defining properties of Secure software, Security properties of software Assertion and Specification of Desired Security properties

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. Understand the threats to software Security
2. illustrate the sources of software Insecurity
3. Understand the benefits of Early software Detection
4. define the Security properties of software
5. illustrate the assertion of Desired Security software 's

### Module II: Requirements Engineering for Secure software                      Number of hours (LTP)    6    0    6

Introduction to Requirements Engineering, Quality Requirements, Misuse and Abuse Cases, The SQUARE Process Model, SQUARE Sample Outputs, Requirements Elicitation, Requirements Prioritization

#### Learning Outcomes

After completion of this unit, the student will be able to:

1. Analyse the Misuse and Abuse cases
2. Understand the different Process Models
3. determine the Requirement elicitation
4. Categorize the Requirement properties
5. determine the Security precautions to be taken during Requirements Phase

### Module III: Secure software Architecture and Design                      Number of hours (LTP)    6    0    6

Introduction, software Security Practices for Architecture and Design: Architectural Risk Analysis, software Security knowledge for Architecture and Design: Security Principles, Security Guidelines, and Attack Patterns

### Learning Outcomes

After completion of this unit, the student will be able to:

1. Analyse the best Security Practices for software Design
2. Analyse the risks related to the design phase
3. Understand the Security principles and guidelines
4. Categorize the different types of Attack patterns
5. determine the architectural risks related to Design phase

**Module IV: Secure Coding and testing** **Number of hours (LTP)** 6 0 6

Introduction, Code Analysis, Coding Practices, software Security testing, Security testing Considerations throughout the SDLC

### Learning Outcomes

After completion of this unit, the student will be able to:

1. Comprehensive Understanding the basic coding practices and faults
2. determine the security precautions taken during coding phase
3. Understand the testing considerations required through SDLC
4. Categorize the priorities required during SDLC phase
5. identify the best security practices required during Coding and testing phase

**Module V: Governance, and Managing for More Secure software** **Number of hours (LTP)** 6 0 6

Introduction, Governance and Security, Adopting an Enterprise software Security Framework, how Much Security Is Enough, Security and Project Management, Maturity of Practice.

### Learning Outcomes

After completion of this unit, the student will be able to:

1. Analyse the fundamental software risks during software development
2. determine the security provisions needed at different points of production
3. Understand the Security issues in Design Phase of software Development
4. determine the level of security at each phase of software Development
5. identify the best practices required for software management

### Text Books(s)

1. Julia H Allen, Sean J Barnum, Robert J Ellison, Gary McGraw, Nancy R Mead, software Security Engineering: A Guide for Project Managers, Addison Wesley, 2008.

### Reference Book(s)

1. Developing Secure software: Jason Grembi, Cengage Learning.
2. software Security: Richard Sinn, Cengage Learning.

### Course Outcomes:

- Evaluate secure software engineering problems, including the specification, design, implementation, and testing of software systems
- Analyse the Threats in software Development phase
- Determine the Security provisions and policies required in each phase of SDLC
- Understand the precautions needed at each phase of SDLC to avoid threats
- Comprehensive Understanding of security risks and project management

### CO PO Mapping:

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Evaluate secure software engineering problems, including the specification, design, implementation, and testing of software systems	2	3	3	2	2	1	-	1	2	1	2	2	2	2	2
<b>CO2</b>	Analyse the Threats in software Development phase	2	3	1	3	2	1	-	1	2	1	2	2	2	2	2
<b>CO3</b>	Determine the Security provisions and policies required in each phase of SDLC	2	3	1	3	1	1	-	1	2	1	2	2	2	2	2
<b>CO4</b>	Understand the precautions needed at each phase of SDLC to avoid threats	2	1	1	1	-	1	-	1	2	1	2	2	2	2	2
<b>CO5</b>	Comprehensive Understanding of security risks and project management	2	3	3	2	2	1	-	1	2	1	2	2	2	2	2

## 19ECS492: PROJECT PHASE II

L T P C  
0 0 12 6

*The findings of Project Phase I is further carried out on the problem with the goal of contributing towards industry ready experience in design, development, testing, and maintenance of software and managing employees.*

*The students are expected to show their progress in periodic reviews under the guidance of project supervisor.*

*At the end of the final semester, he is expected to submit either project report. The project can be done as a group consisting maximum of four persons.*

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
<b>CO1</b>	Carry out literature review on the selected topic from published scholarly articles	3	-	-	-	-	-	-	-	-	2	1	1	-	-	-
<b>CO2</b>	Perform the experimental and theoretical analysis	1	3	2	-	3	1	1	2	3	2	1	3	3	3	2
<b>CO3</b>	Carry out computational analysis and analyze the results obtained	1	3	3	3	3	1	1	2	3	3	1	3	3	3	2
<b>CO4</b>	Write precise project reports with appropriate reference	-	-	2	-	2	3	-	-	-	-	-	-	-	3	-
<b>CO5</b>	Present the work progress from time to time with the results obtained	-	-	2	3	-	2	-	-	-	-	1	-	-	-	3



## GSS115: GANDHI FOR THE 21<sup>ST</sup> CENTURY

L T P C  
0 0 0 1

*The course will provide an overall understanding of Gandhi's life, his political contributions, and his basic philosophical thoughts. It also discusses how Gandhi influenced the entire world to think about non-violent resistance as a political strategy to bring and establish world peace*

### Course Objectives:

1. To provide the basic knowledge of Gandhi's life, thought and works
2. To analyse the political contributions of Gandhi towards India's independence
3. To examine the significance of Gandhian principles in the contemporary scenario
4. To educate the students about the necessity of world peace and sustainable development
5. To provide understanding about the life of eminent world leaders who were influenced by Gandhi

### Module I:

Introduction to the course: Gandhi's Early Childhood-Beginning of Satyagraha in South Africa-Entry to Indian Politics- major Movements

### Module II:

Gandhi's Political Philosophy: Eleven Vows and their significance, Gandhi's constructive Programmes and their significance, Sarvodaya and Satyagraha

### Module III:

Gandhian Way of Management: Management lessons from Gandhi, his views on education and its significance, Gandhian Economics and Sustainability

### Module IV:

Gandhi and his contemporaries-Gandhi and Tagore, Ambedkar, Subhash Chandra Bose, Muhammed Ali Jinnah, Gandhi Mandela, and Martin Luther King Jr.

### Module V:

Gandhi and Ecology: Ideas from Hind Swaraj-Environmental movements and Gandhian Environmentalism-World Peace and Gandhi-Conflict resolution and Gandhian principles.

### Journal(s)

1. Gandhimarg, Gandhi Peace foundation, New Delhi.
2. GITAM Journal of Gandhian Studies, GITAM University, Visakhapatnam.

### Reference Book(s)

1. Allen, Douglas. (2019). Gandhi After 9/11: Creative Non-violence and Sustainability. New Delhi: Oxford University Press.
2. Chandra, B. (2009). History of modern India. New Delhi: Orient Blackswan.
3. Gandhi, M K. (1941). constructive Programme. Ahmadabad: Navjivan Publishing House
4. Gandhi, M. K. (1948). The Story of My Experiments with Truth. Ahmadabad: NavjivanPublishing House.
5. Gandhi, M K. (1968). Satyagraha in South Africa. Ahmadabad: Navjivan Publishing House.
6. Hardiman, David. (2004). Gandhi in His Times and Ours: The Global Legacy of His Ideas. New York: Columbia University Press.

### Course Outcomes:

- Understand the life and works of Gandhi
- Understand and appreciate the political contributions of Gandhi
- Analyse the contemporary issues and connect it with Gandhian solutions
- Analyse the issues related to world peace and to think about possible alternatives
- Understand and appreciate the role of eminent world leaders towards non-violent social and political transformation.

**CO PO Mapping:**

		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
<b>CO1</b>	Understand the life and works of Gandhi	1	3	1	2	3	3	3	3	1	3	3	3	2	3	3
<b>CO2</b>	Understand and appreciate the political contributions of Gandhi	1	2	1	2	3	3	2	3	2	1	3	3	1	3	2
<b>CO3</b>	Analyse the contemporary issues and connect it with Gandhian solutions	3	2	2	1	3	3	3	3	1	2	3	3	1	2	3
<b>CO4</b>	Analyse the issues related to world peace and to think about possible alternatives	2	3	1	1	3	3	2	3	2	3	3	3	1	3	1
<b>CO5</b>	Understand and appreciate the role of eminent world leaders towards non-violent social and political transformation	3	3	2	1	3	3	2	3	2	2	3	3	2	3	3