

**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES,
TIRUPATI (AUTONOMOUS)**
Computer Science and Information Technology (CSIT)
(Effective for the batches admitted in 2024-25)

INDUCTION PROGRAM - Semester I (First year)

S. No	Course Name	Category	L-T-P-C
1	Physical Activities--Sports, Yoga and Meditation, Plantation	MC	0-0-6-0
2	Career Counseling	MC	2-0-2-0
3	Orientation to all branches –career options, tools, etc.	MC	3-0-0-0
4	Orientation on admitted Branch—corresponding labs, tools and platforms	EC	2-0-3-0
5	Proficiency Modules & Productivity Tools	ES	2-1-2-0
6	Assessment on basic aptitude and mathematical skills	MC	2-0-3-0
7	Remedial Training in Foundation Courses	MC	2-1-2-0
8	Human Values & Professional Ethics	MC	3-0-0-0
9	Communication Skills –focus on Listening, Speaking, Reading, Writing skills	BS	2-1-2-0
10	Concepts of Programming	ES	2-0-2-0

Semester I (First year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credit C	CI E	SEE	Total
				L	T	P				
1	HM	23AHM9901	Communicative English	2	0	0	2	30	70	100
2	BS	23ABS9901	Chemistry	2	1	0	3	30	70	100
3	BS	23ABS9904	Linear Algebra & Calculus	2	1	0	3	30	70	100
4	ES	23AES0101	Basic Civil& Mechanical Engineering	2	1	0	3	30	70	100
5	ES	23AES0501	Introduction to Programming	2	1	0	3	30	70	100
6	HM	23AHM9902	Communicative English Lab	0	0	2	1	30	70	100
7	BS	23ABS9906	Chemistry Lab	0	0	2	1	30	70	100
8	ES	23AES0302	Engineering Workshop	0	0	3	1.5	30	70	100
9	ES	23AES0502	Computer Programming Lab	0	0	3	1.5	30	70	100
10	HM	23AHM9903	Health and wellness, Yoga and Sports	0	0	1	0.5	50	-	50
Total				10	4	11	19.5	320	630	950

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Semester II (First year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credit	CIE	SEE	Total
				L	T	P				
1	BS	23ABS9903	Engineering Physics	2	1	0	3	30	70	100
2	BS	23ABS9905	Differential Equations & Vector Calculus	2	1	0	3	30	70	100
3	ES	23AES0201	Basic Electrical & Electronics Engineering	2	1	0	3	30	70	100
4	ES	23AES0301	Engineering Graphics	1	0	4	3	30	70	100
5	ES	23AES0503	IT Workshop	0	0	2	1	30	70	100
6	PC	23APC0501	Data Structures	2	1	0	3	30	70	100
7	BS	23ABS9908	Engineering Physics Lab	0	0	2	1	30	70	100
8	ES	23AES0202	Electrical & Electronics Engineering Workshop	0	0	3	1.5	30	70	100
9	PC	23APC0502	Data Structures Lab	0	0	3	1.5	30	70	100
10	HM	23AHM9904	NSS/NCC/Scouts & Guides/Community Service	0	0	1	0.5	50	-	50
Total				09	04	15	20.5	320	630	950

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Semester III (Second year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credit	CIE	SEE	Total
				L	T	P				
1	BS	23ABS9913	Discrete Mathematics & Graph Theory	2	1	0	3	30	70	100
2	HM	23AHM9905	Universal Human Values	2	1	0	3	30	70	100
3	PC	23APC2501	Digital Logic & Computer Organization	2	1	0	3	30	70	100
4	PC	23APC2502	Advanced Data Structures & Algorithms analysis	2	1	0	3	30	70	100
5	PC	23APC2504	Object-Oriented Programming Through JAVA	2	1	0	3	30	70	100
6	PC	23APC2503	Advanced Data Structures and Algorithms analysis Lab	0	0	3	1.5	30	70	100
7	PC	23APC2505	Object-Oriented Programming Through JAVA Lab	0	0	3	1.5	30	70	100
8	SC	23ASC2501	Python programming	0	1	2	2	30	70	100
9	MC	23AMC9901	Environmental Science	2	0	0	-	30	-	30
Total				12	06	8	20	270	560	830

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Semester IV (Second year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credits	CIE	SEE	Total
				L	T	P				
1	HM	23AES0305	Optimization Techniques	2	0	0	2	30	70	100
2	BS	23ABS9916	Probability & Statistics	2	1	0	3	30	70	100
3	PC	23APC2506	Operating Systems	2	1	0	3	30	70	100
4	PC	23APC2507	Database Management Systems	2	1	0	3	30	70	100
5	PC	23APC2509	Software Engineering	2	1	0	3	30	70	100
6	PC	23APC2510	Operating Systems & Software Engineering Lab	0	0	3	1.5	30	70	100
7	PC	23APC2508	Database Management Systems Lab	0	0	3	1.5	30	70	100
8	SC	23ASC2502	Python with Django	0	1	2	2	30	70	100
9	ES	23AES0304	Design Thinking & Innovation	0	1	2	2	30	70	100
Total				10	06	10	21	270	630	900

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
Computer Science and Information Technology (CSIT)
(Effective for the batches admitted in 2024-25)
Semester V (Third year)

Sl. No.	Category	Course Code	Course Title	Hours per week				Credits	CIE	SEE	Total
				L	T/CLC	P	C				
1	Professional Core	23APC2511	Introduction to Artificial Intelligence	2	1	0	3		30	70	100
2	Professional Core	23APC2512	Computer Networks	2	1	0	3		30	70	100
3	Professional Core	23APC2513	Automata Theory Compiler Design	2	1	0	3		30	70	100
4	Professional Elective-I	23APE2501	Object Oriented Analysis and Design	2	1	0	3		30	70	100
		23APE2502	Cyber Security								
		23APE2503	Microprocessors & Microcontrollers								
		23APE2504	Data Warehousing & Data Mining								
5	Open Elective- I	From list		2	1	0	3		30	70	100
6	Professional Core	23APC2514	Artificial Intelligence Lab	0	0	3	1.5		30	70	100
7	Professional Core	23APC2515	Computer Networks Lab	0	0	3	1.5		30	70	100
8	Skill Enhancement course	23ASC2503	Full Stack Development-1	0	1	2	2		30	70	100
9	Engineering Science	23AES0404	Tinkering Lab	0	0	2	1		30	70	100
10	ES	23AES0504	Introduction To Quantum Technologies and Applications	2	1	0	3		30	70	100
11	Community Service Project	23APR2501	Community Service Project	-	-	-	2				100
Total				19	9	10	26				1100

Mandatory Community Service Project Internship of 08 weeks duration during summer vacation

***Open Elective - I**

S.No.	Course Code	Course Name	Offered by the Dept.
1.	23AOE0101	Green Buildings	CIVIL
2.	23AOE0102	Construction Technology and Management	
3.	23AOE0201	Electrical Safety Practices and Standards	EEE
4.	23AOE0301	Sustainable Energy Technologies	ME
5.	23AOE0401	Electronic Circuits	ECE
6.	23AOE9901	Mathematical Foundations for Machine Learning and AI	Mathematics
7.	23AOE9906	Materials Characterization Techniques	Physics
8.	23AOE9911	Chemistry of Energy Systems	Chemistry
9.	23AOE9915	English for Competitive Examinations	Humanities
10.	23AOEMB01	Entrepreneurship and New Venture Creation	
11.	23AES0504	Quantum Technologies And Applications	CSE & Allied

Computer Science and Information Technology (CSIT)
(Effective for the batches admitted in 2024-25)
Semester VI (Third year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credits	CIE	SEE	Total
				L	T/CLC	P				
1	Professional Core	23APC2516	Cloud Computing	2	1	0	3	30	70	100
2	Professional Core	23APC2517	Cryptography & Network Security	2	1	0	3	30	70	100
3	Professional Core	23APC2518	Machine Learning	2	1	0	3	30	70	100
4	Professional Elective-II	23APE2505	Software Testing Methodologies	2	1	0	3	30	70	100
		23APE2506	Augmented Reality & Virtual Reality							
		23APE2507	DevOps							
		23APE2508	Embedded System Design							
5	Professional Elective-III	23APE2509	Software Project Management	2	1	0	3	30	70	100
		23APE2510	Mobile Adhoc Networks							
		23APE2511	Natural Language Processing							
		23APE2512	Distributed Operating System							
6	Open Elective – II	FROM LIST		3	0	0	3	30	70	100
7	Professional Core	23APC2519	Cloud Computing Lab	0	0	3	1.5	30	70	100
8	Professional Core	23APC2520	Machine Learning Lab	0	0	3	1.5	30	70	100
9	Skill Enhancement course	23ASC9901	Soft skills	0	1	2	2	30	70	100
10	Audit Course	23AMC09902	Technical Paper Writing and Intellectual Property Rights	2	0	0	-			30
			Total	25	11	08	23			930
Mandatory Community Service Project Internship of 08 weeks duration during summer vacation										

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
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Computer Science and Information Technology (CSIT)
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Semester VII (Fourth year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credits	CIE	SEE	Total
				L	T / CLC	P				
1	PC	23APC2521	Deep Learning	2	1	0	3	30	70	100
2	MC-II	23AHMMB04	Business Ethics and Corporate Governance	2	0	0	2	30	70	100
		23AHMMB05	E-Business							
		23AHMMB06	Management Science							
3	PE-IV	23APE2513	Software Architecture and Design Patterns	2	1	0	3	30	70	100
		23APE2514	Blockchain Technology							
		23APE2515	AI in Cyber security							
		23APE2516	Internet of Things							
4	PE-V	23APE2517	Agile methodologies	2	1	0	3	30	70	100
		23APE2518	Metaverse							
		23APE2519	Computer Vision							
		23APE2520	Cyber Physical Systems							
5	OE-III		*Open Elective-III	2	1	0	3	30	70	100
6	OE-IV		*Open Elective-IV	2	1	0	3	30	70	100
7	SC	23ASC2504	Prompt Engineering	0	1	2	2	30	70	100
8	MC	23AMCMB01	Gender Sensitization	2	0	0	-	30		30
9	PR	23APR2502	Industry Internship (Short Term)	-	-	-	2	100		100
Total				14	06	02	21	340	490	830

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
Computer Science and Information Technology (CSIT)
(Effective for the batches admitted in 2024-25)
Semester VIII (Fourth year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credits	CIE	SEE	Total
				L	T / C L C	P				
1	PR	23APR2503	Industry Internship (Long term)	0	0	8	4	100	-	100
2	PR	23APR2504	Project Work	0	0	16	8	60	140	200
			TOTAL			24	12	160	140	300

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
B.Tech - Department of CSIT
(Effective for the batches admitted in 2024-25)

HONOURS IN Computer Science and Information Technology

Eligibility for Honors Degree Registration:

A student is eligible to register for Honors program in the fourth semester, provided the results of the first three semesters have been declared. The student must have an average CGPA of 7.0 or above, with no backlogs in any of the semesters. Upon meeting these criteria, the student may be allowed to register by the end of the third semester and can take a maximum of two Honor-related subjects per semester from the fourth semester onwards.

Restrictions on Course Selection:

A student shall not be allowed to choose Open Electives, Minor courses that have content substantially similar to those already covered in their primary major program.

Course and Credit Requirements for Honors Degree:

Students may select courses from a list approved by the Board of Studies (BoS), choosing either 3-credit or 4-credit courses based on their availability on the SWAYAM-NPTEL platform. To complete an honor, students must earn a minimum of 18 credits through theory courses by successfully passing the selected courses.

S.NO	SUB.CODE	COURSE NAME	WEEKS	CREDITS
1	23AHN2501	Advanced Quantum Mechanics with Applications	12 Weeks	3
2	23AHN2502	Social networks	12 Weeks	3
3	23AHN2503	System Design For Sustainability	12 Weeks	3
4	23AHN2504	Approximation algorithm	12 Weeks	3
5	23AHN2505	Introduction to industry 5.0 and industrial internet of things	12 Weeks	3
6	23AHN2506	Getting started with competitive programming	12 Weeks	3
7	23AHN2507	Human Computer Interaction	12 Weeks	3
8	23AHN2508	Foundations of Virtual Reality	12 Weeks	3
9	23AHN2509	Advanced Computer Architecture	12 Weeks	3
10	23AHN2510	Deep Learning for Computer Vision	12 Weeks	3
		TOTAL		18

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
B.Tech-Department of CSIT
(Effective for the batches admitted in 2024-25)

MINOR DEGREE IN CSIT OFFERED TO ECE, EEE, CE & ME

Eligibility for Minor Degree Registration:

A student is eligible to register for Minor program in the fourth semester, provided the results of the first three semesters have been declared. The student must have an average CGPA of 7.0 or above, with no backlogs in any of the semesters. Upon meeting these criteria, the student may be allowed to register by the end of the third semester and can take a maximum of two Minor-related subjects per semester from the fourth semester onwards.

Restrictions on Course Selection:

A student shall not be allowed to choose Open Electives or Honors courses that have content substantially similar to those already covered in their primary major program.

Course and Credit Requirements for Minor Degree:

Students may select courses from a list approved by the Board of Studies (BoS), choosing either 3-credit or 4-credit courses based on their availability on the SWAYAM-NPTEL platform. To complete a Minor, students must earn a minimum of 18 credits—15 credits through theory courses and 3 credits for a Minor project—by successfully passing the selected courses.

S.NO	SUB.CODE	COURSE NAME	WEEKS	CREDITS
1	23AMN2501	COMPUTER NETWORK	12 Weeks	3
2	23AMN2502	CLOUD COMPUTING	12 Weeks	3
3	23AMN2503	SOFTWARE ENGINEERING	12 Weeks	3
4	23AMN2504	SOFTWARE PROJECT MANAGEMENT	12 Weeks	3
5	23AMN2505	OPERATING SYSTEM FUNDAMENTALS	12 Weeks	3
6	23AMN2506	COMPUTER VISION	12 Weeks	3
7	23AMN2507	ADVANCED COMPUTER NETWORKS	12 Weeks	3
8	23AMN2508	COMPILER DESIGN	12 Weeks	3
9	23AMN2509	INTRODUCTION TO LARGE LANGUAGE MODELS	12 Weeks	3
10	23AMN2510	SOFTWARE TESTING	12 Weeks	3
11	23AMN2511	MINOR DISCIPLINE PROJECT IN CSE (COMPULSORY)	-	3
		TOTAL		18

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(AUTONOMOUS)

**Computer Science and Information Technology (CSIT)
(Effective for the batches admitted in 2024-25)**

Semester I (First year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credit C	CIE	SEE	Total
				L	T	P				
1	HM	23AHM9901	Communicative English	2	0	0	2	30	70	100
2	BS	23ABS9901	Chemistry	2	1	0	3	30	70	100
3	BS	23ABS9904	Linear Algebra & Calculus	2	1	0	3	30	70	100
4	ES	23AES0101	Basic Civil& Mechanical Engineering	2	1	0	3	30	70	100
5	ES	23AES0501	Introduction to Programming	2	1	0	3	30	70	100
6	HM	23AHM9902	Communicative English Lab	0	0	2	1	30	70	100
7	BS	23ABS9906	Chemistry Lab	0	0	2	1	30	70	100
8	ES	23AES0302	Engineering Workshop	0	0	3	1.5	30	70	100
9	ES	23AES0502	Computer Programming Lab	0	0	3	1.5	30	70	100
10	HM	23AHM9903	Health and wellness, Yoga and Sports	0	0	1	0.5	50	-	50
Total				10	4	11	19.5	320	630	950

**ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES: TIRUPATI****(Autonomous)**

(Effective for the batches admitted from 2024-25)

Computer Science and Information Technology (CSIT)**Year: I B.Tech****(Common to all branches)****Semester: I**

Subject Code 23AHM9901	COMMUNICATIVE ENGLISH	L T P 2 0 0	Credit: 2	CLC: 2
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Pre-Requisites	Communicative English	Semester	I & II
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Course Outcomes (CO): Student will be able to

- CO1: Understand** reading / listening texts and to write summaries based on global comprehension of these texts. **(Listening & Reading)**
- CO2: Apply** grammatical structures to formulate sentences and correct word forms. **(Grammar)**
- CO3: Analyze** discourse markers to speak clearly on a specific topic in formal and informal conversations. **(Speaking)**
- CO4: Analyze** a coherent paragraph interpreting graphic elements, figure/graph/chart/table. **(Read & Write)**
- CO5: Create** a coherent essay, letter writing, report writing and design a resume. **(Writing)**

CO	Action Verb	Knowledge Statement	Condition	Criteria	Bloom's level
1	Understand	reading / listening texts and		to write summaries based on global comprehension of these texts.	L2
2	Apply	grammatical structures		to formulate sentences and correct word forms	L3
3	Analyze	Analyze discourse markers		to speak clearly on a specific topic in formal and informal conversations...	L4
4	Analyze	coherent paragraph interpreting a graphic element.			L4
5	Create	coherent essay, letter writing, report writing and design a resume			L6

UNIT I**Lesson: HUMAN VALUES: Gift of Magi (Short Story)****Listening:** Identifying the topic, the context and specific pieces of information by listening to short audio texts and answering a series of questions.**Speaking:** Asking and answering general questions on familiar topics such as home, family, work, studies and interests; introducing oneself and others.**Reading:** Skimming to get the main idea of a text; scanning to look for specific pieces of information.**Writing:** Mechanics of Writing-Capitalization, Spellings, Punctuation-Parts of Sentences.**Grammar:** Parts of Speech, Basic Sentence Structures-forming questions**Vocabulary:** Synonyms, Antonyms, Affixes (Prefixes/Suffixes), Root words.**UNIT II****Lesson: NATURE: The Brook by Alfred Tennyson (Poem)****Listening:** Answering a series of questions about main ideas and supporting ideas after listening to audio texts.**Speaking:** Discussion in pairs/small groups on specific topics followed by short structure talks. **Reading:** Identifying sequence of ideas; recognizing verbal techniques that help to link the ideas in a paragraph together.**Writing:** Structure of a paragraph - Paragraph writing (specific topics)

Grammar: Cohesive devices - linkers, use of articles and zero article; prepositions.
Vocabulary: Homonyms, Homophones, Homographs.

AK23-CST-ATT

UNIT III

Lesson: BIOGRAPHY: Elon Musk

Listening: Listening for global comprehension and summarizing what is listened to.

Speaking: Discussing specific topics in pairs or small groups and reporting what is

discussed **Reading:** Reading a text in detail by making basic inferences - recognizing and interpreting specific context clues; strategies to use text clues for comprehension.

Writing: Summarizing, Note-making, paraphrasing **Grammar:** Verbs - tenses; subject-verb agreement. **Vocabulary:** Compound words, Collocations

UNIT IV

Lesson: INSPIRATION: The Toys of Peace by Saki

Listening: Making predictions while listening to conversations/ transactional dialogues without video; listening with video.

Speaking: Role plays for practice of conversational English in academic contexts (formal and informal) - asking for and giving information/directions.

Reading: Studying the use of graphic elements in texts to convey information, reveal trends/ patterns/ relationships, communicate processes or display complicated data.

Writing: Letter Writing: Official Letters, Resumes, Cover letters

Grammar: Reporting verbs, Direct & Indirect speech, Active & Passive Voice

Vocabulary: Words often confused, Jargons

UNIT V

Lesson: MOTIVATION: The Power of Intrapersonal Communication (An Essay)

Listening: Identifying key terms, understanding concepts and answering a series of relevant questions that test comprehension.

Speaking: Formal oral presentations on topics from academic contexts

Reading: Reading comprehension.

Writing: Writing structured essays on specific topics.

Grammar: Editing short texts –identifying and correcting common errors in grammar and usage (articles, prepositions, tenses, subject verb agreement)

Vocabulary: Idiom and phrases & Phrasal verbs

Textbooks:

1. Pathfinder: Communicative English for Undergraduate Students, 1st Edition, Orient Black Swan, 2023 (Units 1,2 & 3)
2. Empowering with Language by Cengage Publications, 2023 (Units 4 & 5)

Reference Books:

1. Dubey, Sham Ji& Co. English for Engineers, Vikas Publishers, 2020
2. Bailey, Stephen. Academic writing: A Handbook for International Students. Routledge, 2014.
3. Murphy, Raymond. English Grammar in Use, Fourth Edition, Cambridge University Press, 2019.
4. Lewis, Norman. Word Power Made Easy- The Complete Handbook for Building a Superior Vocabulary. Anchor, 2014.

WEB RESOURCES:

GRAMMAR:

1. www.bbc.co.uk/learningenglish
2. <https://dictionary.cambridge.org/grammar/british-grammar/>
3. www.eslpod.com/index.html
4. <https://www.learngrammar.net/>
5. <https://english4today.com/english-grammar-online-with-quizzes/>
6. <https://www.talkenglish.com/grammar/grammar.aspx>

VOCABULARY

1. <https://www.youtube.com/c/DailyVideoVocabulary/videos>
2. https://www.youtube.com/channel/UC4cmBAit8i_NJZE8qK8sfpA

Correlation of COs with the POs & PSOs for B.Tech

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1										2	
CO2									2	2	
CO3										3	
CO4										3	
CO5										3	

***3: Highly Correlated, 2: Moderately Correlated, 1: Weakly Correlated CO-PO**

mapping justification:

C O	Percentage of contact hours over the total planned contact hours			CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Lesson Plan (Hrs)	%	corr	Verb	BTL			
1	12	22	3	Understand	L2	PO10	Thumb Rule	2
2	12	22	3	Apply	L3	PO9, PO10	Thumb Rule	2,2
3	10	18	2	Analyze	L4	PO10	Thumb Rule	3
4	10	18	2	Analyze	L4	PO10	Thumb Rule	3
5	10	18	2	Create	L6	PO10	Thumb Rule	3

CO1: Understand reading / listening text and to write summaries based on global comprehension of these texts.

Action Verb: Understand (L2)

CO1 Action Verb Understand is of BTL 2. Using Thumb rule, L2 correlates PO6 to PO12 as moderate (2).

CO2: Apply grammatical structures to formulate sentences and correct word forms.

Action Verb: Apply (L3)

CO2 Action Verb Apply is of BTL 3. Using Thumb rule, L3 correlates PO6 to PO12 as moderate (2) & (2)

CO3: Analyze discourse markers to speak clearly on a specific topic in Formal and informal Conversations.

Action Verb: Analyze (L4)

CO3 Action Verb Analyze is of BTL 4. Using Thumb rule, L4 correlates PO6 to PO12 as high (3). **CO4:** Analyze a coherent paragraph interpreting graphic elements, figure/graph/chart/table **(Read & Write)**

Action Verb: Analyze (L4)

CO4 Action Verb Analyze is of BTL 4. Using Thumb rule, L6 correlates PO6 to PO12 as high (3). **CO5: Create a coherent essay, letter writing, report writing and design a resume.(Writing) Action Verb: Create(L6)**

CO5 Action Verb Create is of BTL 6. Using Thumb rule, L5 correlates PO6 to PO12 as high (3).



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES: TIRUPATI
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Year: I B.Tech (Semester: I **CSE, CIC, CSD, CSIT & EEE**) (Semester: II **ECE, AI&DS & AI&ML**)

Subject Code: 23ABS9901	Chemistry	L	T	P	Credits: 3	CLC 3
		2	1	0		

Course Outcomes (CO):

At the end of the course students will be able to

CO1: Understand the interaction of energy levels between atoms and molecules

CO2: Apply the principle of Band diagrams in the conductors and semiconductors

CO3: Apply the electrochemical principles to the construction of batteries, fuel cells and sensors

CO4: Analyze the preparation and mechanism of plastics, Elastomers and conducting polymers

CO5: Analyze the separation of liquid mixtures using instrumental methods.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
1	Understand	the interaction of energy levels		between atoms and molecules	L2
2	Apply	principle of Band diagrams	conductors and semiconductors		L3
3	Apply	electrochemical principles to the construction of batteries, fuel cells and sensors			L3
4	Analyze	preparation and mechanism of plastics, Elastomers and conducting polymers			L4
5	Analyze	the separation of liquid mixtures	using instrumental methods		L4

UNIT I: Structure and Bonding Models

Fundamentals of Quantum mechanics, Schrodinger Wave equation, significance of Ψ and Ψ^2 , particle in one dimensional box, molecular orbital theory – bonding in homo- and heteronuclear diatomic molecules – energy level diagrams of O₂ and CO, etc. π -molecular orbitals of butadiene and benzene, calculation of bond order.

UNIT II: Modern Engineering materials Semiconductors: Introduction, basic concept, application **Super conductors:** Introduction basic concept, applications.

Super capacitors: Introduction, Basic Concept-Classification – Applications.

Nano materials: Introduction, classification, properties and applications of Fullerenes, carbon Nano tubes and Graphines nanoparticles.

UNIT III: Electrochemistry and Applications

Electrochemical cell, Nernst equation, cell potential calculations and numerical problems, potentiometry- potentiometric titrations (redox titrations), concept of conductivity, conductivity cell, conductometric titrations (acid-base titrations).

Electrochemical sensors – potentiometric sensors with examples, amperometric sensors with examples. **Primary cells** – Zinc-air battery, Secondary cells –lithium-ion batteries-working of the batteries including cell reactions; Fuel cells, hydrogen-oxygenfuel cell- working of the cells. Polymer Electrolyte Membrane Fuel cells (PEMFC).

UNIT IV : Polymer Chemistry

Introduction to polymers, functionality of monomers, chain growth and step growth

polymerization, coordination polymerization, with specific examples and mechanisms of polymer formation.

Plastics –Thermo and Thermosetting plastics, Preparation, properties and applications of – PVC, Teflon, Bakelite, Nylon-6,6, carbon fibres.

Elastomers–Buna-S, Buna-N–preparation, properties and applications.

Conducting polymers – polyacetylene, polyaniline, – mechanism of conduction and applications. Bio- Degradable polymers - Poly Glycolic Acid (PGA), Polyl Lactic Acid (PLA).

UNIT V: Instrumental Methods and Applications

Electromagnetic spectrum. Absorption of radiation: Beer-Lambert's law. UV-Visible Spectroscopy, electronic transition, Instrumentation, IR spectroscopies, fundamental modes and selection rules, Instrumentation. Chromatography-Basic Principle, Classification-HPLC: Principle, Instrumentation and Applications.

Textbooks:

1. Jain and Jain, Engineering Chemistry, 16/e, Dhanpat Rai, 2013.
2. Peter Atkins, Julio de Paula and James Keeler, Atkins' Physical Chemistry, 10/e, Oxford University Press, 2010.

Reference Books:

1. Skoog and West, Principles of Instrumental Analysis, 6/e, Thomson, 2007.
2. J.D. Lee, Concise Inorganic Chemistry, 5th Edition, Wiley Publications, Feb.2008
3. Textbook of Polymer Science, Fred W. Billmeyer Jr, 3rd Edition Mapping of COs to POs and PSOs

CO PO MAPPING

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
1	2												
2	3												
3	3												
4		3											
5		3	(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)										

CO-PO mapping justification:

CO	Percentage of contact hours over the total planned contact hours				CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Register (Hrs)	Lesson Plan (Hrs)	%	corr	Verb	BTL			
1	10	10	15.6	2	Understand	L2	PO1	PO1: Apply (L3)	2
2	10	17	26.5	3	Apply	L3	PO1	PO1: Apply (L3)	3
3	10	12	18.7	3	Apply	L3	PO2	PO1: Apply (L3)	3
4	10	13	20.3	3	Analyze	L4	PO2	PO2: Analyze (L4)	3
5	10	12	18.7	3	Analyze	L4	PO1	PO2: Analyze (L4)	3

CO1: Understand the fundamentals of Atoms and Molecules Action Verb: Understand (L2)

PO1 Verbs: Apply (L3)

CO1 Action Verb is less than PO1 verb by one level; Therefore, correlation is moderate (2).

CO2: Apply electrochemical principles to construct batteries Action Verb: Apply (L3)

PO1 Verbs: Apply (L3)

CO2 Action Verb is equal to PO1 verb; Therefore, correlation is high (3).

CO3: Apply electrochemical principles to the construction of batteries, fuel cells and electrochemical sensors

Action Verb: Apply (L3)

PO2 Verb: Apply (L3)

CO3 Action Verb level is equal to PO1 verb; Therefore, correlation is high (3).

CO4: Analyze the preparation and mechanism of polymers Action Verb: Analyze (L4)

PO2 Verb: Analyze (L4)

CO3 Action Verb level is equal to PO2 verb; Therefore, correlation is high (3).

CO5: Analyze the identification of individual components Action Verb: Analyze (L4)

PO1 Verb: Analyze (L4)

CO5 Action Verb level is equal to PO2 verb; Therefore, correlation is high (3).

AK23-CST-ATT



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES: TIRUPATI
(Autonomous)

(Effective for the batches admitted from 2024-25)

Year : I Semester : I
to All

Branch of Study : Common

Subject Code: 23ABS9904	Linear Algebra & Calculus	L 2	T 1	P 0	Credits 3	CLC 3
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Course Outcomes (CO):

Student will be able to

CO1. **Analyze** the matrix algebraic techniques for engineering applications.

CO2. **Understand** the concept of Eigen values, Eigen vectors and quadratic forms.

CO3. **Analyze** the mean value theorems for real time applications.

CO4. **Apply** the concepts of partial differentiation to functions of several variables.

CO5. **Apply** the multivariable integral calculus for computation of Area and Volume.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
1	Analyze	the matrix algebraic techniques	for engineering applications.		L4
2	Understand	the concept of eigen values, eigen vectors and quadratic forms.	-		L2
3	Analyze	the mean value theorems	for real time applications.		L4
4	Apply	the concept of Maxima and Minima	to functions of several variables.		L3
5	Apply	the multivariable integral calculus	for computation of Area and volume.		L3

Unit I: Matrices

12hrs

Rank of a matrix by Echelon form, Normal form, Cauchy-Binet formula (without proof). Inverse of Non-singular matrices by Gauss-Jordan method, system of linear equations: solving system of Homogeneous and Non-homogeneous equations by Gauss Elimination method, Jacobi and Gauss Seidel Iteration methods.

Unit II: Eigen values, Eigen vectors and Orthogonal Transformation 9hrs

Eigen values, Eigen vectors and their properties, Diagonalization of a matrix, Cayley-Hamilton theorem (without proof), finding inverse and power of a matrix by Cayley-Hamilton theorem, Quadratic forms and Nature of the Quadratic forms, Reduction of quadratic form to canonical forms by Orthogonal Transformation.

Unit III: Calculus

9hrs

Mean Value Theorems: Rolle's theorem, Lagrange's mean value theorem with their geometrical interpretation, Cauchy's mean value theorem, Taylor's and Maclaurin's theorems with remainders (without proof), problems and applications on the above theorems.

Unit IV: Partial differentiation and Applications(Multi Variable Calculus) 10hrs

Functions of several variables: Continuity and Differentiability, Partial derivatives, total derivatives, chain rule, Directional derivative, Taylor's and Maclaurin's series expansion of functions of two variables, Jacobians, Functional dependence, Maxima and Minima of functions of two variables, method of Lagrange multipliers.

Unit V: Multiple Integrals

10hrs

Double integrals, triple integrals change of order of integration, change of Variables to polar, Cylindrical and Spherical coordinates, Finding areas(by double integrals) and volumes (by double integrals and triple integrals).

Textbooks:

1. B. S. Grewal, Higher Engineering Mathematics, 44/e, Khanna Publishers, 2017.
2. Erwin Kreyszig, Advanced Engineering Mathematics, 10/e, John Wiley & Sons, 2011.

References:

1. Thomas Calculus, George B. Thomas, Maurice D. Weir and Joel Hass, Pearson Publishers, 2018, 14th Edition.
2. Advanced Engineering Mathematics, R. K. Jain and S. R. K. Iyengar, Alpha Science International Ltd., 25th Edition (9th reprint).
3. Advanced Modern Engineering Mathematics, Glyn James, Pearson publishers, 2018, 5th Edition.
4. Advanced Engineering Mathematics, Micheal Greenberg, Pearson publishers, 9th edition.
5. Higher Engineering Mathematics, H. K Das, Er. Rajnish Verma, S. Chand Publications, 2014, Third Edition (Reprint 2021)

Mapping of COs to POs

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
1		3									
2		2									
3		3									
4	3										
5	3										

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

CO-PO mapping justification:

CO	Percentage of contact hours over the total planned contact hours			CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Lesson Plan (Hrs)	%	correlation	Verb	BTL			
1	10	14	2	Analyze	L4	PO2	Analyze	3
2	15	21.4	3	Understand	L2	PO2	Apply	2
3	15	21.4	3	Analyze	L4	PO2	Analyze	3
4	16	22.8	3	Apply	L3	PO1	Apply	3
5	14	20	3	Apply	L3	PO1	Apply	3

CO1: Analyze the matrix algebraic techniques that are needed for engineering applications.

Action Verb: Analyze (L4)

PO2 Verbs: Analyze (L4)

CO1 Action Verb is equal to PO2 verb ; Therefore correlation is high (3).

CO2: Understand the concept of eigen values, eigen vectors and quadratic forms.

Action Verb: Understand (L2)

PO1 Verbs: Apply (L3)

CO2 Action Verb is low level to PO1 verb by one level; Therefore correlation is moderate (2).

CO3: Analyze the mean value theorems for real life problems.

Action Verb: Analyze (L4)

PO1 Verb: Analyze (L4)

CO3 Action Verb level is equal to PO2 verb; Therefore correlation is high (3).

CO4: Apply the concept of Maxima and Minima of functions of several variables.

Action Verb: Apply (L3)

PO2 Verb: Apply (L3)

CO4 Action Verb level is equal to PO1 verb; Therefore correlation is high (3).

CO5: Apply the multivariable integral calculus for computation of area and volume.

Action Verb: Apply (L3)

PO1 Verb: Apply (L3)

CO5 Action verb is high level to PO1 verb; therefore the correlation is high (3).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Basic Civil & Mechanical Engineering	L	T	P	C
23AES0101	I-I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand various sub-divisions of Civil Engineering and to appreciate their role in ensuring better society

CO2: Apply the methods of surveying in finding the measurements on Earth surface

CO3: Understand the importance of transportation, water resources and environmental engineering

CO4: Understand the applications and role of various materials in Mechanical Engineering.

CO5: Understand the different manufacturing processes and the basics of thermal engineering with its applications.

CO6: Understand the working of different mechanical power transmission systems, power plants and applications of robotics.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	Various sub-divisions of Civil Engineering		Role in ensuring better society	L2
CO2	Apply	Methods of surveying	Finding the measurements	On Earth surface	L3
CO3	Understand	Importance of transportation, water resources and environmental engineering			L2
CO4	Understand	applications and role of various materials in Mechanical Engineering			L2
CO5	Understand	different manufacturing processes and the basics of thermal engineering with its applications			L2
CO6	Understand	working of different mechanical power transmission systems, power plants and applications of robotics			L2

BASICS OF CIVIL ENGINEERING (PART-A)

UNIT I

Basics of Civil Engineering:

Role of Civil Engineers in Society- Various Disciplines of Civil Engineering- Structural Engineering- Geo-technical Engineering- Transportation Engineering Hydraulics and Water Resources Engineering - Environmental Engineering-Scope of each discipline - Building Construction and Planning- Construction Materials-Cement - Aggregate - Bricks- Cement concrete- Steel. Introduction to Prefabricated construction Techniques.

UNIT II

Surveying: Objectives of Surveying- Horizontal Measurements- Angular Measurements- Introduction to Bearings Levelling instruments used for levelling -Simple problems on levelling and bearings-Contour mapping.

UNIT III

Transportation Engineering: Importance of Transportation in Nation's economic development- Types of Highway Pavements- Flexible Pavements and Rigid Pavements - Simple Differences. Basics of Harbour, Tunnel, Airport, and Railway Engineering.

Water Resources and Environmental Engineering:

Introduction, Sources of water- Quality of water- Specifications- Introduction to Hydrology- Rainwater Harvesting- Water Storage and Conveyance Structures (Simple introduction to Dams and Reservoirs).

Textbooks:

1. Basic Civil Engineering, M.S.Palanisamy, , Tata Mcgraw Hill publications (India) Pvt.Ltd. Fourth Edition.
 2. Introduction to Civil Engineering, S.S. Bhavikatti, New Age International Publishers.2022. First Edition.
 3. Basic Civil Engineering, Satheesh Gopi, Pearson Publications, 2009, First Edition
- Reference Books:**
1. Surveying, Vol- I and Vol-II, S.K. Duggal, Tata McGraw Hill Publishers 2019. FifthEdition
 2. Hydrology and Water Resources Engineering, Santosh Kumar Garg, KhannaPublishers, Delhi. 2016
 3. Irrigation Engineering and Hydraulic Structures - Santosh Kumar Garg, Khanna Publishers, Delhi 2023. 38th Edition
 4. Highway Engineering, S.K.Khanna, C.E.G. Justo and Veeraraghavan, Nemchand and Brothers Publications 2019. 10th Edition
 5. Indian Standard DRINKING WATER — SPECIFICATION IS 10500-2012

PART-B BASICS OF MECHANICAL ENGINEERING

UNIT I

Introduction to Mechanical Engineering: Role of Mechanical Engineering in Industries and Society- Technologies in different sectors such as Energy, Manufacturing, Automobile, Aerospace, and Marine sectors.

Engineering Materials - Metals-Ferrous and Non-ferrous, Ceramics, Composites, Smart materials.

UNIT II

Manufacturing Processes: Principles of Casting, Forming, joining processes. Machining, Introduction to CNC machines, 3D printing, and Smart manufacturing.

Thermal Engineering - working principle of Boilers, Otto cycle, Diesel cycle, Refrigeration and air-conditioning cycles, IC engines, 2-Stroke and 4-Stroke engines. SI/CI Engines, Components of Electric and Hybrid Vehicles.

UNIT III

Power plants- working principle of Steam, Diesel, Hydro, Nuclear power plants. Mechanical Power Transmission - Belt Drives, Chain, Rope drives. Gear Drives and their applications.

Introduction to Robotics•Joints& links, configurations, and applications of robotics.

Mapping of COs to Pos

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	2					2						
CO2	3	2				2							
CO3	2	2					2						
CO4	2					2							
CO5	2						2						
CO6	2				2		2						

CO-PO mapping justification:

CO	CO					Program Outcomes (PO)	PO(s): Action Verb and BTL (for PO1 to PO5)	Level of Correlation
	Lesson Plan (Hrs)	%	Correlation	Verb	BTL			
1	11/33	33	2	Understand	L2	PO1 PO2 PO7	Apply (L3) Analyze (L3) Thumb Rule	2 2 2
2	12/33	34	3	Apply	L3	PO1 PO2 PO6	Apply (L3) Analyze (L4) Thumb Rule	3 2 2
3	11/33	33	2	Understand	L2	PO1 PO2 PO7	Apply (L3) Analyze (L3) Thumb Rule	2 2 2
4	9/30	30	3	Understand	L2	PO1 PO6	Identify-L3 Thumb Rule	2 2
5	12/30	40	3	Understand	L2	PO1 PO7	Identify-L3 Thumb Rule	2 2
6	9/30	30	3	Understand	L2	PO1 PO2 PO7	Apply(Identify)-L3 Apply-L3 Thumb Rule	2 2 2

Justification Statements:

CO1: Understand various sub-divisions of Civil Engineering and to appreciate their role in ensuring better society.

Action Verb: Understand (L2)

PO1 Verb: **Apply (L3)**

CO1 Action verb is not same level as PO1 verb. Therefore, the correlation is medium (2) PO2 Verb: **Analyze(L4)**

CO1 Action verb is not same level as PO2 verb. Therefore, the correlation is medium (2) PO7 Verb:

Thumb Rule

CO1 correlates medium with PO7. Therefore, the correlation is medium (2)

CO2: Apply the methods of surveying in finding the measurements on Earth surface.

Action Verb: **Apply (L3)**

PO1 Verb: **Apply (L3)**

CO2 Action verb is same level as PO1 verb. Therefore, the correlation is high (3) PO2 Verb:

Analyze(L4)

CO2 Action verb is not same level as PO2 verb. Therefore, the correlation is medium (2) PO6 Verb:

Thumb Rule

CO2 correlates medium with PO6. Therefore, the correlation is medium (2)

CO3: Understand the importance of transportation, water resources and environmental engineering.

Action Verb: Understand (L2) PO1 Verb: **Apply (L3)**

CO3 Action verb is not same level as PO1 verb. Therefore, the correlation is medium (2) PO2 Verb:

Analyze(L4)

CO3 Action verb is not same level as PO2 verb. Therefore, the correlation is medium (2) PO7 Verb:

Thumb Rule

CO3 correlates medium with PO7. Therefore, the correlation is medium (2)

CO4: Understand the applications and role of various materials in Mechanical Engineering.

Action Verb: **Understand (L2)**

PO1 Verb: **Apply (L3)**

CO4 Action verb is less than PO1 verb by one level. Therefore, the correlation is medium (2) PO3

Verb: **Review-L2**

CO4 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO7 Verb: **Thumb Rule**

CO4 correlates moderately with PO6. Therefore, the correlation is medium (2).

CO5: Understand the different manufacturing processes and the basics of thermal engineering with its applications.

Action Verb: **Understand (L2)**

PO1 Verb: **Apply (L3)**

CO5 Action verb is less than PO1 verb by one level. Therefore, the correlation is medium (2) PO3

Verb: **Review-L2**

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO7 Verb: **Thumb Rule**

CO5 correlates moderately with PO6. Therefore, the correlation is medium (2).

CO6: Understand the working of different mechanical power transmission systems, power plants and applications of robotics.

Action Verb: **Understand (L2)**

PO1 Verb: **Apply (L3)**

CO5 Action verb is less than PO1 verb by one level. Therefore, the correlation is medium (2) PO3

Verb: **Review-L2**

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO7 Verb: **Thumb Rule**

CO5 correlates moderately with PO6. Therefore, the correlation is medium (2).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	INTRODUCTION TO PROGRAMMING (Common to All branches of Engineering)	L	T	P	C
23AES0501	I-I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the computer Programming concepts and Algorithms.

CO2: Analyze the control structures to implement basic programs.

CO3: Understand the concept of Arrays and string to manipulate the stored data.

CO4: Create the dynamic memory allocation using pointers and structures.

CO5: Create the user defined functions and files for modifying stored data.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the computer Programming concepts and Algorithms.			L2
CO2	Analyze	the control structures		to implement basic programs.	L4
CO3	Understand	the concept of Arrays and string		to manipulate the stored data	L2
CO4	Create	the dynamic memory allocation	using pointers and structures.		L6
CO5	Create	user defined functions and files		for modifying stored data.	L6

UNIT - I	Introduction to Programming and Problem Solving	10 Hrs
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History of Computers, Basic organization of a computer: ALU, input-output units, memory program counter, Introduction to Programming Languages, Basics of a Computer Program Algorithms, flowcharts (Using Dia Tool), pseudo code. Introduction to Compilation and Execution, Primitive Data Types, Variables, and Constants, Basic Input and Output Operations, Type Conversion, and Casting.

Problem solving techniques: Algorithmic approach, characteristics of algorithm, Problem solving strategies: Top-down approach, Bottom-up approach, Time and space complexities of algorithms.

UNIT - II	Control Structures	9 Hrs
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Simple sequential programs Conditional Statements (if, if-else, switch), Loops (for, while, do-while) Break and Continue.

UNIT - III	Arrays and Strings	9 Hrs
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Arrays indexing, memory model, programs with array of integers, two dimensional arrays, Introduction to Strings.

UNIT - IV	Pointers & User Defined Data types	9 Hrs
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Pointers, dereferencing and address operators, pointer and address arithmetic, array manipulation using pointers, User-defined data types-Structures and Unions.

UNIT - V	Functions & File Handling	9 Hrs
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Introduction to Functions, Function Declaration and Definition, Function call Return Types and Arguments, modifying parameters inside functions using pointers, arrays as parameters. Scope and Lifetime of Variables, Basics of File Handling

Textbooks:

1. "The C Programming Language", Brian W. Kernighan and Dennis M. Ritchie, Prentice-Hall, 1988
2. Schaum's Outline of Programming with C, Byron S Gottfried, McGraw-Hill Education, 1996.

Reference Books:

1. Computing fundamentals and C Programming, Balagurusamy, E., McGraw-Hill Education, 2008.
2. Programming in C, Rema Theraja, Oxford, 2016, 2nd edition
3. C Programming, A Problem Solving Approach, Forouzan, Gilberg, Prasad, CENGAGE, 3rd edition

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3	2									3	
CO2	3	3	3									2	
CO3	2	3										2	
CO4	3	3	3									2	
CO5	3	3	3									2	2

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO12)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	19	25%	3	CO1: Understand	L2	PO1 PO2 PO3	PO1: Apply(L3) PO2: Review(L2) PO3: Develop(L3)	2 3 2
2	10	14%	2	CO2: Analyze	L4	PO1 PO2 PO3 PO12	PO1: Apply(L3) PO2: Analyze (L4) PO3: Develop (L3) PO12: Thumb rule	3 3 3 2
3	19	25%	3	CO3: Understand	L2	PO1 PO2 PO12	PO1: Apply(L3) PO2: Review (L2) PO12: Thumb rule	2 3 2
4	15	20%	2	CO4: Create	L6	PO1 PO2 PO3 PO12	PO1: Apply(L3) PO2: Review (L2) PO3: Develop (L3) PO12: Thumb rule	3 3 3 2
5	12	16%	2	CO5: Create	L6	PO1 PO2 PO3 PO12	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3) PO12: Thumb rule	3 3 3 3
	75	100 %						

Justification Statements :

CO1: Understand the computer Programming concepts and Algorithms.

Action Verb: Understand (L2) PO1 Verb: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is moderate (2)

PO2 Verb: Review (L2)

CO1 Action verb is same as than as PO2 verb by two level. Therefore, the correlation is High (3)

PO3 Verb: Develop (L3)

CO1 Action verb is less than as PO2 verb by one level. Therefore, the correlation is moderate (2)

CO2: Analyze the control structures to implement basic programs. **Action Verb: Analyze (L4)**

PO1: Apply (L3)

CO2 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is equal to PO2 verb. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO2 Action verb is greater than PO3 verb. Therefore, the correlation is high (3)

PO12: Thumb rule

Some of the flow of control statements knowledge are used to solve various problems.

Therefore, the correlation is moderate (2)

CO3: Understand the concept of Arrays and string to manipulate the stored data.

Action Verb: Understand (L2) PO1: Apply (L3)

CO3 Action verb is less than PO1 verb by one level. Therefore, the correlation is moderate (2)

PO2: Review (L2)

CO3 Action verb is Same as PO2 verb. Therefore, the correlation is High (3)

PO12: Thumb rule

For some matrix operations array and string concepts were used Therefore, the correlation is moderate (2)

CO4: Create the dynamic memory allocation using pointers and structures.

Action Verb: Create (L6) PO1: Apply (L3)

CO4 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO2: Review (L2)

CO4 Action verb is greater than as PO2 verb. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO4 Action verb is greater than PO3 verb. Therefore, the correlation is high (3)

PO12: Thumb rule

For some mathematical operations Pointers and structures are used to manipulate the memory references. Therefore, the correlation is moderate (2)

CO5: Create the user defined functions and files for modifying stored data.

Action Verb: Create (L6) PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO2: Review (L2)

CO5 Action verb is greater than as PO2 verb. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO5 Action verb is greater than as PO3 verb. Therefore, the correlation is high (3)

PO12: Thumb rule

In today's world file handling techniques were used in most of the areas. Therefore, the correlation is high (3)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES: TIRUPATI
(Autonomous)
Computer Science and Information Technology (CSIT)
(Effective for the batches admitted from 2024-25)

Year: I B.Tech

(Common to all branches)
Semester: I & II

Subject Code
23AHM9902

COMMUNICATIVE ENGLISH LAB

L T P
0 0 2

Credit: 1

Course Outcomes (CO):

Student will be able to

CO1: **Understand**-the different aspects of the English language proficiency with emphasis On LSRW skills.

CO2: **Apply** communication skills through various language learning activities.

CO3: **Analyze** the English speech sounds, for better listening and speaking.

CO4: **Evaluate** and exhibit professional is min participating in debates and group discussions.

CO5: **Analyze** the mselves to face interviews in future.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
1	Understand	the different aspects of the English language proficiency with emphasis on LSRW skills			L2
2	Apply	communication skills through various language learning activities			L3
3	Analyze	the English speech sounds, for better listening and speaking.			L4
4	Evaluate	and exhibit professionalism in participating in debates and group discussions			L5
5	Analyze	themselves to face interviews in future			L4

List of Topics:

1. Vowels & Consonants (CO3)
2. Non Verbal Communication (CO2)
3. Communication Skills(CO2)
4. Role Player Conversational Practice (CO1,CO2)
5. E-mail Writing (CO1)
6. Just A Minute (CO1,CO2)
7. Group Discussions-methods&practice (CO4)
8. Debates-Methods &Practice (CO4)
9. PPT Presentations/Poster Presentation (CO2)
10. Interviews Skills (CO5)

Suggested Software:

- Walden Infotech
- Young India Films

Reference Books:

1. RamanMeenakshi,Sangeeta-Sharma. *TechnicalCommunication*.OxfordPress.2018.
2. TaylorGrant: *EnglishConversationPractice*,TataMcGraw-HillEducationIndia,2016
3. Hewing's, Martin. Cambridge *AcademicEnglish(B2)*.CUP,2012.

4. J.Sethi & P.V.Dhamija. *A Course in Phonetics and Spoken English*, (2nd Ed), Kindle, 2013.

Web Resources:

Spoken English:

1. www.esl-lab.com
2. www.englishmedialab.com
3. www.englishinteractive.net
4. <https://www.britishcouncil.in/english/online>
5. <http://www.letstalkpodcast.com/>
6. https://www.youtube.com/c/mmmEnglish_Emma/featured
7. <https://www.youtube.com/c/ArnelsEverydayEnglish/featured>
8. <https://www.youtube.com/c/engvidAdam/featured>
9. <https://www.youtube.com/c/EnglishClass101/featured>
10. <https://www.youtube.com/c/SpeakEnglishWithTiffani/playlists>
11. https://www.youtube.com/channel/UCV1h_cBE0Drdx19qkTM0WNw

Voice & Accent:

1. <https://www.youtube.com/user/letstalkaccent/videos>
2. <https://www.youtube.com/c/EngLanguageClub/featured>
3. https://www.youtube.com/channel/UC_OskgZBoS4dAnVUgJVexc
4. https://www.youtube.com/channel/UCNfm92h83W2i2ijc5Xwp_IA

Mapping of COs to POs and PSOs

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
1										2	
2									2	2	
3										3	
4									3	3	
5										3	

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

CO-PO mapping justification:

CO	Percentage of contact hours over the total planned contact hours			CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Lesson Plan (Hrs)	%	corr	Verb	BTL			
1				Understand	L2	10	Thumb Rule	2
2				Apply	L3	9,10	Thumb Rule	2,2
3				Analyze	L4	10	Thumb Rule	3
4				Evaluate	L5	9,10	Thumb Rule	3,3
5				Analyze	L4	10	Thumb Rule	3

CO1: Understand the different aspects of the English language proficiency with emphasis on LSRW skills Action Verb: Understand (L2)

CO1 Action Verb is understand of BTL 2. Using Thumb rule, L2 correlates PO6 to PO12 as moderate (2).

CO2: Apply communication skills through various language learning activities.

Action Verb: Apply (L3)

CO2 Action Verb is Apply of BTL 3. Using Thumb rule, L3 correlates PO6 to PO12 as moderate(2).

CO3: Analyze the English speech sounds, for better listening and speaking.

Action Verb: Analyze (L4)

CO3 Action Verb is Analyze of BTL 4. Using Thumb rule, L4 correlates PO6 to PO12 as high (3). **CO4:** Evaluate and exhibit professionalism in participating in debates and group discussions. **Action Verb: Evaluate (L5)**

CO4 Action Verb is Evaluate of BTL 5. Using Thumb rule, L5 correlates PO6 to PO12 as high (3).

CO5: Analyze themselves to face interviews in future. Action Verb: Develop (L4)

CO5 Action Verb is Analyze of BTL 4. Using Thumb rule, L4 correlates PO6 to PO12 as high (3).

AK23-CST-ATT



ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES: TIRUPATI
(Autonomous)

(Effective for the batches admitted from 2024-25)

Year: I B.Tech (Common to EEE, ECE, CSE, CSIT & allied branches) Semester: I &II

Subject Code: 23ABS9906	Chemistry Lab	L 0	T 0	P 2	Credits:1
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Course Outcomes:

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

CO1: Determine the cell constant and conductance of solutions.

CO2: Prepare advanced polymer Bakelite materials.

CO3: Measure the strength of an acid present in secondary batteries.

CO4: Analyze the UV-Visible spectra of some organic compounds.

CO5: Estimate the unknown solution by volumetric analysis

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
1	Determine	Cell constant and conductance of solutions.			L4
2	Prepare	advanced polymer Bakelite materials			L4
3	Measure	Strength of an acid present in secondary batteries.			L4
4	Analyze	UV-Visible spectra of some organic compounds.			L4
5	Estimate	Unknown solution by volumetric analysis.			L5

List of Experiments:

1. Measurement of 10Dq by spectrophotometric method(CO1)
2. Conductometric titration of strong acid vs. strong base (CO1)
3. Conductometric titration of weak acid vs. strong base (CO1)
4. Determination of cell constant and conductance of solutions (CO1)
5. Potentiometry - determination of redox potentials and emfs (CO5)
6. Determination of Strength of an acid in Pb-Acid battery (CO3)
7. Preparation of a Bakelite (CO2)
8. Verify Lambert-Beer's law (CO4)
9. Estimation of copper by Iodometry (CO5)
10. Wavelength measurement of sample through UV-Visible Spectroscopy (CO1)
11. Preparation of nanomaterials by precipitation method (CO1)
12. Estimation of Ferrous Iron by Dichrometry (CO5)

Note: Any TEN of the listed experiments are to be conducted. Out of which any TWO Experiments may be conducted in virtual mode.

Reference:

- "Vogel's Quantitative Chemical Analysis 6th Edition 6th Edition" Pearson Publications by J. Mendham, R.C.Denney, J.D.Barnes and B. Sivasankar

Mapping of COs to POs and PSOs

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
1				3									
2				3									
3				3									
4				3									
5				3									

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

CO-PO mapping justification:

CO	Percentage of contact hours over the total planned contact hours			CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Lesson Plan (Hrs)	%	correlation	Verb	BTL			
1				Determine	L4	PO4	PO4: Analyze (L4)	3
2				Prepare	L4	PO4	PO4: Analyze (L4)	3
3				Measure	L4	PO4	PO4: Analyze (L4)	3
4				Analyze	L4	PO4	PO4: Analyze (L4)	3
5				Estimate	L5	PO4	PO4: Analyze (L5)	3

Justification Statements

CO1: Determine the cell constant and conductance of solutions. **Action Verb:** Determine **(L4)**

PO4 Verb: Analyze (L4)

CO1 Action Verb is equal to PO4 verb; Therefore, correlation is high (3).

CO2: Prepare advanced polymer Bakelite materials. **Action Verb:** Prepare **(L4)**

PO4 Verb: Analyze (L4)

CO2 Action Verb is equal to PO4 verb; Therefore, correlation is high (3).

CO3: Measure the strength of an acid present in secondary batteries. **Action Verb:** Measure **(L4)**

PO4 Verb: Analyze (L4)

CO3 Action Verb is equal to PO4 verb; Therefore, correlation is high (3)

CO4: Analyze the UV-Visible spectra of some organic compounds.

Action Verb: Analyze **(L4)**

PO4 Verb: Analyze (L4)

CO4 Action Verb is equal to PO4 verb; Therefore, correlation is high (3)

CO5: Estimate the unknown solution by volumetric analysis. **Action Verb:** Estimate **(L5)**

PO4 Verb: Analyze (L4)

CO5 Action Verb is greater than PO4; Therefore correlation is high (3).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Engineering Workshop	L	T	P	C
23AES0302	I-I		0	0	3	1.5

Course Outcomes:

After studying the course, student will be able to

CO1: Apply the wood working skills to prepare different joints.

CO2: Analyze the sheet metal and fitting operations to prepare various components

CO3: Apply the basic electrical engineering knowledge for house wiring practice.

CO4: Apply the Welding process for Lap and Butt Joints.

CO5: Understand the various plumbing pipe joints

CO	Action Verb	Knowledge Statement	Condition	Criteria	Bloom's level
CO1	Apply	the wood working skills to prepare different joints			L3
CO2	Analyze	the sheet metal and fitting operations to prepare various components			L4
CO3	Apply	the basic electrical engineering knowledge for house wiring practice			L3
CO4	Apply	the Welding process for Lap and Butt joints			L3
CO5	Understand	the various plumbing pipe joints			L2

SYLLABUS

- Demonstration:** Safety practices and precautions to be observed in workshop.
- Wood Working:** Familiarity with different types of woods and tools used in woodworking and make following joints.
 - Half – Lap joint
 - Mortise and Tenon joint
 - Corner Dovetail joint or Bridlejoint
- Sheet Metal Working:** Familiarity with different types of tools used in sheet metalworking, Developments of following sheet metal job from GI sheets.
 - Tapered tray
 - Conical funnel
 - Elbow pipe
 - Brazing
- Fitting:** Familiarity with different types of tools used in fitting and do the following fitting exercises.
 - V-fit
 - Dovetail fit
 - Semi-circular fit
 - Bicycle tire puncture and change of two-wheeler tyre
- Electrical Wiring:** Familiarity with different types of basic electrical circuits and make the following connections.
 - Parallel and series
 - Two-way switch
 - Godown lighting
 - Tube light
 - Three phase motor
 - Soldering of wires
- Foundry Trade:** Demonstration and practice on Moulding tools and processes, Preparation of Green Sand Moulds for given Patterns.
- Welding Shop:** Demonstration and practice on Arc Welding and Gas welding. Preparation of Lap joint and Butt joint.
- Plumbing:** Demonstration and practice of Plumbing tools, Preparation of Pipe joints with coupling for same diameter and with reducer for different diameters.

Textbooks:

- Basic Workshop Technology: Manufacturing Process, Felix W.; Independently Published, 2019. Workshop Processes, Practices and Materials; Bruce J. Black, Routledge publishers, 5th Edn. 2015.
- A Course in Workshop Technology Vol I. & II, B.S. Raghuwanshi, Dhanpath Rai & Co., 2015 & 2017.

Reference Books:

- Elements of Workshop Technology, Vol. I by S. K. Hajra Choudhury & Others, Media Promoters and Publishers, Mumbai. 2007, 14th edition

2. Workshop Practice by H. S. Bawa, Tata-McGraw Hill, 2004.

Mapping of COs to POs and PSOs

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	3	3						3			3	3
CO2	3	3	3						3			3	3
CO3	3	3	3						3			3	3
CO4	3	3	3						3			3	3
CO5	2	2	2						2			3	3

CO-PO mapping justification:

CO	CO					Program Outcomes (PO)	PO(s): Action Verb and BTL (for PO1 to PO5)	Level of Correlation
	Lesson Plan (Hrs)	%	Correlation	Verb	BTL			
1	-	-	3	Apply	L3	PO1 PO2 PO3 PO9	Apply-L3 Review-L2 Develop-L3 Thumb Rule-L3	3 3 3 3
2	-	-	3	Analyze	L4	PO1 PO2 PO3 PO9	Apply-L3 Review-L2 Develop-L3 Thumb Rule-L3	3 3 3 3
3	-	-	1	Apply	L3	PO1 PO2 PO3 PO9	Apply-L3 Review-L2 Develop-L3 Thumb Rule-L3	3 3 3 3
4	-	-	2	Apply	L3	PO1 PO2 PO3 PO9	Apply-L3 Review-L2 Develop-L3 Thumb Rule-L3	3 3 3 3
5	-	-	2	Understand	L2	PO1 PO2 PO3 PO9	Apply-L3 Review-L2 Develop-L3 Thumb Rule-L3	2 2 2 2

Justification Statements:

CO1: Apply the wood working skills to prepare different joints Action Verb: **Apply** (L3)

PO1 Verb: **Apply** (L3)

CO1 Action verb is same level as PO1 verb. Therefore, the correlation is high (3) PO2 Verb:

Review (L2)

CO1 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO3 Verb:

Develop (L3)

CO1 Action verb is same level as PO3 verb. Therefore, the correlation is high (3) PO9 Verb:

Thumb Rule

CO1 Action verb is same level as PO9 verb. Therefore, the correlation is high (3)

CO2: Analyze the sheet metal and fitting operations to prepare various components Action Verb: **Analyse** (L4)

PO1 Verb: **Apply** (L3)

CO2 Action verb is same level (greater) as PO1 verb. Therefore, the correlation is high (3) PO2

Verb: **Review (L2)**

CO2 Action verb is same level (greater) as PO2 verb. Therefore, the correlation is high (3) PO3

Verb: **Develop (L3)**

CO2 Action verb is same level (greater) as PO3 verb. Therefore, the correlation is high (3) PO9

Verb: **Thumb Rule**

CO2 Action verb is same level (greater) as PO9 verb. Therefore, the correlation is high (3)

CO3: Apply the basic electrical engineering knowledge for house wiring practice

Action Verb: **Apply** (L3) PO1 Verb: **Apply** (L3)

CO3 Action verb is same level as PO1 verb. Therefore, the correlation is high (3) PO2 Verb: **Review** (L2)

CO3 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO3 Verb: **Develop** (L3)

CO3 Action verb is same level as PO3 verb. Therefore, the correlation is high (3) PO9 Verb: **Thumb Rule**

CO3 Action verb is same level as PO9 verb. Therefore, the correlation is high (3)

CO4: Apply the Welding process for Lap and Butt Joints Action Verb: **Apply** (L3)

PO1 Verb: **Apply** (L3)

CO4 Action verb is same level as PO1 verb. Therefore, the correlation is high (3) PO2 Verb: **Review** (L2)

CO4 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO3 Verb: **Develop** (L3)

CO4 Action verb is same level as PO3 verb. Therefore, the correlation is high (3) PO9 Verb: **Thumb Rule**

CO4 Action verb is same level as PO9 verb. Therefore, the correlation is high (3)

CO5: Understand the various plumbing pipe joints. Action Verb: **Understand** (L2)

PO1 Verb: **Apply** (L2)

CO5 Action verb is less than as PO1 verb. Therefore, the correlation is high (2) PO2 Verb: **Review** (L2)

CO5 Action verb is less than as PO2 verb. Therefore, the correlation is high (2) PO3 Verb: **Develop** (L3)

CO5 Action verb is less than as PO3 verb. Therefore, the correlation is high (2) PO9 Verb: **Thumb Rule**

CO5 Action verb is less than as PO9 verb. Therefore, the correlation is high (2)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	COMPUTER PROGRAMMING LAB (Common to All Branches of Engineering)	L	T	P	C
23AES0502	I-I		0	0	3	1.5

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the basic syntax of C program to build applications.

CO2: Create the control structure for solving complex problems.

CO3: Apply the concepts of arrays, functions, basic concepts of pointers to organize the data.

CO4: Apply the concepts of structures, unions and linked list to manage heterogeneous data.

CO5: Create the file applications for storing and accessing data.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the basic syntax of C program		to build applications	L2
CO2	Create	the control structure		for solving complex problems	L6
CO3	Apply	the concepts of arrays, functions, basic concepts of pointers		to organize the data	L3
CO4	Apply	the concepts of structures, unions and linked list		to manage heterogeneous data	L3
CO5	Create	the file applications		for storing and accessing data	L6

List of Experiments:

Exercise 1: Problem-solving using Computers[CO1]

- Basic Linux environment and its editors like Vi, Vim & Emacs etc.
- Exposure to Turbo C, gcc
- Writing simple programs using printf(), scanf()

Exercise 2: Problem-solving using Algorithms and Flow charts.[CO1]

- Sum and average of 3 numbers
- Conversion of Fahrenheit to Celsius and vice versa
- Simple interest calculation

Exercise 3: Variable types and type conversions[CO2]

- Finding the square root of a given number
- Finding compound interest
- Area of a triangle using heron's formulae
- Distance travelled by an object

Exercise 4: Operators and the precedence and as associativity[CO2]

- Evaluate the following expressions.
 - $A+B*C+(D*E) + F*G$
 - $A/B*C-B+A*D/3$
 - $A+++B---A$
 - $J= (i++) + (++i)$
- Find the maximum of three numbers using conditional operator
- Take marks of 5 subjects in integers, and find the total, average in float list and perform insertion, deletion, and traversal.

Exercise 5: Branching and logical expressions[CO2]

- Write a C program to find the max and min of four numbers using if-else.
- Write a C program to generate electricity bill.
- Find the roots of the quadratic equation.
- Write a C program to simulate a calculator using switch case.
- Write a C program to find the given year is a leap year or not.

Exercise 6: Loops, while and for loops[CO2]

- Find the factorial of given number using any loop.
- Find the given number is a prime or not.
- Compute sine and cos series
- Checking a number palindrome, Construct a pyramid of numbers.

Exercise 7: 1 D Arrays: searching[CO3]

- i) Find the min and max of a 1-D integer array.
- ii) Perform linear search on 1D array.
- iii) The reverse of a 1D integer array
- iv) Find 2's complement of the given binary number.
- v) Eliminate duplicate elements in an array.

Exercise 8: 2 D arrays, sorting and Strings[CO3]

- i) Addition of two matrices
- ii) Multiplication two matrices
- iii) Sort array elements using bubble sort
- iv) Concatenate two strings without built-in functions
- v) Reverse a string using built-in and without built-in string functions

Exercise 9: Pointers, structures and dynamic memory allocation[CO3]

- i. Write a C program to find the sum of a 1D array using malloc()
- ii. Write a C program to find the total, average of n students using structures
- iii. Enter n students data using calloc() and display failed students list
- iv. Read student name and marks from the command line and display the student details along
with the total.
- v. Write a C program to implement realloc()

Exercise 10: Bitfields, Self-Referential Structures, Linked lists[CO4]

- i) Create and display a singly linked list using self-referential structure.
- ii) Demonstrate the differences between structures and unions using a C program.
- iii) Write a C program to shift/rotate using bitfields.
- iv) Write a C program to copy one structure variable to another structure of the same type.

Exercise 11: Functions, call by value, scope and extent[CO2]

- i) Write a C function to calculate NCR value.
- ii) Write a C function to find the length of a string.
- iii) Write a C function to transpose of a matrix.
- iv) Write a C function to demonstrate numerical integration of differential equations using Euler's method

Exercise 12: Recursion, the structure of recursive calls[CO4]

- i) Write a recursive function to generate Fibonacci series.
- ii) Write a recursive function to find the lcm of two numbers.
- iii) Write a recursive function to find the factorial of a number.
- iv) Write a C Program to implement Ackermann function using recursion.
- v) Write a recursive function to find the sum of series.

Exercise 13: Call by reference, dangling pointers[CO4]

- i) Write a C program to swap two numbers using call by reference.
- ii) Demonstrate Dangling pointer problem using a C program.
- iii) Write a C program to copy one string into another using pointer.
- v) Write a C program to find no of lowercase, uppercase, digits and other characters using pointers.

Exercise 14: File handling[CO5]

- i) Write a C program to write and read text into a file.
- ii) Write a C program to write and read text into a binary file using fread() and fwrite()
- iii) Copy the contents of one file to another file.
- iv) Write a C program to merge two files into the third file using command-line arguments.
- v) Find no. of lines, words and characters in a file
- vi) Write a C program to print last n characters of a given file.

Textbooks:

1. Ajay Mittal, Programming in C: A practical approach, Pearson.
2. Byron Gottfried, Schaum's Outline of Programming with C, McGraw Hill

Reference Books:

1. Brian W. Kernighan and Dennis M. Ritchie, The C Programming Language, Prentice-Hall of India
2. C Programming, A Problem-Solving Approach, Forouzan, Gilberg, Prasad, CENGAGE

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3	2	2								2	
CO2	3	3		3								2	
CO3	3	3		2	3							2	
CO4	3	3	3	2								2	
CO5	3	3	3	3								2	

Correlation matrix

Unit No.	Co's Action verb	BTL	Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO12)	Level of Correlation (0-3)
1	CO1: understand	L2	PO1 PO2 PO3 PO4	PO1: Apply(L3) PO2: Review(L2) PO3: Develop(L3) PO4: Analyze(L4)	2 3 2 2
2	CO2: Create	L6	PO1 PO2 PO4 PO5 PO12	PO1: Apply(L3) PO2: Review (L3) PO4: Analyze (L4) PO5: Apply(L3) PO12: Thumb rule	3 3 3 3 2
3	CO3: Apply	L3	PO1 PO2 PO4 PO5 PO12	PO1: Apply(L3) PO2: Review (L3) PO4: Analyze (L4) PO5: Apply(L3) PO12: Thumb rule	3 3 2 3 3
4	CO4: Apply	L3	PO1 PO2 PO3 PO4 PO12	PO1: Apply(L3) PO2: Review (L2) PO3: Develop(L3) PO4: Analyze (L4) PO12: Thumb rule	3 3 3 2 2
5	CO5: Create	L6	PO1 PO2 PO3 PO4 PO12	PO1: Apply(L3) PO2: Review(L2) PO3: Develop(L3) PO4: Analyze (L4) PO12: Thumb rule	3 3 3 3 3

Justification Statements :

CO1: Understand the basic syntax of C program to build applications.

Action Verb: Understand (L2)

PO1 Verb: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is moderate (2) PO2 Verb: Review(L2)

CO1 Action verb is greater than PO2 verb. Therefore, the correlation is high (3) PO3: Develop(L3)

CO1 Action verb is less than PO3 verb by one level. Therefore, the correlation is moderate (2) PO4: Analyze(L4)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is moderate is (2)

CO2: Create the control structure for solving complex problems.

Action Verb: Create (L6)

PO1: Apply (L3)

CO2 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3) PO2: Review (L3)

CO2 Action verb is same level PO2 verb. Therefore, the correlation is high (3) PO4: Analyze (L4)

CO2 Action verb is same as PO4 verb. Therefore, the correlation is high (3) PO5: Apply(L3)

CO2 Action verb is same as PO5 verb. Therefore, the correlation is high (3) PO12: Thumb rule

For some of Linear Data Structure applications, Linked lists concepts are used to write programs store the data. Therefore, the correlation is high (2)

CO3: Apply the concepts of arrays, functions, basic concepts of pointers to organize the data..

Action Verb: Apply (L3)

PO1: Apply (L3)

CO3 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3) PO2: Review (L3)

CO3 Action verb is same level PO2 verb. Therefore, the correlation is high (3) PO4: Analyze (L4)

CO3 Action verb is less than PO4 verb by one level. Therefore, the correlation is moderate (2) PO5: Apply(L3)

CO3 Action verb is same as PO5 verb. Therefore, the correlation is high (3)

PO12: Thumb rule

For some of Linear Data Structure applications, Linked lists concepts are used to write programs store the data. Therefore, the correlation is high (3)

CO4: Apply the concepts of structures, unions and linked list to manage heterogeneous data.

Action Verb: Apply (L3)

PO1: Apply (L3)

CO4 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3) PO2: Review (L3)

CO4 Action verb is same level PO2 verb. Therefore, the correlation is high (3) PO4: Analyze (L4)

CO4 Action verb is less than PO4 verb by one level. Therefore, the correlation is moderate (2) PO5: Apply(L3)

CO4 Action verb is same as PO5 verb. Therefore, the correlation is high (3) PO12: Thumb rule

For some of Linear Data Structure applications, Linked lists concepts are used to write programs store the data. Therefore, the correlation is high (2)

CO5: Create the file applications for storing and accessing data.

Action Verb: Create (L6)

PO1: Apply (L3)

CO5 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3) PO2: Review (L3)

CO5 Action verb is same level PO2 verb. Therefore, the correlation is high (3) PO4: Analyze (L4)

CO5 Action verb is same as PO4 verb. Therefore, the correlation is high (3) PO5: Apply(L3)

CO5 Action verb is same as PO5 verb. Therefore, the correlation is high (3) PO12: Thumb rule

For some of Linear Data Structure applications, Linked lists concepts are used to write programs store the data. Therefore, the correlation is high (3)

	ANNAMACHARYA INSTITUTE OF TECHNOLOGY & SCIENCES: TIRUPATI (Autonomous) (Effective for the batches admitted from 2024-25)			
Course Code: 23AHM9903	HEALTH AND WELLNESS, YOGA AND SPORTS (Common to I SEM CSE/CIC/SCD/CSIT/EEE & II SEM ECE/AI&DS/AI&ML/CE/ME)		L 0	T P C 0 1 0.5

Course Objectives:

The main objective of introducing this course is to make the students maintain their mental and physical wellness by balancing emotions in their life. It mainly enhances the essential traits required for the development of the personality.

Course Outcomes:

After completion of the course the student will be able to

CO1: **Understand** the health & fitness by diet

CO2: **Understand** the importance of yoga.

CO3: **Apply** The yoga practices including Surya Namaskar

CO4: **Understand** the importance of sports.

CO5: **Analyze** various activities that help enhance their health & Positive Personality

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
1	Understand	Health & fitness by diet			L2
2	Understand	Importance of yoga.			L2
3	Apply	yoga practices including Surya Namaskar			L3
4	Understand	Importance of sports			L2
5	Analyze	Various activities that help enhance their health & Positive Personality			L4

UNIT I

Concept of health and fitness, Nutrition and Balanced diet, basic concept of immunity Relationship between diet and fitness, Globalization and its impact on health, Body Mass Index (BMI) of all age groups.

Activities:

- Organizing health awareness programmes in community
- Preparation of health profile
- Preparation of chart for balance diet for all age groups

UNIT II

Concept of yoga, need for and importance of yoga, origin and history of yoga in Indian context, classification of yoga, Physiological effects of Asanas- Pranayama and meditation, stress management and yoga, Mental health and yoga practice.

Activities:

Yoga practices – Asana, Kriya, Mudra, Bandha, Dhyana, Surya Namaskar

UNIT III

Concept of Sports and fitness, importance, fitness components, history of sports, Ancient and Modern Olympics, Asian games and Commonwealth games.

Activities:

- Participation in one major game and one individual sport viz., Athletics, Volleyball, Basketball, Handball, Football, Badminton, Kabaddi, Kho-kho, Table tennis, Cricket etc.
Practicing general and specific warm up, aerobics
- Practicing cardiorespiratory fitness, treadmill, run test, 9 min walk, skipping and running.

Reference Books:

- Gordon Edlin, Eric Golanty. Health and Wellness, 14th Edn. Jones & Bartlett Learning, 2022
- T.K.V.Desikachar. The Heart of Yoga: Developing a Personal Practice
- Archie J.Bahm. Yoga Sutras of Patanjali, Jain Publishing Company, 1993
- Wiseman, John Lofty, SAS Survival Handbook: The Ultimate Guide to Surviving Anywhere Third Edition, William Morrow Paperbacks, 2014
- The Sports Rules Book/ Human Kinetics with Thomas Hanlon. -- 3rd ed. HumanKinetics, Inc.2014

General Guidelines:

1. Institutes must assign slots in the Timetable for the activities of Health/Sports/Yoga.
2. Institutes must provide field/facility and offer the minimum of five choices of as many as Games/Sports.
3. Institutes are required to provide sports instructor / yoga teacher to mentor the students.

Evaluation Guidelines:

- Evaluated for a total of 100 marks.
- A student can select 6 activities of his/her choice with a minimum of 01 activity per unit. Each activity
- shall be evaluated by the concerned teacher for 15 marks, totaling to 90 marks.
- A student shall be evaluated by the concerned teacher for 10 marks by conducting viva in the subject

Mapping of COs to POs and PSOs

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
1						2	2						
2						2	2						
3						2	2						
4						2	2						
5						3	3						

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

CO-PO mapping justification:

CO	Percentage of contact hours over the total planned contact hours				CO		Program Outcome (PO)	Level of Correlation (0-3)
	Register (Hrs)	Lesson Plan (Hrs)	%	corr	Verb	BTL		
1					Understand	L2	PO6,PO7	2
2					Understand	L2	PO6,PO7	2
3					Apply	L3	PO6,PO7	2
4					Understand	L2	PO6,PO7	2
5					Analyze	L4	PO6,PO7	3

CO-PO mapping justification:**CO1:** Understand the health & fitness by diet**Action Verb: Understand (L2)**CO1 Action Verb is **Understand** of BTL 2.Using Thumb rule; L2 correlates PO6 and PO7 as a moderate (2)**CO2:** Understand the Importance of yoga**Action Verb: Understand (L2)**CO2 Action Verb is **Understand** of BTL 2.Using Thumb rule; L2 correlates PO6 and PO7 as a moderate (2)**CO3: APPLY**

yoga practices including Surya Namaskar

Action Verb: APPLY (L3)CO3 Action Verb is **APPLY** of BTL 2.Using Thumb rule; L2 correlates PO6 and PO7 as a moderate (2)**CO4:** .Understand Importance of sports**Action Verb: Understand (L2)**CO4 Action Verb is **Understand** of BTL 2.Using Thumb rule; L2 correlates PO6 and PO7 as a moderate (2)

Action Verb: APPLY (L3)

CO5: Analyze the Various activities that help enhance their health & Positive Personality

Action Verb: Analyze (L4)

CO5 Action Verb is Analyze of BTL 2.Using Thumb rule; L4 correlates PO6 and PO7 as a moderate (2)

AK23-CST-ATT

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
Computer Science and Information Technology (CSIT)
(Effective for the batches admitted in 2024-25)

Semester II (First year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credit	CIE	SEE	Total
				L	T	P				
1	BS	23ABS9903	Engineering Physics	2	1	0	3	30	70	100
2	BS	23ABS9905	Differential Equations & Vector Calculus	2	1	0	3	30	70	100
3	ES	23AES0201	Basic Electrical & Electronics Engineering	2	1	0	3	30	70	100
4	ES	23AES0301	Engineering Graphics	1	0	4	3	30	70	100
5	ES	23AES0503	IT Workshop	0	0	2	1	30	70	100
6	PC	23APC0501	Data Structures	2	1	0	3	30	70	100
7	BS	23ABS9908	Engineering Physics Lab	0	0	2	1	30	70	100
8	ES	23AES0202	Electrical & Electronics Engineering Workshop	0	0	3	1.5	30	70	100
9	PC	23APC0502	Data Structures Lab	0	0	3	1.5	30	70	100
10	HM	23AHM9904	NSS/NCC/Scouts & Guides/Community Service	0	0	1	0.5	50	-	50
			Total	09	04	15	20.5	320	630	950



ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI

(AUTONOMOUS)

Computer Science and Information Technology (CSIT)

Course Code	ENGINEERING PHYSICS	L	T	P	C
23ABS9903		2	1	0	3
Regulation: AK23	Common to I B.Tech ECE, AI&DS, AI&ML, ME,CE (Sem-1) & CSE,CIC,CSIT,CSD &EEE (Sem-2)				

Course Outcomes (CO):

At the end of the course students will be able to

CO1: **Understand** the intensity variation of light due to interference, diffraction, and polarization.

CO2: **Analyze** the fundamentals of crystallography and X-ray diffraction.

CO3: **Apply** the basic concepts of dielectric and magnetic materials for engineering applications.

CO4: **Analyze** the fundamentals of Quantum mechanics and interpret the nanomaterials for engineering problems.

CO5: **Analyze** the charge carrier dynamics in semiconductors by implementing the equations of state.

CO	Action Ver	Knowledge Statement	Condition	Criteria	Blooms level
1	Understand	The intensity variation of light due to interference, diffraction, and polarization.			L2
2	Analyze	The fundamentals of crystallography and X-ray diffraction.			L4
3	Apply	The basic concepts of dielectric and magnetic materials		for engineering applications.	L3
4	Analyze	The fundamentals of Quantum mechanics and interpret the nanomaterials		for engineering problems.	L4
5	Analyze	The charge carrier dynamics in semiconductors.	By implementing the equations of state.		L4

UNIT I Wave Optics

10 Hrs

Interference: Introduction - Principle of superposition -Interference of light - Interference in thin films (Reflection Geometry) & applications - Newton's Rings, Determination of wavelength and refractive index.

Diffraction: Introduction - Fresnel and Fraunhofer diffractions - Fraunhofer diffraction due to single slit, double slit (Qualitative) - Diffraction Grating.

Polarization: Introduction -Types of polarization - Polarization by reflection, refraction and Double refraction -

Nicol's Prism -Half wave and Quarter wave plates.

UNIT II Crystallography and X-ray diffraction

8 Hrs

Crystallography: Space lattice, Basis, Unit Cell and lattice parameters - Bravais Lattices - crystal systems (3D) - coordination number - packing fraction of SC, BCC & FCC - Miller indices - separation between successive (hkl) planes.

X-ray diffraction: Bragg's law - X-ray Diffractometer - crystal structure determination by Laue's and powder methods.

UNIT III Dielectric and Magnetic Materials

8 Hrs

Dielectric Materials: Introduction - Dielectric polarization - Dielectric polarizability, Susceptibility, Dielectric constant and Displacement Vector - Relation between the electric vectors - Types of polarizations- Electronic (Quantitative), Ionic (Quantitative) and Orientation polarizations (Qualitative) - Lorentz internal field - Clausius- Mossotti equation - Frequency dependence of polarization-Applications of Dielectric materials.

Magnetic Materials: Introduction - Magnetic dipole moment - Magnetization-Magnetic susceptibility and permeability - Atomic origin of magnetism - Classification of magnetic materials: Dia, para, Ferro, anti-ferro & Ferri magnetic materials - Domain concept for

Ferromagnetism & Domain walls (Qualitative) - Hysteresis - soft and hard magnetic materials - Applications of magnetic materials.

UNIT IV Quantum Mechanics and Nanomaterials

12 Hrs

Quantum Mechanics: Dual nature of matter – Heisenberg's Uncertainty Principle – Significance and properties of wave function – Schrodinger's time independent and dependent wave equations– Particle in a one- dimensional infinite potential well.

Nanomaterials: Introduction to Nanomaterials–Significance of nanoscale - Physical, Mechanical, Magnetic, and optical properties of nanomaterials –Synthesis of nanomaterials: Ball Milling, Applications of Nanomaterials.

UNIT V Semiconductors

10 Hrs

Semiconductors: Formation of energy bands – classification of crystalline solids - Intrinsic semiconductors: Density of charge carriers – Electrical conductivity – Fermi level – Extrinsic semiconductors: density of charge carriers – dependence of Fermi energy on carrier concentration and temperature - Drift and diffusion currents – Einstein's equation – Hall effect and its applications – Applications of semiconductors.

Textbooks:

1. A Text book of Engineering Physics, M. N. Avadhanulu, P.G. Kshirsagar & TVS Arun Murthy, S. Chand Publications, 11th Edition 2019.
2. K.Thyagarajan "Engineering Physics",-Mc Graw Hill Publishing Company Ltd, 2016.
3. Engineering Physics - D.K.Bhattacharya and Poonam Tandon, Oxford press (2015)

Reference Books:

1. Engineering Physics - B.K. Pandey and S. Chaturvedi, Cengage Learning 2021.
2. Engineering Physics - Shatendra Sharma, Jyotsna Sharma, Pearson Education, 2018.
3. Engineering Physics" - Sanjay D. Jain, D. Sahasrabudhe and Girish, University Press.2010
4. Engineering Physics - M.R. Srinivasan, New Age international publishers (2009).

Web Resources: <https://www.loc.gov/rr/scitech/selected-internet/physics.html>

Mapping of COs to POs and PSOs

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
1	3												
2	3												
3	3			3									
4	3												
5	3			3									

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

CO-PO mapping justification:

CO	Percentage of contact hours over the total planned contact hours			CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Lesson Plan (Hrs)	%	correlation	Verb	BTL			
1	15	22.3	3	Understand	L2	PO1	PO1: Apply (L3)	2
2	11	16.4	2	Analyze	L4	PO1	PO1: Apply (L3)	3
3	12	17.9	2	Apply	L3	PO1, PO4	PO1, PO4: Apply (L3)	3
4	13	19.4	2	Analyze	L4	PO1	PO1: Apply (L3)	3
5	16	23.8	3	Analyze	L4	PO1, PO4	PO1, PO4: Apply (L3)	3
	67							

C01: The intensity variation of light due to interference, diffraction, and polarization. Action Verb: Understand (L2)

PO1 Verbs: Apply (L3)

C01 Action Verb is lesser than PO1 verb by one level; Therefore, correlation is moderate (2).

C02: The fundamentals of crystallography. Action Verb: Analyze (L4)

PO1 Verbs: Apply (L3)

C02 Action Verb is greater than PO1 verb; Therefore correlation is high (3).

C03: Apply the basic concepts of dielectric and magnetic materials for engineering applications. Action Verb: Apply (L3)

PO1 and PO4 Verbs: Apply (L3)

C03 Action Verb level is equal to PO1 and PO4 verb; Therefore correlation is high (3).

C04: The fundamentals of Quantum mechanics and interpret the nanomaterials for engineering problems. Action Verb: Analyze (L4)

PO1 Verb: Apply (L3)

C04 Action Verb is greater than PO1 verb by one level; Therefore, correlation is high (3).

C05: The charge carrier dynamics in semiconductors by implementing the equations of state. Action Verb: Analyze (L4)

PO1 and PO4 Verb: Apply (L3)

C05 Action verb is greater than PO1 verb; therefore, the correlation is high (3).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Differential Equations & Vector Calculus	L	T	P	C
23ABS9905		2	1	0	3
Regulation: AK23	Common to I B.Tech ECE, AI&DS, AI&ML, ME, CE (Sem-1) & CSE,CIC,CSIT, CSD &EEE (Sem-2)				

Course Outcomes (CO): At the end of the course students will be able to

CO1: Apply the concepts of ordinary differential equations of first order and first degree.

CO2: Apply the methods of linear differential equations related to various engineering problems.

CO3: Analyze the solutions of partial differential equations.

CO4: Understand the different operators and identities in the vector calculus.

CO5: Evaluate the surface integral and volume integral in the vector calculus.

UNIT I: Linear Differential Equations of first Order and first Degree 9hrs

Linear differential equations-Bernoulli's equations-Exact equations and equations reducible to exact form.

Applications: Newton's Law of cooling-Law of natural growth and decay-Electrical circuits.

UNIT II: Equations Reducible to Linear Differential Equations and Applications 9 hrs

Definitions, homogeneous and non-homogeneous, complementary function, general solution, particular integral, Wronskian, Method of variation of parameters. Simultaneous linear equations, Applications to L-C-R Circuit problems and simple Harmonic motion.

UNIT III: Partial Differential Equations 9 hrs

Introduction and formation of partial differential Equations by elimination of arbitrary constants and arbitrary functions, solutions of first order linear equations using Lagrange's method. Homogeneous Linear Partial differential equations with constant coefficients.

UNIT IV: Vector differentiation 9 hrs

Scalar and vector point functions, vector operator del, del applies to scalar point functions-Gradient, Directional derivative, del applied to vector point functions-Divergence and Curl, vector identities.

UNIT V: Vector integration 9 hrs

Line integral-circulation-work done, surface integral-flux, Green's theorem in the plane (without proof), Stoke's theorem (without proof), volume integral, Divergence theorem (without proof) and applications of these theorems.

Text Books :

1. B. S. Grewal, Higher Engineering Mathematics, 44th Edition, Khanna publishers, 2017.
2. Erwin Kreyszig, Advanced Engineering Mathematics, 10th Edition, John Wiley & Sons, 2011.

References:

1. Dr.T.K.V.Iyengar, Engineering Mathematics-I,S.Chand publishers
2. R. K. Jain and S. R. K. Iyengar, Advanced Engineering Mathematics, 3/e, Alpha Science International Ltd., 2002
3. N.P. Bali and Manish Goyal, A text book of Engineering Mathematics,Laxmipublication,2008
4. B. V. Ramana, Higher Engineering Mathematics, McGraw Hill Education.

Mapping of COs to POs

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
1	3										
2	3										
3		3									
4	2										
5		3									

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

CO-PO mapping justification:

CO	Percentage of contact hours over the total planned contact hours			CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Lesson Plan (Hrs)	%	correlation	Verb	BTL			
1	14	20.8	3	Apply	L4	PO1	Apply	3
2	15	22.3	3	Apply	L3	PO1	Apply	3
3	14	20.8	3	Analyze	L4	PO2	Analyze	3
4	9	13.4	2	Understand	L2	PO1	Apply	2
5	15	22.3	3	Evaluate	L5	PO2	Analyze	3

CO1: Apply the concepts of ordinary differential equations of first order and first degree.

Action Verb: Apply(L3)

PO1 Verbs: Apply(L3)

CO1 Action Verb is equal to PO1 verb Therefore correlation is high (3).

CO2: Apply the methods of linear differential equations related to various engineering problems.

Action Verb: Apply (L3)

PO1 Verbs: Apply (L3)

CO2 Action Verb is equal to PO1 verb; Therefore correlation is high (3).

CO3: Analyze the solutions of partial differential equations.

Action Verb: Analyze(L4)

PO2 Verb: Analyze (L4)

CO3 Action Verb level is equal to PO2 verb; Therefore correlation is high (3).

CO4: Understand the different operators and identities in the vector calculus.

Action Verb: Understand(L2)

PO1 Verb: Apply(L3)

CO4 Action Verb is low level to PO1 to one level; Therefore correlation is moderate (2).

CO5: Evaluate the surface integral and volume integral in the vector calculus.

Action Verb: Evaluate(L5)

PO2 Verb: Analyze (L4)

CO5 Action verb is high level to PO2 verb; therefore the correlation is high (3).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Basic Electrical & Electronics Engineering	L	T	P	C
23AES0201	I-II		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** the fundamental laws of A. C circuits and D. C circuits.

CO2: **Understand** operating principles of motors, generators and measuring instruments.

CO3: **Understand** the fundamentals of power generation, costing and safety measures.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Bloom's level
1	Understand	The fundamentals laws of A. C circuits and D. C circuits.		A. C circuits and D. C circuits	L2
2	Understand	Operating principles of motors, generators and measuring instruments.			L2
3	Understand	The fundamentals of Power generation, costing and safety measures.			L2

**PART-A
BASIC ELECTRICAL ENGINEERING**

UNIT I: DC & AC Circuits

DC Circuits: Electrical circuit elements (R, L and C), Ohm's Law and its limitations, KCL & KVL, series, parallel, series-parallel circuits, Super Position theorem, Simple numerical problems.

AC Circuits: A.C. Fundamentals: Equation of AC Voltage and current, waveform, time period, frequency, amplitude, phase, phase difference, average value, RMS value, form factor, peak factor, Voltage and current relationship with phasor diagrams in R, L, and C circuits, Concept of Impedance, Active power, reactive power and apparent power, Concept of power factor (Simple Numerical problems).

UNIT II: Machines and Measuring Instruments

Machines: Construction, principle and operation of (i) DC Motor, (ii) DC Generator, (iii) Single Phase Transformer, (iv) Three Phase Induction Motor and (v) Alternator, Applications of electrical machines.

Measuring Instruments: Construction and working principle of Permanent Magnet Moving Coil (PMMC), Moving Iron (MI) Instruments and Wheat Stone Bridge.

UNIT III: Energy Resources, Electricity Bill & Safety Measures

Energy Resources: Conventional and non-conventional energy resources; Layout and operation of various Power Generation systems: Hydel, Nuclear, Solar & Wind power generation.

Electricity bill: Power rating of household appliances including air conditioners, PCs, Laptops, Printers, etc. Definition of "unit" used for consumption of electrical energy, two-part electricity tariff, calculation of electricity bill for domestic consumers.

Equipment Safety Measures: Working principle of Fuse and Miniature circuit breaker (MCB), merits and demerits. Personal safety measures: Electric Shock, Earthing and its types, Safety Precautions to avoid shock.

TEXTBOOKS:

1. Basic Electrical Engineering, D. C. Kulshreshtha, Tata McGraw Hill, 2019, First Edition
2. Power System Engineering, P.V. Gupta, M.L. Soni, U.S. Bhatnagar and A. Chakrabarti, Dhanpat Rai & Co, 2013.
2. Fundamentals of Electrical Engineering, Rajendra Prasad, PHI publishers, 2014, Third Edition

REFERENCE BOOKS:

1. Basic Electrical Engineering, D. P. Kothari and I. J. Nagrath, Mc Graw Hill, 2019,

Fourth Edition.

- Principles of Power Systems, V.K. Mehtha, S. Chand Technical Publishers, 2020.
- Basic Electrical Engineering, T. K. Nagsarkar and M. S. Sukhija, Oxford University Press, 2017.
- Basic Electrical and Electronics Engineering, S. K. Bhattacharya, Person Publications, 2018, Second Edition.

WEB RESOURCES:

- <https://nptel.ac.in/courses/108105053>
- <https://nptel.ac.in/courses/108108076>

PART-B

COURSE OUTCOMES:

After completion of the course, students will be able to:

CO4: **Understand** the fundamental concepts of diodes, transistors and its applications.

CO5: **Analyze** the concepts of rectifiers, power supplies and amplifiers in electronics.

CO6: **Analyze** the concepts of Number Systems, Boolean Functions, Logic Gates and Digital Circuits.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Bloom's level
4	Understand	fundamental concepts of diodes, transistors and its applications			L2
5	Analyze	concepts of rectifiers, power supplies and amplifiers in electronics			L4
6	Analyze	concepts of Number Systems, Boolean Functions, Logic Gates and Digital Circuits			L4

UNIT I: SEMICONDUCTOR DEVICES

Introduction - Evolution of electronics – Vacuum tubes to nano electronics - Characteristics of PN Junction Diode

— Zener Effect — Zener Diode and its Characteristics. Bipolar Junction Transistor — CB, CE, CC Configurations and Characteristics — Elementary Treatment of Small Signal CE Amplifier.

UNIT II : BASIC ELECTRONIC CIRCUITS AND INSTRUMENTATION

Rectifiers and power supplies: Block diagram description of a DC power supply, working of a full wave bridge rectifier, capacitor filter (no analysis), working of simple Zener voltage regulator. Amplifiers: Block diagram of Public Address system, Circuit diagram and working of common emitter (RC coupled) amplifier with its frequency response. Electronic Instrumentation: Block diagram of an electronic instrumentation system.

UNIT III: DIGITAL ELECTRONICS

Overview of Number Systems, Logic gates including Universal Gates, BCD codes, Excess-3 code, Gray code, Hamming code. Boolean Algebra, Basic Theorems and properties of Boolean Algebra, Truth Tables and Functionality of Logic Gates – NOT, OR, AND, NOR, NAND, XOR and XNOR. Simple combinational circuits– Half and Full Adder, Introduction to sequential circuits, Flip flops, Registers and counters (Elementary Treatment only)

Textbooks:

- R. L. Boylestad & Louis Nashlesky, Electronic Devices & Circuit Theory, Pearson Education, 2021.
- R. P. Jain, Modern Digital Electronics, 4th Edition, Tata Mc Graw Hill, 2009

Reference Books:

- R. S. Sedha, A Textbook of Electronic Devices and Circuits, S. Chand & Co, 2010.
- Santiram Kal, Basic Electronics- Devices, Circuits and IT Fundamentals, Prentice Hall, India, 2002.
- R. T. Paynter, Introductory Electronic Devices & Circuits – Conventional Flow Version, Pearson Education, 2009.

Mapping of course outcomes with program outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	2				1						2	
CO2	2	1				1						1	
CO3	2	1				2						1	2
CO4	2	3											
CO5	3	3											
CO6	3	3											

Justification Table:

C O	CO					Progra m Outcom e (PO)		PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correl ation (0-3)
	Lesson Plan (Hrs)	%	corr	Ver B T L					
1	08	30	3	Understan d	L 2	PO1, PO6	PO2	PO1: Apply (L3) PO2: Identify (L3) PO6: Thumb Rule	2 2 1
2	08	30	3	Understan d	L 2	PO1, PO6	PO2	PO1: Apply (L3) PO2: Analyze(L4) PO6: Thumb Rule	2 1 1
3	10	38	3	Understan d	L 2	PO1, PO6	PO2	PO1: Apply (L3) PO2:Analyze(L4) PO6: Thumb Rule	2 1 2
4	08	30	3	Understan d	L 2	PO1, PO2		PO1: Apply (L3) PO2: Review (L2)	2 3
5	08	30	3	Analyze	L 4	PO1, PO2		PO1: Apply (L3) PO2: Review (L2)	3 3
6	10	38	3	Analyze	L 4	PO1, PO2		PO1:Apply(L3) PO2:Review (L2)	3 3

CO1: Understand the fundamental laws of AC and DC circuits.

Action Verb: Understand (L2) PO1: Apply (L3)

CO1 Action Verb is Less than PO1 verb by one level; Therefore, correlation is moderate (2). PO2: Identify (L3)

CO1 Action Verb is Less than PO2 verb by one level; Therefore, correlation is moderate (2). PO6: Using thumb rule, CO1 correlates PO6 as low (1).

CO2: Understand operating principles of motors, generators, MC and MI instruments.

Action Verb: Understand (L2) PO1: Apply (L3)

CO2 Action Verb is Less than PO1 verb by one level; Therefore, correlation is moderate (2). PO2: Analyze (L4)

CO2 Action Verb is Less than PO2 verb by two level; Therefore, correlation is low (1). PO6: Using thumb rule, CO2 correlates PO6 as low (1).

CO3: Understand the fundamentals of power generation, costing and safety measures.

Action Verb: Understand (L2) PO1: Apply (L3)

CO3 Action Verb is Less than PO1 verb by one level; Therefore, correlation is moderate (2). PO2: Analyze (L4)

CO3 Action Verb is Less than PO2 verb by two level; Therefore, correlation is low (1). PO6: Using thumb rule, CO3 correlates PO6 as medium (2).

CO4: Understand the fundamental concepts of diodes, transistors and its applications

Action Verb: Understand (L2) PO1 Verbs: Apply (L3)

CO4 Action Verb is less than PO1 verb by one level; Therefore correlation is moderate (2). PO2 Verbs: Review (L2)

CO4 Action Verb is equal to PO2 verb; Therefore correlation is high (3).

CO5: Analyze the concepts of rectifiers, power supplies and amplifiers in electronics.

Action Verb: Analyze (L4)

PO1 Verbs: Apply (L3)

CO5 Action Verb is greater than PO1 verb by one level; Therefore correlation is high (3). PO2 Verbs: Review (L2)

CO5 Action Verb is equal to PO2 verb; Therefore correlation is high (3).

CO6: Analyze the concepts of Number Systems, Boolean Functions, Logic Gates and Digital Circuits.

Action Verb: Analyze (L4) PO1 Verbs: Apply (L3)

CO6 Action Verb is greater than PO1 verb by one level; Therefore correlation is high (3). PO2 Verbs: Review (L2)

CO6 Action Verb is equal to PO2 verb; Therefore correlation is high (3).

AK23-CST-ATT



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Engineering Graphics	L	T	P	C
23AES0301	I-II		1	0	4	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Apply** the concepts of engineering curves and scales for technical drawing.

CO2: **Understand** the quadrant system to locate the position of points, lines and planes.

CO3: **Analyze** the projection of solids located in quadrant system.

CO4: **Analyze** the sectional views and development of surfaces of regular solids.

CO5: **Apply** orthographic and isometric projections concepts to construct the given object

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Apply	the concepts of engineering curves and scales	for technical drawing		L3
CO2	Understand	the quadrant system to locate the position of points, lines and planes			L2
CO3	Analyze	the projection of solids	located in quadrant system		L4
CO4	Analyze	the sectional views and development of surfaces	of regular solids		L4
CO5	Apply	orthographic and isometric projections concepts to construct the given object			L3

Unit I:

Introduction: Lines, Lettering and Dimensioning, Geometrical Constructions and Constructing regular polygons by general methods.

Curves: construction of ellipse, parabola and hyperbola by general, Cycloids, Involute, Normal and tangent to Curves.

Scales: Plain scales, diagonal scales and vernier scales.

Unit II

Orthographic Projections: Reference plane, importance of reference lines or Plane, Projections of a point situated in any one of the four quadrants.

Projections of Straight Lines: Projections of straight lines parallel to both reference planes, perpendicular to one reference plane and parallel to other reference plane, inclined to one reference plane and parallel to the other reference plane. Projections of Straight Line Inclined to both the reference planes

Projections of Planes: regular planes Perpendicular to both reference planes, parallel to one reference plane and inclined to the other reference plane; plane inclined to both the reference planes.

Unit III

Projections of Solids: Types of solids: Polyhedra and Solids of revolution. Projections of solids in simple positions: Axis perpendicular to horizontal plane, Axis perpendicular to vertical plane and Axis parallel to both the reference planes, Projection of Solids with axis inclined to one reference plane and parallel to another plane.

Unit IV

Sections of Solids: Perpendicular and inclined section planes, Sectional views and True shape of section, Sections of solids in simple position only.

Development of Surfaces: Methods of Development: Parallel line development and radial line development. Development of a cube, prism, cylinder, pyramid and cone.

Unit V

Conversion of Views: Conversion of isometric views to orthographic views; Conversion of orthographic views to isometric views. **Computer graphics:** Creating 2D&3D drawings of

objects including PCB and Transformations using Auto CAD (*Not for end examination*).

Text Books:

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

Reference Books:

1. Engineering Drawing, K.L. Narayana and P. Kannaiah, Tata McGraw Hill, 2013.
2. Engineering Drawing, M.B. Shah and B.C. Rana, Pearson Education Inc, 2009.
3. Engineering Drawing with an Introduction to AutoCAD, Dhananjay Jolhe, Tata McGraw Hill, 2017.

Mapping of course outcomes with program outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3		3							3		2	2
CO2	2		2							3		2	2
CO3	2		2							3		2	2
CO4	3		3							3		2	2
CO5	3		3							3		2	2

Correlation Matrix

CO	CO					Program Outcomes (PO)	PO(s): Action Verb and BTL (for PO1 to PO5)	Level of Correlation
	Lesson Plan (Hrs)	%	Correlation	Verb	BTL			
1	18	24	3	Apply	L3	PO1 PO2 PO10	Apply (L3) Develop (L3) Thumb Rule	3 3 3
2	15	20	2	Understand	L2	PO1 PO2 PO10	Apply (L3) Develop (L3) Thumb Rule	2 2 3
3	15	20	2	Analyze	L4	PO1 PO2 PO10	Apply (L3) Develop (L3) Thumb Rule	3 3 3
4	15	20	2	Analyze	L4	PO1 PO2 PO10	Apply (L3) Develop (L3) Thumb Rule	3 3 3
5	12	16	2	Apply	L3	PO1 PO2 PO10	Apply (L3) Develop (L3) Thumb Rule	3 3 3

Justification Statements:

CO1: Apply the concepts of engineering curves and scales for technical drawing.

Action Verb: Apply (L3)

PO1 Verb: **Apply (L3)**

CO1 Action verb is same level as PO1 verb. Therefore, the correlation is high

(3) PO2 Verb: **Develop (L3)**

CO1 Action verb is same level as PO2 verb. Therefore, the correlation is high

(3) PO10 Verb: Thumb Rule (TR)

CO1: Engineering graphics involves creating visual representations and technical drawings to communicate design ideas, concepts and specifications. Therefore, the correlation is high (3)

CO2: Understand the quadrant system to locate the position of points, lines and planes.

Action Verb: Understand (L2)

PO1 Verb: **Apply (L3)**

CO2: Action verb is less than PO1 verb by one level. Therefore, the correlation is medium (2) PO2

Verb: **Develop (L3)**

CO2: Action verb is less than PO2 verb by one level. Therefore, the correlation is medium (2) PO10

Verb: Thumb Rule (TR)

CO2: Engineering graphics involves creating visual representations and technical drawings to communicate design ideas, concepts and specifications. Therefore, the correlation is high (3)

CO3: Analyze the projection of solids located in quadrant system.

Action Verb: Analyze (L4)

PO1 Verb: **Apply (L3)**

CO3: Action verb is same level as PO1 verb. Therefore, the correlation is high

(3) PO2 Verb: **Develop (L3)**

CO3: Action verb is same level as PO2 verb. Therefore, the correlation is high

(3) PO10 Verb: Thumb Rule (TR)

CO3: Engineering graphics involves creating visual representations and technical drawings to communicate design ideas, concepts and specifications. Therefore, the correlation is high (3)

CO4: Analyze the sectional views and development of surfaces of regular solids

Action Verb: Analyze (L4)

PO1 Verb: **Apply (L3)**

CO4: Action verb is same level as PO1 verb. Therefore, the correlation is high

(3) PO2 Verb: **Develop (L3)**

CO4: Action verb is same level as PO2 verb. Therefore, the correlation is high

(3) PO10 Verb: Thumb Rule (TR)

CO4: Engineering graphics involves creating visual representations and technical drawings to communicate design ideas, concepts and specifications. Therefore, the correlation is high (3)

CO5: Apply orthographic and isometric projections concepts to construct the given object.

Action Verb: Apply (L3)

PO1 Verb: **Apply (L3)**

CO5: Action verb is same level as PO1 verb. Therefore, the correlation is high

(3) PO2 Verb: **Develop (L3)**

CO5: Action verb is same level as PO2 verb. Therefore, the correlation is high

(3) PO10 Verb: Thumb Rule (TR)

CO5: Engineering graphics involves creating visual representations and technical drawings to communicate design ideas, concepts and specifications. Therefore, the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT))

Course Code	Year & Sem	IT workshop	L	T	P	C
23AES0503	I-II	(Common to CSE, CIC, CSE(DS), CSIT & EEE)	0	0	2	1

Course Outcomes:

After studying the course, student will be able to

CO1: Understand The Process of Software Installation & Hardware troubleshooting.

CO2: Analyze the network configurations for customizing web pages and search engines.

CO3: Apply the basic editing function, formatting text & objects on a required content.

CO4: Apply the formulas, functions and visualizations to manage the data.

CO5: Understand the libraries and models of chatGPT to generate information.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	The Process of Software Installation & Hardware troubleshooting.			L2
CO2	Analyze	the network configurations		for customizing web pages and search engines	L4
CO3	Apply	The basic editing function, formatting text & objects		on a required content	L3
CO4	Apply	the formulas, functions and visualizations		to manage the data	L3
CO5	Understand	The libraries and models of chatGPT		to generate information	L2

List of Experiments

PC Hardware & Software Installation

Task 1: Identify the peripherals of a computer, components in a CPU and its functions. Draw the block diagram of the CPU along with the configuration of each peripheral and submit to your instructor.[CO1]

Task 2: 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. Also 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.[CO1]

Task 3: Every student should individually install MS windows on the personal computer. Lab instructor should verify the installation and follow it up with a Viva.[CO1]

Task 4: Every student should install Linux on the computer. This computer should have windows installed. The system should be configured as dual boot (VMWare) with both Windows and Linux. Lab instructors should verify the installation and follow it up with a Viva.[CO1]

Task 5: Every student should install BOSS on the computer. The system should be configured as dual boot (VMWare) with both Windows and BOSS. Lab instructors should verify the installation and follow it up with a Viva.[CO1]

Internet & World Wide Web

Task1: Orientation & 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.[CO2]

Task 2: Web Browsers, Surfing the Web: Students customize their web browsers with the LAN proxy settings, bookmarks, search toolbars and pop up blockers. Also, plug-ins like Macromedia Flash and JRE for applets should be configured.[CO2]

Task 3: Search Engines & 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 by the student. [CO2]

Task 4: 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 customize their browsers to block pop ups, block active x downloads to avoid viruses and/or worms. [CO2]

LaTeX and WORD

Task 1 – Word Orientation: The mentor needs to give an overview of La TeX and Microsoft (MS) office or equivalent (FOSS) tool word: Importance of La TeX and MS office or equivalent (FOSS) tool

Word as word Processors, Details of the four tasks and features that would be covered in each, Using La TeX and word – Accessing, overview of toolbars, saving files, Using help and resources, rulers, format painter in word. [CO3]

Task 2: Using La TeX and Word to create a project certificate. Features to be covered:- Formatting Fonts in word, Drop Cap in word, Applying Text effects, Using Character Spacing, Borders and Colors, Inserting Header and Footer, Using Date and Time option in both La TeX and Word. [CO3]

Task 3: Creating project abstract Features to be covered:-Formatting Styles, Inserting table, Bullets and Numbering, Changing Text Direction, Cell alignment, Footnote, Hyperlink, Symbols, Spell Check, Track Changes. [CO3]

Task 4: Creating a Newsletter: Features to be covered:- Table of Content, Newspaper columns, Images from files and clipart, Drawing toolbar and Word Art, Formatting Images, Textboxes, Paragraphs and Mail Merge in word. [CO3]

EXCEL

Excel Orientation: The mentor needs to tell the importance of MS office or equivalent (FOSS) tool Excel as a Spreadsheet tool, give the details of the four tasks and features that would be covered in each. Using Excel – Accessing, overview of toolbars, saving excel files, Using help and resources. [CO4]

Task 1: Creating a Scheduler - Features to be covered: Gridlines, Format Cells, Summation, auto fill, Formatting Text[CO4]

Task 2: Calculating GPA -. Features to be covered:- Cell Referencing, Formulae in excel – average, std. deviation, Charts, Renaming and Inserting worksheets, Hyper linking, Count function, [CO4] LOOKUP/VLOOKUP

Task 3: Split cells, freeze panes, group and outline, Sorting, Boolean and logical operators, Conditional formatting[CO4]

POWER POINT

Task 1: Students will be working on basic power point utilities and tools which help them create basic power point presentations. PPT Orientation, Slide Layouts, Inserting Text, Word Art, Formatting Text, Bullets and Numbering, Auto Shapes, Lines and Arrows in PowerPoint. [CO4]

Task 2: Interactive presentations - Hyperlinks, Inserting –Images, Clip Art, Audio, Video, Objects, Tables and Charts. [CO4]

Task 3: Master Layouts (slide, template, and notes), Types of views (basic, presentation, slide slotter, notes etc), and Inserting – Background, textures, Design Templates, Hidden slides. [CO4]

AI TOOLS – ChatGPT

Task 1: Prompt Engineering: Experiment with different types of prompts to see how the model responds. Try asking questions, starting conversations, or even providing incomplete sentences to see how the model completes them. [CO5]

- **Ex: Prompt:** "You are a knowledgeable AI. Please answer the following question: What is the capital of France?"

Task 2: Creative Writing: Use the model as a writing assistant. Provide the beginning of a story or a description of a scene, and let the model generate the rest of the content. This can be a fun way to brainstorm creative ideas[CO5]

- **Ex: Prompt:** "In a world where gravity suddenly stopped working, people started floating upwards. Write a story about how society adapted to this new reality."

Task 3: Language Translation: Experiment with translation tasks by providing a sentence in one language and asking the model to translate it into another language. Compare the output to see how accurate and fluent the translations are. [CO5]

- **Ex: Prompt:** "Translate the following English sentence to French: 'Hello, how are you doing today?'"

Reference Books:

1. Comdex Information Technology course tool kit, Vikas Gupta, WILEY Dream tech, 2003
2. The Complete Computer upgrade and repair book, Cheryl A Schmidt, WILEY Dream tech, 2013, 3rd edition
3. Introduction to Information Technology, ITL Education Solutions limited, Pearson Education, 2012, 2nd edition
4. PC Hardware - A Handbook, Kate J. Chase, PHI (Microsoft)
5. LaTeX Companion, Leslie Lamport, PHI/Pearson.
6. IT Essentials PC Hardware and Software Companion Guide, David Anfinson and Ken Quamme. – CISCO Press, Pearson Education, 3rd edition
IT Essentials PC Hardware and Software Labs and Study Guide, Patrick Regan– CISCO Press, Pearson Education, 3rd edition

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3										1	
CO2	3	3	3	3	3								
CO3	3	3	3	2	3							2	
CO4	3	3	3	2	3								2
CO5	2	2											1

Correlation matrix

Unit No.	Co's Action verb	BTL	Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO12)	Level of Correlation (0-3)
1	CO1: Understand	L2	PO1 PO2	PO1: Apply(L3) PO2: Review(L2)	2 3
2	CO2: Analyze	L4	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3) PO2: Identify (L3) PO3: Develop(L3) PO4: Analyze (L4) PO5: Apply (L3)	3 3 3 3 3
3	CO3: Apply	L3	PO1 PO2 PO3 PO4 PO5 PO12	PO1: Apply(L3) PO2: Review (L2) PO3: Develop(L3) PO4: Analyze (L4) PO5: Apply (L3) PO12: Thumb rule	3 3 3 2 3 3
4	CO4: Apply	L3	PO1 PO2 PO3 PO4 PO5 PO12	PO1: Apply(L3) PO2: Review (L2) PO3: Develop(L3) PO4: Analyze (L4) PO5: Apply (L3) PO12: Thumb rule	3 3 3 2 3 3
5	CO5: Understand	L2	PO1 PO2	PO1: Apply(L3) PO2: Identify (L3)	2 2

Justification Statements :

CO1: Understand The Process of Software Installation & Hardware troubleshooting

Action Verb: Understand (L2) PO1 Verb: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is moderate (2)

PO2 Verb: Review(L2)

CO1 Action verb is same as PO2 verb. Therefore, the correlation is high (3)

CO2: Analyze the network configurations for customizing web pages and search engines

Action Verb: Analyze (L4) PO1: Apply (L3)

CO2 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3)

PO2: identify(L3)

CO2 Action verb is greater than as PO2 verb. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO2 Action verb is greater than as PO3 verb. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO2 Action verb is same as PO4 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO2 Action verb is greater than as PO5 verb. Therefore, the correlation is high (3)

CO 3: Apply The basic editing function, formatting text & objects on a required content.

Action Verb: Apply (L3) PO1: Apply (L3)

CO3 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3)

PO2: Review(L2)

CO3 Action verb is less than as PO2 verb. Therefore, the correlation is high(3)

PO3: Develop(L3)

CO3 Action verb is same as PO3 verb. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO3 Action verb is less than as PO4 verb. Therefore, the correlation is moderate (2)

PO5: Apply (L3)

CO3 Action verb is same as PO5 verb. Therefore, the correlation is high (3)

PO12: Thumb rule

Documentation and presentation are learning process to find the solution better manner the correlation is high (3)

CO 4: Apply the formulas, functions and visualizations to manage the data.

Action Verb: Apply (L3) PO1: Apply (L3)

CO4 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3)

PO2: identify(L3)

CO4 Action verb is greater than as PO2 verb. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO4 Action verb is same as PO3 verb. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is less than as PO4 verb by one level. Therefore, the correlation is moderate (2)

PO5: Apply (L3)

CO4 Action verb is greater than as PO5 verb. Therefore, the correlation is high (3)

PO12: Thumb rule

Spread sheets in Excel is the trending approach in the current days Therefore, the correlation is high (3)

CO 5: Understand the libraries and models of chatGPT to generate information.

Action Verb: Understand (L2) PO1 Verb: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is moderate (2)

PO2 Verb: Identify(L3)

CO1 Action verb is same as PO2 verb. Therefore, the correlation is moderate (2)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Data Structures (Common to CSE, CIC, CSE(DS), AIML & AIDS)	L	T	P	C
23APC0501	I-II		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO 1: Understand the concepts of Linear Data Structures to sort the data

CO 2: Apply the Linked list concepts to perform operations on data.

CO 3: Apply the stacks features to manage the memory

CO 4: Analyse various operations of queues, dequeues and their applications.

CO 5: Understand binary search trees and hash tables to facilitate indexed search

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the concepts of Linear Data Structures		to sort the data	L2
CO2	Apply	The Linked list concepts		to perform operations on data.	L3
CO3	Apply	The stacks features		to manage the memory	L3
CO4	Analyse	various operations of queues, dequeues and their applications.			L4
CO5	Understand	The Binary Search Trees and hash tables		to facilitate indexed search	L2

UNIT – I	9 Hrs
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Introduction to Linear Data Structures: Definition and importance of linear data structures, Abstract data types (ADTs) and their implementation, Overview of time and space complexity analysis for linear data structures. Searching Techniques: Linear & Binary Search, Sorting Techniques: Bubble sort, Selection sort, Insertion Sort

UNIT – II	9 Hrs
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Linked Lists: Singly linked lists: representation and operations, doubly linked lists and circular linked lists, Comparing arrays and linked lists, Applications of linked lists

UNIT – III	9 Hrs
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Stacks: Introduction to stacks: properties and operations, implementing stacks using arrays and linked lists, Applications of stacks in expression evaluation, backtracking, reversing list etc.

UNIT – IV	9 Hrs
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Queues: Introduction to queues: properties and operations, implementing queues using arrays and linked lists, Applications of queues in breadth-first search, scheduling, etc. Deques: Introduction to dequeues (double-ended queues), Operations on dequeues and their applications.

UNIT – V	9 Hrs
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Trees: Introduction to Trees, Binary Search Tree – Insertion, Deletion & Traversal
Hashing: Brief introduction to hashing and hash functions, Collision resolution techniques: chaining and open addressing, Hash tables: basic implementation and operations, Applications of hashing in unique identifier generation, caching, etc

Textbooks:

1. Data Structures and algorithm analysis in C, Mark Allen Weiss, Pearson, 2nd Edition.
2. Fundamentals of data structures in C, Ellis Horowitz, Sartaj Sahni, Susan Anderson-Freed, Silicon Press, 2008

Reference Books:

1. Algorithms and Data Structures: The Basic Toolbox by Kurt Mehlhorn and Peter Sanders
2. C Data Structures and Algorithms by Alfred V. Aho, Jeffrey D. Ullman, and John E. Hopcroft
3. Problem Solving with Algorithms and Data Structures" by Brad Miller and David Ranum
4. Introduction to Algorithms by Thomas H. Cormen, Charles E. Leiserson, Ronald L. Rivest, and Clifford Stein
5. Algorithms in C, Parts 1-5 (Bundle): Fundamentals, Data Structures, Sorting, Searching, and

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3										2	
CO2	3	3		2								2	1
CO3	3	3		3								2	1
CO4	3	3	3	3			2					2	2
CO5	2	3	2	3								2	2

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO12)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	18	24%	3	CO1: Understand	L2	PO1 PO2	PO1: Apply(L3) PO2: Review(L2)	2 3
2	14	19%	2	CO2: Apply	L3	PO1 PO2 PO4 PO12	PO1: Apply(L3) PO2: Develop (L3) PO4: Analysis (L4) PO12: Thumb rule	3 3 2 1
3	15	20%	2	CO3: Apply	L3	PO1 PO2 PO4 PO12	PO1: Apply(L3) PO2: Develop (L3) PO4: Analysis (L4) PO12: Thumb rule	3 3 2 2
4	13	18%	2	CO4: Analyse	L4	PO1 PO2 PO3 PO4 PO7 PO12	PO1: Apply(L3) PO2: Review (L2) PO3: Develop (L3) PO4: Analysis(L4) PO7: Thumb rule PO12: Thumb rule	3 3 3 3 2 2
5	14	19%	2	CO5: Understand	L2	PO1 PO2 PO3 PO4 PO12	PO1: Apply(L3) PO2: review(L2) PO3: develop(L3) PO4: Interpret(L2) PO12: Thumb rule	2 3 2 3 2
	74	100 %						

Justification Statements:

CO1: Understand the concepts of Linear Data Structures to sort the data

Action Verb: Understand (L2)

PO1 Verb: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is moderate (2)

PO2 Verb: Review (L2)

CO1 Action verb is same level as PO2. Therefore, the correlation is high (3)

CO2: Apply the Linked list concepts to perform operations on data.

Action Verb: Apply (L3)

PO1: Apply (L3)

CO2 Action verb is same level as PO1 verb. Therefore, the correlation is high (3) PO2: Develop (L3)

CO2 Action verb is same level PO2 verb. Therefore, the correlation is high (3)

PO4: Analysis (L4)

CO2 Action verb is less than PO4 verb by one level. Therefore, the correlation is moderate (2) PO12: Thumb rule

For some of Linear Data Structure applications, array and structure concepts are used to write programs store the data. Therefore, the correlation is low (1) **CO3: Apply the** stacks features to manage the memory **Action Verb: Apply (L3)**

PO1: Apply (L3)

CO3 Action verb is same level as PO1 verb. Therefore, the correlation is high (3) PO2: Develop (L3)

CO3 Action verb is same level PO2 verb. Therefore, the correlation is high (3) PO4: Analysis (L4)

CO3 Action verb is less than PO4 verb by one level. Therefore, the correlation is moderate (2) PO12: Thumb rule

For some of Data Structure applications, stacks concepts are used to write programs to manage programs. Therefore, the correlation is low (1)

CO4: Analyse various operations of queues, dequeues and their applications.

Action Verb: Analyse (L4)

PO1: Apply(L3)

CO4 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO2: Review (L2)

CO4 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO4 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO4: Analysis (L4)

CO4 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3) PO7: Thumb rule

For some of Real Time problems Data Structure applications, queues concept is indirectly used to sustainable environment development. Therefore, the correlation is moderate (2)

PO12: Thumb rule

For some of Real Time problems Data Structure applications, queues concepts are used to write programs and evaluation the memory operations. Therefore, the correlation is moderate (2)

CO5: Understand binary search trees and hash tables to facilitate indexed search

Action Verb: Create (L6)

PO1: Apply(L3)

CO5 Action verb is greater than PO1 verb by three levels. Therefore, the correlation is high (3)

PO2: Review (L6)

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO3: Develop (L3)

CO4 Action verb is same level as PO3 verb. Therefore, the correlation is high (3) PO4: Interpret (L2)

CO5 Action verb is greater than PO4 verb by two levels. Therefore, the correlation is high (3)

PO12: Thumb rule

For some of data manipulations Sorting and File Organization methods are used to solve storage problems. Therefore, the correlation is low (3)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY SCIENCES: TIRUPATI
(Autonomous)

Computer Science and Information Technology (CSIT)

Common to I Sem ECE/ AI&DS/AI&ML/CE/ME & II Sem CSE/CIC/EEE/CSD/CSIT

Subject Code: 23ABS9908	Engineering Physics Lab	L T P 0 0 2	Credits: 1
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Course Outcomes

CO1: **Analyze** the properties of light for engineering problems.

CO2: **Evaluate** the crystallite size using X-ray diffraction.

CO3: **Analyze** the basic properties of dielectric and magnetic behavior of the given material.

CO4: **Determine** the mechanical behavior of a given material.

CO5: **Evaluate** the basic parameters of a given semiconductor material.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
1	Analyze	The properties of light		for engineering problems.	L4
2	Evaluate	The crystallite size using X-ray diffraction.			L5
3	Analyze	The basic properties of dielectric and magnetic behavior of the given material.			L4
4	Determine	The mechanical behavior of a given material.			L5
5	Evaluate	The basic parameters of a given semiconductor material.			L5

List of Experiments:

1. Determination of radius of curvature of a given Plano-convex lens by Newton's rings – CO1.
2. Determination of wavelengths of different spectral lines in mercury spectrum using diffraction grating in normal incidence configuration – CO1.
3. Study the variation of B versus H by magnetizing the magnetic material (B-H curve) – CO3.
4. Determination of wavelength of Laser light using diffraction grating – CO1.
5. Magnetic field along the axis of a current carrying circular coil by Stewart Gee's Method – CO3.
6. Determination of energy gap of a semiconductor using p-n junction diode – CO5.
7. Determination of the resistivity of semiconductors by four probe methods – CO5.
8. Determination of the crystallite size using X-Ray Diffraction spectra – CO2.
9. Determination of the numerical aperture of a given optical fiber and angle of acceptance – CO1.
10. Verification of Brewster's law – CO1.
11. Determination of acceleration due to gravity and radius of Gyration by using a compound pendulum – CO4.
12. Determination of rigidity modulus of the material of the given wire using Torsional pendulum - CO4.
13. Determination of temperature coefficients of a thermistor – CO5.
14. Determination of dielectric constant using charging and discharging method – CO3.
15. Determination of Hall voltage and Hall coefficient of a given semiconductor using Hall Effect – CO5.
16. Sonometer: Verification of laws of stretched string – CO4.
17. Determination of magnetic susceptibility by Kundt's tube method – CO3.
18. Determination of Frequency of electrically maintained tuning fork by Melde's experiment – CO4.

Note: Any TEN of the listed experiments are to be conducted. Out of which any TWO Experiments may be conducted in virtual mode.

References: A Textbook of Practical Physics - S. Balasubramanian, M. N. Srinivasan, S. Chand Publishers, 2017.

URL: www.vlab.co.in

Mapping of COs to POs and PSOs

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
1	3			3									
2	3			3									
3	3			3									
4	3			3									
5	3			3									

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

CO-PO mapping justification:

CO	Percentage of contact hours over the total planned contact hours			CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Lesson Plan (Hrs)	%	correlation	Verb	BTL			
1	9	25	3	Analyze	L4	PO1, PO4	PO1: Apply (L3), PO4: Analyze (L4)	3 3
2	6	16	2	Evaluate	L5	PO1, PO4	PO1: Apply (L3), PO4: Analyze (L4)	3 3
3	9	25	3	Analyze	L4	PO1, PO4	PO1: Apply (L3), PO4: Analyze (L4)	3 3
4	6	16	2	Determine	L5	PO1, PO4	PO1: Apply (L3), PO4: Analyze (L4)	3 3
5	6	16	2	Evaluate	L5	PO1, PO4	PO1: Apply (L3), PO4: Analyze (L4)	3 3
	36							

CO1: Analyze the properties of light for solving engineering problems. Action Verb: Analyze (L4)

PO1 Verbs: Apply (L3) PO4 Verb: Analyze (L4)

CO1 Action Verb is greater than PO1 verb by one level; Therefore, correlation is high (3). CO1 Action Verb is equal to PO4 verb; Therefore, correlation is high (3).

CO2: Evaluate the crystallite size using X-ray diffraction. Action Verb: Evaluate (L5)

PO1 Verbs: Apply (L3) PO4 Verb: Analyze (L4)

CO2 Action Verb is greater than PO1 verb by two levels; Therefore correlation is high (3). CO2 Action Verb is greater than PO1 verb by one level; Therefore correlation is high (3).

CO3: Analyze the basic properties of dielectric and magnetic behavior of the given material. Action Verb: Analyze (L4)

PO1 Verbs: Apply (L3) PO4 Verb: Analyze (L4)

CO3 Action Verb level is greater than PO1 action verb by one level; Therefore correlation is high (3). CO3 Action Verb level is equal to PO4 action verb; Therefore correlation is high (3).

CO4: Determine the mechanical behavior of a given material using dynamic methods. Action Verb: Determine (L5)

PO1 Verbs: Apply (L3) PO4 Verb: Analyze (L4)

CO4 Action Verb is greater than PO1 verb by two levels; Therefore correlation is high (3). CO4 Action Verb is greater than PO4 verb by one level; Therefore correlation is high (3).

CO5: Evaluate the basic parameters of a given semiconductor material. Action Verb: Evaluate (L5)

PO1 and PO4 Verb: Apply (L3)

CO5 Action Verb is greater than PO1 verb by two levels; Therefore correlation is high (3). CO5 Action Verb is greater than PO1 verb by one level; Therefore correlation is high (3).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Electrical & Electronics Engineering Workshop	L	T	P	C
23AES0202	I-II		0	0	3	1.5

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** the Electrical circuit design, measurement of resistance, power, and power factor.

CO2: **Apply** suitable methods to measure Resistance, power, energy and power factor.

CO3: **Design** suitable methods for magnetization characteristics of D. C shunt generator.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Bloom's level
CO1	Understand	Electrical circuit design; measurement of resistance, power, power factor			L2
CO2	Apply	Suitable methods to measure Resistance, power, energy and power factor.			L3
CO3	Design	Suitable methods for magnetization characteristics of D. C shunt generator.			L6

SYLLABUS:

PART A ELECTRICAL ENGINEERING LAB

List of experiments:

1. Verification of Kirchhoff's current law and Voltage law-(CO1).
2. Verification of Superposition theorem-(CO1).
3. Measurement of Resistance using Wheat stone bridge-(CO1).
4. Measurement of Power and Power factor using Single-phase watt-meter-(CO2).
5. Measurement of Earth Resistance using Megger-(CO2).
6. Calculation of Electrical Energy for Domestic Premises-(CO2).
7. Magnetization Characteristics of DC shunt Generator-(CO3).

Reference Books:

1. Basic Electrical Engineering, D. C. Kulshreshtha, Tata McGraw Hill, 2019, First Edition
2. Power System Engineering, P.V. Gupta, M.L. Soni, U.S. Bhatnagar and A. Chakrabarti, Dhanpat Rai & Co, 2013
3. Fundamentals of Electrical Engineering, Rajendra Prasad, PHI publishers, 2014, Third Edition

Note: Minimum Six Experiments to be performed.

PART B ELECTRONICS ENGINEERING LAB

COURSE OUTCOMES:

After completion of the course, students will be able to:

CO4: **Understand** the V-I Characteristics of diodes and its applications.

CO5: **Analyze** the input and output characteristics of BJT and its applications.

CO6: **Analyze** the truth tables of all logic gates and f/f's using IC's.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Bloom's level
CO4	Understand	V-I Characteristics of diodes and its applications.			L2
CO5	Analyze	input and output characteristics of BJT and its applications			L4

CO6	Analyze	Truth tables of all logic gates and f/f's using IC's.			L4
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List of Experiments:

1. Plot V-I characteristics of PN Junction diode A) Forward bias B) Reverse bias. (CO4)
2. Plot VI characteristics of Zener Diode and its application as voltage Regulator. (CO4)
3. Implementation of half wave and full wave rectifiers (CO4)
4. Plot Input & Output characteristics of BJT in CE and CB configurations (CO5)
5. Frequency response of CE amplifier. (CO5)
6. Simulation of RC coupled amplifier with the design supplied. (CO5)
7. Verification of Truth Table of AND, OR, NOT, NAND, NOR, Ex-OR, Ex-NOR gates using ICs. (CO6)
8. Verification of Truth Tables of S-R, J-K& D flip flops using respective ICs. (CO6)

Tools Equipment Required: DC Power supplies, Multi meters, DC Ammeters, DC Voltmeters, AC Voltmeters, CROS, and all the required active devices.

References:

1. R. L. Boylestad & Louis Nashlesky, Electronic Devices & Circuit Theory, Pearson Education, 2021.
2. R. P. Jain, Modern Digital Electronics, 4th Edition, Tata Mc Graw Hill, 2009
3. R. T. Paynter, Introductory Electronic Devices & Circuits - Conventional Flow Version, Pearson Education, 2009.

Note: Minimum Six Experiments to be performed. All the experiments shall be implemented using both Hardware and Software.

Mapping of course outcomes with program outcomes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1		1		1					1			2	
CO2		2		2					1			2	
CO3		3		3					1			2	1
CO4	2	3											
CO5	3	3											
CO6	3	3											

Justification Table:

CO	COs		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Verb	BTL			
1	Understand	L2	PO1, PO2, PO4, PO9	PO1: Apply (L3) PO2: Analyze (L4) PO4: Analyze (L4) PO9: Thumb Rule	2 1 1 1
2	Apply	L3	PO1, PO2, PO4, PO9	PO1: Apply (L3) PO2: Analyze(L4) PO4: Analyze(L4) PO9: Thumb Rule	3 2 2 1
3	Design	L6	PO2, PO4, PO9	PO2: Analyze(L4) PO4: Design (L6) PO9: Thumb Rule	3 3 1
4	Understand	L2	PO1, PO2	PO1: Apply (L3) PO2: Review (L2)	2 3
5	Analyze	L4	PO1, PO2	PO1: Apply (L3) PO2: Review (L2)	3 3
6	Analyze	L4	PO1, PO2	PO1: Apply(L3) PO2: Review (L2)	3 3

CO1: Understand the Electrical circuit design, measurement of resistance, power, and

power factor.

Action Verb: Understand (L2) PO1: Apply (L3)

CO1 Action Verb is Less than PO1 verb by one level; Therefore, correlation is moderate (2).

PO2: Analyze (L4)

CO1 Action Verb is Less than PO2 verb by two level; Therefore, correlation is low (1). PO4: Analyze (L4)

CO1 Action Verb is Less than PO4 verb by two level; Therefore, correlation is low (1). PO9: Using Thumb Rule, CO1 correlates to PO9 as low (1).

CO2: Apply suitable methods to measure Resistance, power, energy and power factor.

Action Verb: Apply (L3) PO1: Apply (L3)

CO2 Action Verb is same as PO1 verb; Therefore, correlation is high (3). PO2: Analyze (L4)

CO2 Action Verb is Less than PO2 verb by one level; Therefore, correlation is moderate (2).

PO4: Analyze (L4)

CO2 Action Verb is Less than PO4 verb by one level; Therefore, correlation is moderate (2).

PO9: Using Thumb Rule, CO2 correlates to PO9 as low (1).

CO3: Design suitable methods for magnetization characteristics of D. C shunt generator.

Action Verb: Design (L6) PO2: Analyze (L4)

CO3 Action Verb is greater than PO2 verb by two level; Therefore, correlation is high (3). PO4: Design (L6)

CO3 Action Verb is same as PO4 verb; Therefore, correlation is high (3). PO9: Using Thumb Rule, CO3 correlates to PO9 as low (1).

CO4: Understand the V-I Characteristics of diodes and its applications. Action Verb: Understand (L2)

PO1 Verbs: Apply (L3)

CO4 Action Verb is less than PO1 verb by one level; Therefore correlation is moderate (2) PO2 Verbs: Review (L2)

CO4 Action Verb is equal to PO2 verb; Therefore correlation is high (3).

CO5: Analyze the input and output characteristics of BJT and its applications.

Action Verb: Analyze (L4)

PO1 Verbs: Apply (L3)

CO5 Action Verb is greater than PO1 verb by one level; Therefore correlation is high (3). PO2 Verbs: Review (L2)

CO5 Action Verb is equal to PO2 verb; Therefore correlation is high (3).

CO6: Analyze the truth tables of all logic gates and f/f's using IC's. Action Verb: Analyze (L4)

PO1 Verbs: Apply (L3)

CO6 Action Verb is greater than PO1 verb by one level; Therefore correlation is high (3). PO2 Verbs: Review (L2)

CO6 Action Verb is equal to PO2 verb; Therefore correlation is high (3).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Data Structures Lab (Common to CSE, CIC, CSE(DS), CSIT, AIML & AIDS)	L	T	P	C
23APC0502	I-II		0	0	3	1.5

Course Outcomes:

After studying the course, student will be able to

CO 1: Apply the sorting and searching techniques using Arrays

CO 2: Develop linked list operations for efficient access to data.

CO 3: Develop stacks and queues to solve real time applications.

CO 4: Develop binary search tree operations using linked list

CO 5: Apply the hashing techniques to organise the data in hash table.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Apply	sorting and searching algorithm	using arrays		L3
CO2	Develop	linked list operations		for efficient access to data.	L6
CO3	Develop	stacks and queues		to solve real time applications.	L6
CO4	Develop	binary search tree operations	using linked list		L6
CO5	Apply	the hashing techniques		to organise the data in hash table	L3

List of Experiments:

Exercise 1: Array Manipulation[CO1]

- Write a program to reverse an array.
- C Programs to implement the Searching Techniques – Linear & Binary Search
- C Programs to implement Sorting Techniques – Bubble, Selection and Insertion Sort

Exercise 2: Linked List Implementation[CO2]

- Implement a singly linked list and perform insertion and deletion operations.
- Develop a program to reverse a linked list iteratively and recursively.
- Solve problems involving linked list traversal and manipulation.

Exercise 3: Linked List Applications[CO2]

- Create a program to detect and remove duplicates from a linked list.
- Implement a linked list to represent polynomials and perform addition.
- Implement a double-ended queue (deque) with essential operations.

Exercise 4: Double Linked List Implementation[CO2]

- Implement a doubly linked list and perform various operations to understand its properties and applications.
- Implement a circular linked list and perform insertion, deletion, and traversal.

Exercise 5: Stack Operations[CO3]

- Implement a stack using arrays and linked lists.
- Write a program to evaluate a postfix expression using a stack.
- Implement a program to check for balanced parentheses using a stack.

Exercise 6: Queue Operations[CO3]

- Implement a queue using arrays and linked lists.
- Develop a program to simulate a simple printer queue system.
- Solve problems involving circular queues.

Exercise 7: Stack and Queue Applications[CO3]

- Use a stack to evaluate an infix expression and convert it to postfix.
- Create a program to determine whether a given string is a palindrome or not.
- Implement a stack or queue to perform comparison and check for symmetry.

Exercise 8: Binary Search Tree CO4]

- Implementing a BST using Linked List.
- Traversing of BST.

Exercise 9: Hashing [CO5]

- Implement a hash table with collision resolution techniques.
- Write a program to implement a simple cache using hashing.

Textbooks:

1. Data Structures and algorithm analysis in C, Mark Allen Weiss, Pearson, 2nd Edition.
2. Fundamentals of data structures in C, Ellis Horowitz, Sartaj Sahni, Susan Anderson- Freed, Silicon Press, 2008

Reference Books:

1. Algorithms and Data Structures: The Basic Toolbox by Kurt Mehlhorn and Peter Sanders
2. C Data Structures and Algorithms by Alfred V. Aho, Jeffrey D. Ullman, and John E. Hopcroft
3. Problem Solving with Algorithms and Data Structures" by Brad Miller and David Ranum
4. Introduction to Algorithms by Thomas H. Cormen, Charles E. Leiserson, Ronald L. Rivest, and Clifford Stein
5. Algorithms in C, Parts 1-5 (Bundle): Fundamentals, Data Structures, Sorting, Searching, and Graph Algorithms by Robert Sedgewick.

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	3										2	
CO2	3	3		3							3	2	1
CO3	3	3		3							3	2	1
CO4	3	3	3	3			3				3	2	2
CO5	3	3		2							3	2	2

Correlation matrix

Unit No.	Co's Action verb	BTL	Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO12)	Level of Correlation (0-3)
1	CO1: Apply	L3	PO1 PO2	PO1: Apply(L3) PO2: Review(L2)	3 3
2	CO2: Develop	L6	PO1 PO2 PO4 PO12	PO1: Apply(L3) PO2: Develop (L3) PO4: Design (L6) PO12: Thumb rule	3 3 3 3
3	CO3: Develop	L6	PO1 PO2 PO4 PO12	PO1: Apply(L3) PO2: Develop (L3) PO4: Design (L6) PO12: Thumb rule	3 3 3 3
4	CO4: Develop	L6	PO1 PO2 PO3 PO4 PO7 PO12	PO1: Apply(L3) PO2: Review (L2) PO3: Design (L6) PO4: Analysis(L4) PO7: Thumb rule PO12: Thumb rule	3 3 3 3 3 3
5	CO5: Apply	L3	PO1 PO2 PO4 PO12	PO1: Apply(L3) PO2: Review(L2) PO4: Analysis(L4) PO12: Thumb rule	3 3 2 3

Justification Statements :

CO1: Apply the sorting and searching techniques using Arrays

Action Verb: Apply (L3)

PO1 Verb: Apply (L3)

CO1 Action verb is same as PO1 verb. Therefore, the correlation is high (3) PO2 Verb: Review(L2)

CO1 Action verb is greater than PO2 verb. Therefore, the correlation is high (3)

CO2: Develop linked list operations for efficient access to data.

Action Verb: Develop (L6)

PO1: Apply (L3)

CO2 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3) PO2: Develop (L6)

CO2 Action verb is same level PO2 verb. Therefore, the correlation is high (3) PO4: Design (L6)
CO2 Action verb is same as PO4 verb. Therefore, the correlation is high (3) PO12: Thumb rule
For some of Linear Data Structure applications, Linked lists concepts are used to write programs store the data. Therefore, the correlation is high (3)

CO3: Develop stacks and queues to solve real time applications

Action Verb: Develop (L6)

PO1: Apply (L3)

CO3 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3)

PO2: Develop (L3)

CO3 Action verb is same level PO2 verb. Therefore, the correlation is high (3) PO4: Design (L6)

CO3 Action verb is same as PO4 verb. Therefore, the correlation is high (3) PO12: Thumb rule

For some of Data Structure applications, stacks concepts are used to manage data in the memory. Therefore, the correlation is high (3)

CO4: Develop binary search tree operations using linked list

Action Verb: Develop (L6)

PO1: Apply(L3)

CO4 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3) PO2: Review (L2)

CO4 Action verb is greater than PO2 verb. Therefore, the correlation is high (3) PO3: Design (L6)

CO4 Action verb is same as PO3 verb. Therefore, the correlation is high (3) PO4: Analysis (L4)

CO4 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3) PO7: Thumb rule

For some of Real Time problems Data Structure applications, queues concept is indirectly used to sustainable environment development. Therefore, the correlation is high (3)

PO12: Thumb rule

For some of Real Time problems Data Structure applications, queues concepts are used to write programs and evaluation the memory operations. Therefore, the correlation is high (3)

CO5: CO 5: Apply the hashing techniques to organise the data in hash table.

Action Verb: Apply (L3)

PO1: Apply(L3)

CO5 Action verb is greater than PO1 verb. Therefore, the correlation is high (3) PO2: Review (L2)

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO4: Analysis (L4)

CO5 Action verb less than PO4 verb by one level. Therefore, the correlation is moderate (2) PO12: Thumb rule

For some of data manipulations tree and graphs concepts are used to solve data storage problems. Therefore, the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	NSS/NCC/Scouts & Guides/Community Service	L	T	P	C
23AHM9904	I-II		0	0	1	0.5

Course Outcomes:

After studying the course, students will be able to

CO1: Understand the importance of discipline, character and service motto of community.

CO2: Analyze the activities need to be done for nature protection

CO3: Analyze the social issues in a community and address it through the base camps.

Course Outcomes	Action Verb	Knowledge Statement	Condition	Criteria	Blooms Level
CO1	Understand	the importance of discipline, character and service motto		of community	L1
CO2	Analyze	the activities need to be done for nature protection			L4
CO3	Analyze	the social issues in a community and address it through the base camps			L4

UNIT-I

Orientation

General Orientation on NSS/NCC/ Scouts & Guides/Community Service activities, career guidance.

Activities:

- Conducting –ice breaking sessions-expectations from the course-knowing personal talents and skills
- Conducting orientations programs for the students –future plans-activities-releasing road map etc.
- Displaying success stories-motivational biopics- award winning movies on societal issues etc.
- Conducting talent show in singing patriotic songs-paintings- any other contribution

UNIT-II

Nature & Care Activities:

- Best out of waste competition.
- Poster and signs making competition to spread environmental awareness.
- Recycling and environmental pollution article writing competition.
- Organizing Zero-waste day.
- Digital Environmental awareness activity via various social media platforms.
- Virtual demonstration of different eco-friendly approaches for sustainable living.
- Write a summary on any book related to environmental issues.

UNIT-III

Community Service Activities:

- Conducting One Day Special Camp in a village contacting village-area leaders-Survey in the village, identification of problems- helping them to solve via media-authorities- experts-etc.
- Mental health, Spiritual Health, HIV/AIDS,
- Conducting consumer Awareness. Explaining various legal provisions etc.
- Women Empowerment Programmes- Sexual Abuse, Adolescent Health and Population Education.
- Any other programmes in collaboration with local charities, NGOs etc.
- Conducting awareness programs on Health-related issues such as General Health,

CORRELATION OF COS WITH THE POS & PSOS:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	2								2			2
CO2	3	3								3			2
CO3	3	3								3			2

CO-POMAPPING JUSTIFICATION:

Unit No	Course Outcomes		Program Outcome (PO)	PO(s):Action Verb and BTL(forPO1 to PO12)	Level of Correlation (0-3)
	CO's Action Verb	BTL			
1	Understand	L2	PO1 PO2 PO10	Apply(L3) Analyze(L4) Thumb Rule	2 2 2
2	Analyze	L4	PO1 PO2 PO10	Apply(L3) Analyze(L4) Thumb Rule	2 3 3
3	Analyze	L4	PO1 PO2 PO10	Apply(L3) Analyze(L4) Thumb Rule	2 3 3

Justification Statements:

CO1: Understand the importance of discipline, character and service motto of community. Action Verb: Understand (L2)

CO1 Action Verb is less than PO1 verb by one level; Therefore correlation is moderate (2). CO1 Action Verb is less than PO2 verb by one level; Therefore correlation is moderate (2). CO1 Action Verb is of BTL 2. Using Thumb rule, L2 correlates PO10 as moderate (2).

CO2: Analyze the activities need to be done for nature protection Action Verb: Analyze (L4)

CO2 Action Verb is greater than PO1 verb by one level; Therefore correlation is moderate (2). CO2 Action Verb is same as PO2 verb, Therefore correlation is High (3)
CO2 Action Verb is of BTL 4. Using Thumb rule, L4 correlates PO10 as moderate (4).

CO3: Analyze the social issues in a community and address it through the base camps Action Verb: Analyze (L4)

CO3 Action Verb is greater than PO1 verb by one level; Therefore correlation is moderate (2). CO3 Action Verb is same as PO2 verb, Therefore correlation is High (3)
CO3 Action Verb is of BTL 4. Using Thumb rule, L4 correlates PO10 as moderate (4).

**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)
(Effective for the batches admitted in 2024-25)

Semester III (Second year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credits	CIE	SEE	Total
				L	T	P				
1	BS	23ABS9913	Discrete Mathematics & Graph Theory	2	1	0	3	30	70	100
2	HM	23AHM9905	Universal Human Values	2	1	0	3	30	70	100
3	PC	23APC2501	Digital Logic & Computer Organization	2	1	0	3	30	70	100
4	PC	23APC2502	Advanced Data Structures & Algorithms analysis	2	1	0	3	30	70	100
5	PC	23APC2504	Object-Oriented Programming Through JAVA	2	1	0	3	30	70	100
6	PC	23APC2503	Advanced Data Structures and Algorithms analysis Lab	0	0	3	1.5	30	70	100
7	PC	23APC2505	Object-Oriented Programming Through JAVA Lab	0	0	3	1.5	30	70	100
8	SC	23ASC2501	Python programming	0	1	2	2	30	70	100
9	MC	23AMC9901	Environmental Science	2	0	0	-	30	-	30
Total				12	06	8	20	270	560	830



ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI

(AUTONOMOUS)

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Discrete Mathematics & Graph Theory (Common to CSE,CIC,CSD, CSIT, AI&DS, AI&ML)	L	T	P	C
23ABS9913	II-I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Apply** the concepts of mathematical logic in various engineering fields.

CO2: **Understand** the concepts related to set theory and algebraic structures.

CO3: **Analyze** the theory of elementary combinatorics by using binomial and multinomial theorems.

CO4: **Evaluate** the solutions of homogeneous and inhomogeneous recurrence relations.

CO5: **Apply** the graph theory in solving computer science problems and finite difference approximation.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Apply	the concepts of mathematical logic	in various engineering fields		L3
CO2	Understand	the concepts related to set theory and algebraic structures.			L2
CO3	Analyze	the theory of elementary combinatorics	by using binomial and multinomial theorems		L4
CO4	Evaluate	The solutions of homogeneous and inhomogeneous recurrence relations.			L5
CO5	Apply	The graph theory solving computer science problems.		and finite difference approximation.	L3

UNIT – I: Mathematical Logic	9Hrs
Introduction, Statements and Notation, Connectives, Well-formed formulas, Tautology, Duality law, Equivalence, Implication, Normal Forms, Functionally complete set of connectives, Inference Theory of Statement Calculus, Predicate Calculus, Inference theory of Predicate Calculus	
UNIT – II: Set theory	9Hrs
The Principle of Inclusion-Exclusion, Pigeon hole principle and its application, Functions : composition of functions, Inverse Functions, Recursive Functions, Lattices and its properties. Algebraic structures: Algebraic systems-Examples and General Properties, Semi groups , Monoids, groups, sub groups, homomorphism, Isomorphism.	
UNIT – III: Elementary Combinatorics	9Hrs
Combinations and Permutations, Enumeration of Combinations and Permutations, Enumerating Combination and Permutations with Repetitions, Enumerating Permutations with Constrained Repetitions, Binomial Coefficients, The Binomial and Multinomial Theorems.	
UNIT – IV: Recurrence Relations	9Hrs
Generating Functions of Sequences, Calculating Coefficients of Generating Functions, Recurrence relations Solving Recurrence Relations by Substitution and Generating functions, The Method of Characteristic roots Solutions of Inhomogeneous Recurrence Relations.	
UNIT – V: Graphs	9Hrs
Basic Concepts, Isomorphism and Sub graphs, Trees and their Properties, Spanning Trees, Directed Trees, Binary Trees, Planar Graphs, Euler's Formula, Multi graphs and Euler Circuits, Hamiltonian Graphs.	
Textbooks	
1.J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with Applications to Computer Science, Tata McGraw Hill, 2002.	
2.Kenneth H. Rosen, Discrete Mathematics and its Applications with Combinatorics and Graph Theory, 7th Edition, McGraw Hill Education (India) Private Limited	

Reference Books

1. Joe L. Mott, Abraham Kandel and Theodore P. Baker, Discrete Mathematics for Computer Scientists & Mathematicians, 2nd Edition, Pearson Education.
2. Narsingh Deo, Graph Theory with Applications to Engineering and Computer Science.
3. Dr. J. Rajendra Prasad, T. Rama Rao and A. Madana Mohan Rao, Mathematical Foundation of Computer Science

Online Learning Resources:

<http://www.cs.yale.edu/homes/aspnes/classes/202/notes.pdf>

Mapping of COs to POs

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3										
CO2	2										
CO3		3									
CO4		3									
CO5	3										

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

CO-PO mapping justification:

CO	Percentage of contact hours over the total planned contact hours			CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Lesson Plan (Hrs)	%	correlation	Verb	BTL			
1				Apply	L3	PO1	Apply (L3)	3
2				Understand	L2	PO1	Apply (L3)	2
3				Analyze	L4	PO2	Analyze (L4)	3
4				Evaluate	L5	PO2	Analyze (L4)	3
5				Apply	L3	PO1	Apply (L3)	3

CO1: .Apply the concepts of mathematical logic in various engineering fields Action Verb: Apply (L3)

PO1 Verbs: **Apply** (L3)

CO1 Action Verb is equal to PO1 verb . Therefore correlation is high (3).

CO2: Understand the concepts related to set theory and algebraic structures Action Verb: Understand (L2)

PO1 Verbs: Apply (L3)

CO2 Action Verb is one level below to PO1 verb; Therefore correlation is moderate (2).

CO3: .Analyze the theory of elementary combinatorics by using binomial and multinomial theorems.

Action Verb: Analyse (L4)

PO2 Verb: **Analyse** (L4)

CO3 Action Verb level is equal to PO2 verb; Therefore correlation is high (3).

CO4: Evaluate the solutions of homogeneous and inhomogeneous recurrence relations.

Action Verb: Evaluate (L5)

PO2 Verb: Analyze (L4)

CO4 Action Verb is one level high to PO2 verb; Therefore correlation is high (3).

CO5: Apply the graph theory in solving computer science problems and finite difference approximation.

Action Verb: Apply(L3)

PO1 Verb: Apply (L3)

CO5 Action verb is equal to PO1 verb; therefore the correlation is high (3).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Universal Human Values	L	T	P	C
23AHM9905	II-I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1:**Understand** the essentials of human values, self-exploration, happiness and prosperity for value added education.

CO2:**Analyze** the harmony in the human being as sentient 'I' and the material 'Body' in various aspects.

CO3:**Apply** the nine universal human values in relationships for harmony in the family and orderliness in the society.

CO4:**Evaluate** the interconnectedness of four orders of nature and holistic perception of harmony at all levels of existence.

CO5:**Apply** the holistic understanding of harmony on professional ethics through augmenting universal human order.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
1	Understand	the essentials of human values, self-exploration, happiness and prosperity for value added education.			L2
2	Analyze	the harmony in the human being as sentient 'I' and the material 'Body' in various aspects.			L4
3	Apply	the nine universal human values in relationships for harmony in the family and orderliness in the society.			L3
4	Evaluate	the interconnectedness of four orders of nature and holistic perception of harmony at all levels of existence.			L5
5	Apply	the holistic understanding of harmony on professional ethics through augmenting universal human order.			L3

UNIT – I:	6 lectures and 3 tutorials for practice session
Introduction to Value Education (6 lectures and 3 tutorials for practice session) Lecture 1: Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education) Lecture 2: Understanding Value Education Tutorial 1: Practice Session PS1 Sharing about Oneself Lecture 3: self-exploration as the Process for Value Education Lecture4: Continuous Happiness and Prosperity – the Basic Human Aspirations Tutorial 2: Practice Session PS2 Exploring Human Consciousness Lecture 5: Happiness and Prosperity – Current Scenario Lecture 6: Method to Fulfill the Basic Human Aspirations Tutorial 3: Practice Session PS3 Exploring Natural Acceptance	
UNIT – II:	6 lectures and 3 tutorials for practice session
Harmony in the Human Being (6 lectures and 3 tutorials for practice session) Lecture 7: Understanding Human being as the Co-existence of the self and the body. Lecture 8: Distinguishing between the Needs of the self and the body Tutorial 4: Practice Session PS4 Exploring the difference of Needs of self and body. Lecture 9: The body as an Instrument of the self Lecture 10: Understanding Harmony in the self Tutorial 5: Practice Session PS5 Exploring Sources of Imagination in the self Lecture 11: Harmony of the self with the body Lecture 12: Programme to ensure self-regulation and Health Tutorial 6: Practice Session PS6 Exploring Harmony of self with the body	
UNIT – III:	6 lectures and 3 tutorials for practice session
Harmony in the Family and Society (6 lectures and 3 tutorials for practice session) Lecture 13: Harmony in the Family – the Basic Unit of Human Interaction Lecture 14: 'Trust' – the Foundational Value in Relationship	

Tutorial 7: Practice Session PS7 Exploring the Feeling of Trust Lecture 15: 'Respect' – as the Right Evaluation Tutorial 8: Practice Session PS8 Exploring the Feeling of Respect Lecture 16: Other Feelings, Justice in Human-to-Human Relationship Lecture 17: Understanding Harmony in the Society Lecture 18: Vision for the Universal Human Order Tutorial 9: Practice Session PS9 Exploring Systems to fulfil Human Goal	
UNIT – IV:	4 lectures and 2 tutorials for practice session
Harmony in the Nature/Existence (4 lectures and 2 tutorials for practice session) Lecture 19: Understanding Harmony in the Nature Lecture 20: Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature Tutorial 10: Practice Session PS10 Exploring the Four Orders of Nature Lecture 21: Realizing Existence as Co-existence at All Levels Lecture 22: The Holistic Perception of Harmony in Existence Tutorial 11: Practice Session PS11 Exploring Co-existence in Existence.	
UNIT – V:	6 lectures and 3 tutorials for practice session
Implications of the Holistic Understanding – a Look at Professional Ethics (6 lectures and 3 tutorials for practice session) Lecture 23: Natural Acceptance of Human Values Lecture 24: Definitiveness of (Ethical) Human Conduct Tutorial 12: Practice Session PS12 Exploring Ethical Human Conduct Lecture 25: A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order Lecture 26: Competence in Professional Ethics Tutorial 13: Practice Session PS13 Exploring Humanistic Models in Education Lecture 27: Holistic Technologies, Production Systems and Management Models-Typical Case Studies Lecture 28: Strategies for Transition towards Value-based Life and Profession Tutorial 14: Practice Session PS14 Exploring Steps of Transition towards Universal Human Order	
Textbooks	
a. The Textbook R R Gaur, R Asthana, G P Bagaria, A Foundation Course in Human Values and Professional Ethics, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1 b. The Teacher's Manual R R Gaur, R Asthana, G P Bagaria, Teachers' Manual for A Foundation Course in Human Values and Professional Ethics, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53-2	
Reference Books	
1. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, 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)	
Online Learning Resources:	
1. https://fdp-si.aicte-india.org/UHV-II%20Class%20Notes%20&%20Handouts/UHV%20Handout%201-Introduction%20to%20Value%20Education.pdf 2. https://fdp-si.aicte-india.org/UHV-II%20Class%20Notes%20&%20Handouts/UHV%20Handout%202-Harmony%20in%20the%20Human%20Being.pdf 3. https://fdp-si.aicte-india.org/UHV-II%20Class%20Notes%20&%20Handouts/UHV%20Handout%203-Harmony%20in%20the%20Family.pdf 4. https://fdp-si.aicte-india.org/UHV%201%20Teaching%20Material/D3-S2%20Respect%20July%202023.pdf 5. https://fdp-si.aicte-india.org/UHV-II%20Class%20Notes%20&%20Handouts/UHV%20Handout%205-Harmony%20in%20the%20Nature%20and%20Existence.pdf 6. https://fdp-si.aicte-india.org/download/FDPTeachingMaterial/3-days%20FDP-SI%20UHV%20Teaching%20Material/Day%203%20Handouts/UHV%203D%20D3-	

	S2A%20Und%20Nature-Existence.pdf
7.	https://fdp-si.aicte-india.org/UHV%20II%20Teaching%20Material/UHV%20II%20Lecture%2023-25%20Ethics%20v1.pdf
8.	https://www.studocu.com/in/document/kiet-group-of-institutions/universal-human-values/chapter-5-holistic-understanding-of-harmony-on-professional-ethics/62490385
9.	https://onlinecourses.swayam2.ac.in/aic22_ge23/preview

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1							2				2		
CO2							3						
CO3						2	2						
CO4						3	3				3		
CO5						2	2				2		

Correlation matrix

CO	CO					Program Outcomes (PO)	PO(s): Action Verb and BTL (for PO1 to PO5)	Level of Correlation
	Lesson Plan (Hrs)	%	Correlation	Verb	BTL			
1	7	19.4	2	Understand	2	PO8,PO12	Thumb Rule	2,2
2	8	22.2	3	Analyze	4	PO7,PO8	Thumb Rule	3,3
3	7	19.4	2	Apply	3	PO6,PO7,PO8	Thumb Rule	2,2,2
4	8	22.2	3	Evaluate	5	PO6,PO7,PO8,PO12	Thumb Rule	3,3,3,3
5	7	19.4	2	Apply	3	PO6,PO7,PO8,PO12	Thumb Rule	2,2,2,2

Justification Statements:

CO1: Understand the essentials of human values, self-exploration, happiness and prosperity for value added education. Action Verb: Understand (L2)

CO1 Action Verb is Understand of BTL 2. Using Thumb rule, L2 correlates PO6 to PO12 as moderate (2).

CO2: Analyze the harmony in the human being as sentient 'I' and the material 'Body' in various aspects.

Action Verb: Analyze (L4)

CO2 Action Verb is Analyze of BTL 4. Using Thumb rule, L4 correlates PO6 to PO12 as high (3).

CO3: Apply the nine universal human values in relationships for harmony in the family and orderliness in the society. Action Verb: Apply (L3)

CO3 Action Verb is Apply of BTL 3. Using Thumb rule, L3 correlates PO6 to PO12 as moderate (2)

CO4: Evaluate the interconnectedness of four orders of nature and holistic perception of harmony at all levels of existence. Action Verb: Evaluate (L5)

CO4 Action Verb is Evaluate of BTL5. Using Thumb rule, L5 correlates PO6 to PO12 as high (3).

CO5: Apply the holistic understanding of harmony on professional ethics through augmenting universal human order. Action Verb: Apply (L3)

CO5 Action Verb is Apply of BTL 3. Using Thumb rule, L3 correlates PO6 to PO12 as moderate (2).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	DIGITAL LOGIC & COMPUTER ORGANIZATION (Common to CSE & CIC)	L	T	P	C
23APC2501	II-I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

- CO1: Understand** the number system concepts, number conversions, logic gates using binary numbers **CO2: Understand** the sequential circuits, flip-flops, registers and computer fundamentals to store data. **CO3: Evaluate** the Arithmetic operations for understanding execution process
CO4: Analyze the hardware requirements of primary and secondary memories to store the data.
CO5: Apply Input/Output devices and Interfaces to connect multiple devices.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the number system concepts, number conversions, logic gates		using binary numbers	L2
CO2	Understand	the sequential circuits, flip-flops, registers and computer fundamentals			L2
CO3	Evaluate	the Arithmetic operations		for understanding execution process	L5
CO4	Analyze	the hardware requirements of primary and secondary memories		to store the data	L4
CO5	Apply	Input/Output devices and Interfaces			L3

UNIT – I	9Hrs
Data Representation: Binary Numbers, Fixed Point Representation. Floating Point Representation. Number base conversions, Octal and Hexadecimal Numbers, components, Signed binary numbers, Character representation. Digital Logic Circuits-I: Basic Logic Functions, Logic gates, universal logic gates, Minimization of Logic expressions. K-Map Simplification, Combinational Circuits, Decoders, Multiplexers, dumping.	
UNIT – II	9Hrs
Digital Logic Circuits-II: Sequential Circuits, Flip-Flops, Binary counters, Registers, Shift Registers, Ripple counters Basic Structure of Computers: Computer Types, Functional units, Basic operational concepts, Bus structures, Software, Performance, multiprocessors and multi computers, Computer Generations, Addressing modes, subroutines.	
UNIT – III	12Hrs
Computer Arithmetic : Addition and Subtraction of Signed Numbers, Ripple carry adder, Ripple carry multiplier, Design of Fast Adders, Multiplication of Positive Numbers, Signed-operand Multiplication, Fast Multiplication, Integer Division, Floating-Point Numbers and Operations Processor Organization: Fundamental Concepts, Execution of a Complete Instruction, Multiple-Bus Organization, Hardwired Control and Multi programmed Control Pipelining: Basic Concepts, Data Hazards, Instruction Hazards, Forms of Parallel Processing	
UNIT – IV	9Hrs
The Memory Organization: Memory hierarchy, Semiconductor RAM Memories, Read-Only Memories, Speed, Size and Cost, Cache Memories, Cache mappings, Performance Considerations, Virtual Memories, Memory Management Requirements, Secondary Storage	
UNIT – V	9Hrs
Input /Output Organization: Accessing I/O Devices, Interrupts, Processor Examples, Direct Memory Access, Synchronous and Asynchronous bus, Interface Circuits, Standard I/O Interfaces	
Textbooks	
1. Computer Organization, Carl Hamacher, Zvonko Vranesic, Safwat Zaky, 6 th edition, McGraw Hill, 2023. 2. Digital Design, 6 th Edition, M. Morris Mano, Pearson Education, 2018. 3. Computer Organization and Architecture, William Stallings, 11 th Edition, Pearson, 2022.	
Reference Books	
1. Computer Systems Architecture, M. Morris Mano, 3 rd Edition, Pearson, 2017. 2. Computer Organization and Design, David A. Paterson, John L. Hennessy, Elsevier, 2004. 3. Fundamentals of Logic Design, Roth, 5 th Edition, Thomson, 2003. 4. Computer Organization & Architecture, William Stallings, 11 th Edition, Pearson, 2022	

Online Learning Resources:
https://nptel.ac.in/courses/106/103/106103068/

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	1	2								1	1	
CO2	2	3	2								1	1	
CO3	3	3	2					1			1		2
CO4	3	3	3	3									2
CO5	3			2	3			2			2		2

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO12)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	20	2	CO1 : Understand	L2	PO1 PO2 PO3 PO12	PO1: Apply(L3) PO2:Analyze(L4) PO3: Develop(L3) PO12: Thumb rule	2 1 2 1
2	9	20	2	CO2 : Understand	L2	PO1 PO2 PO3 PO12	PO1: Apply(L3) PO2:Review(L2) PO3: Develop (L3) PO12: Thumb rule	2 3 2 1
3	9	20	2	CO3 : Evaluate	L5	PO1 PO2 PO3 PO9 PO12	PO1: Apply(L3) PO2: Analyze (L4) PO3: Design (L6) PO9: Thumb rule PO12: Thumb rule	3 3 2 1 1
4	9	20	2	CO4 : Analyze	L4	PO1 PO2 PO3 PO4	PO1: Apply(L3) PO2: Analyze (L4) PO3: Develop (L3) PO4: Develop (L3)	3 3 3 3
5	9	20	2	CO5 : Apply	L3	PO1 PO4 PO5 PO9 PO12	PO1: Apply(L3) PO4: Analyze (L4) PO5: Apply (L3) PO9: Thumb rule PO12: Thumb rule	3 2 3 2 2
	45	100						

Justification Statements:

CO1: Understand the number system concepts, number conversions, logic gates using binary numbers

Action Verb: Understand(L2)

PO1 Verb: Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is moderate (2) PO2 Verb: Analyze(L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore, the correlation is low (1) PO3: Develop (L3)

CO1 Action verb is less than PO3 verb . Therefore, the correlation is moderate (2)

PO12: Thumb rule

updating the logical circuits and combinational circuits. Therefore, the correlation is low (1)

CO2: Understand the sequential circuits, flip-flops, registers and computer fundamentals to store data.

Action Verb: Understand(L2)

PO1: Apply(L3)

CO2 Action verb is greater than level PO1 verb by one level. Therefore, the correlation is moderate (2) PO2: Review(L2)

CO2 Action verb is less than PO2 verb by two level. Therefore, the correlation is high (3) PO3: Develop (L3)

CO2 Action verb is less than PO3 verb . Therefore, the correlation is moderate (2) PO12: Thumb rule

Update sequential circuits and registers. Therefore, the correlation is low (1)

CO3: Evaluate the Arithmetic operations for understanding execution process Action Verb: Evaluate(L5)

PO1: Apply(L3)

CO3 Action verb is higher level than PO1 verb level by two level. Therefore, the correlation is high (3) PO2: Analyze (L4)
CO3 Action verb is less than PO2 verb by one level. Therefore, the correlation is high (3) PO3: Design (L6)
CO3 Action verb is less than PO3 verb by one level. Therefore, the correlation is moderate (2) PO9: Thumb rule Team work is required. Hence the correlation is low (1)

PO12: Thumb rule Updating the Numbers and execution process. Therefore the correlation is low (1)

CO4: Analyze the hardware requirements of primary and secondary memories to store the data. Action Verb: Analyze(L4)

PO1: Apply(L3)

CO4 Action verb is less than PO1 by one level. Therefore, the correlation is high (3) PO2: Analyze (L4)

CO4 Action verb is same as PO2 verb. Therefore, the correlation is High (3) PO3: Develop (L3)

CO4 Action verb is less than PO3 verb by two levels. Therefore, the correlation is High (3) PO4: Develop (L3)

CO4 Action verb is less than PO4 verb by two levels. Therefore, the correlation is High (3)

CO5: Apply Input/Output devices and Interfaces to connect multiple devices Action Verb: Apply (L3)

PO1: Apply(L3)

CO5 Action verb is same as PO1. Therefore, the correlation is high (3) PO4: Analyze (L4)

CO5 Action verb is less than PO4 verb by one level. Therefore, the correlation is moderate (2) PO5: Apply(L3)

CO5 Action verb is less than PO5 verb . Therefore, the correlation is high (3) PO9 : Thumb rule

Team work is required to provide the solutions on different numbers. Hence the correlation is moderate (2)

PO12: Thumb rule

Updating the Numbers and execution process. Therefore, the correlation is moderate (2)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Advanced Data Structures and Algorithms Analysis (Common to CSE,CIC,CSE(DS),AIDS & AIML)	L	T	P	C
23APC2502	II-I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** the asymptotic notations and operations on AVL, B-Trees.

CO2: **Apply** the Trees, Graphs, Divide and conquer method to solve various problems.

CO3: **Apply** the greedy and dynamic programming methods to solve real time problems.

CO4: **Evaluate** the backtracking , branch and bound methods to solve minimization problems.

CO5: **Analyze** the P, NP, NP hard and NP complete problems for solving reduction problems.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	The asymptotic notations	operations on AVL,B-Trees		L2
CO2	Apply	The Trees, Graphs, Divide and conquer method		to solve various problems	L3
CO3	Apply	The greedy and dynamic programming methods		to solve real time problems.	L3
CO4	Evaluate	The backtracking , branch and bound methods		to solve minimization problems	L5
CO5	Analyze	The P, NP, NP hard , NP complete problems		for solving reduction problems	L4

UNIT - I	9Hrs
Introduction to Algorithm Analysis, Space and Time Complexity analysis, Asymptotic Notations. Review of Binary Search Trees: Binary Search Tree – Insertion, Deletion & Traversal AVL Trees – Creation, Insertion, Deletion operations and Applications B-Trees – Creation, Insertion, Deletion operations and Applications	
UNIT - II	9 Hrs
Heap Trees (Priority Queues) – Min and Max Heaps, Operations and Applications Graphs – Terminology, Representations, Basic Search and Traversals, Connected Components and Biconnected Components, applications Divide and Conquer: The General Method, Quick Sort, Merge Sort, Finding Minimum and Maximum, Strassen's matrix multiplication.	
UNIT - III	9 Hrs
Greedy Method: General Method, Job Sequencing with deadlines, Knapsack Problem, Minimum cost spanning trees, Single Source Shortest Paths Dynamic Programming: General Method, Multi Stage graphs, All pairs shortest paths, Single Source Shortest Paths – General Weights (Bellman Ford Algorithm), Optimal Binary Search Trees, 0/1 Knapsack, Travelling Salesperson problem	
UNIT - IV	8 Hrs
Backtracking: General Method, 8-Queens Problem, Sum of Subsets problem, Graph Coloring, 0/1 Knapsack Problem Branch and Bound: The General Method, 0/1 Knapsack Problem, Travelling Salesperson problem.	
UNIT - V	10Hrs
NP Hard and NP Complete Problems: Basic Concepts, Cook's theorem NP Hard Graph Problems: Clique Decision Problem (CDP), Chromatic Number Decision Problem (CNDP), Traveling Salesperson Decision Problem (TSP) NP Hard Scheduling Problems: Scheduling Identical Processors, Job Shop Scheduling	

Textbooks:

1. Fundamentals of Data Structures in C++, Horowitz, Ellis; Sahni, Sartaj; Mehta, Dinesh 2nd Edition Universities Press.
2. Computer Algorithms/C++ Ellis Horowitz, SartajSahni, SanguthevarRajasekaran2nd Edition University Press

Reference Books:

1. Data Structures and program design in C, Robert Kruse, Pearson Education Asia
2. An introduction to Data Structures with applications, Trembley & Sorenson, McGraw Hill
3. The Art of Computer Programming, Vol. 1: Fundamental Algorithms, Donald E Knuth, Addison-Wesley, 1997.
4. Data Structures using C & C++: Langsam, Augenstein&Tanenbaum, Pearson, 1995
5. Algorithms + Data Structures & Programs:, N. Wirth, PHI
6. Fundamentals of Data Structures in C++: Horowitz Sahni & Mehta, Galgottia Pub.
7. Data structures in Java:, Thomas Standish, Pearson Education Asia.

Online Learning Resources:

1. https://www.tutorialspoint.com/advanced_data_structures/index.asp
2. <http://peterindia.net/Algorithms.html>
3. Abdul Bari, [1. Introduction to Algorithms \(youtube.com\)](https://www.youtube.com/watch?v=...)

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	1									2	3	
CO2	3	2		2		2					2	2	
CO3	3	2	3	2		2					2	2	
CO4	3	3	3	3		2					2	2	
CO5	2	3	3	3	3						2	2	

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO12)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	20	2	CO1: Understand	L2	PO1 PO2 PO12	PO1: Apply(L3) PO2: Analyze(L4) PO12: Thumb rule	2 1 2
2	9	20	2	CO2: Apply	L3	PO1 PO2 PO4 PO6 PO12	PO1: Apply(L3) PO2: Analyze(L4) PO4: Analyze(L4) PO6: Thumb rule PO12: Thumb rule	3 2 2 2 2
3	9	20	2	CO3: Apply	L3	PO1 PO2 PO3 PO4 PO6 PO12	PO1: Apply(L3) PO2: Analyze(L4) PO3: Develop (L3) PO4: Analyze (L4) PO6: Thumb rule PO12: Thumb rule	3 2 3 2 2 2
4	9	20	2	CO4: Evaluate	L5	PO1 PO2 PO3 PO4 PO6 PO12	PO1: Apply(L3) PO2: Analyze(L4) PO3: Develop (L3) PO4: Analyze (L4) PO6: Thumb rule PO12: Thumb rule	3 3 3 3 2 2
5	9	20	2	CO5: Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO12	PO1: Apply(L3) PO2: Analyze (L4) PO3: Develop (L3) PO4: Analyze (L4) PO5: Apply(L3) PO12: Thumb rule	2 3 3 3 3 2
	45	100						

Justification Statements:

CO1: Understand the asymptotic notations and operations on AVL, B-Trees.

Action Verb: Understand (L2) PO1 Verb: Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is moderate (2)

PO2 Verb: Analyze (L4)

CO1 Action verb is less than PO2 verb by two level. Therefore, the correlation is low (1)

PO12: Thumb rule

The asymptotic performance of algorithms, To Analyze the behavior of algorithms as their input increases. Therefore the correlation is moderate (2)

CO2: Apply the Trees, Graphs, Divide and conquer method to solve various problems.

Action Verb: Apply (L3) PO1: Apply(L3)

CO2 Action verb is same level as PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is less than PO2 verb by one level. Therefore, the correlation is moderate (2)

PO4: Analyze (L4)

CO2 Action verb is lesser than PO4 verb by one level. Therefore, the correlation is moderate (2)

PO6: Thumb rule

Greedy and dynamic programming concepts were applied to solve traffic problems and finding best route to the destination. Therefore, the correlation is moderate (2)

PO12: Thumb rule

Finding optimal solution to a real-world problem is a continuous activity. Therefore, the correlation is moderate (2)

CO3: Apply the greedy and dynamic programming methods to solve real time problems.

Action Verb: Apply (L3) PO1: Apply(L3)

CO3 Action verb is same level of PO1 verb. Therefore, the correlation is High (3)

PO2: Analyze (L4)

CO3 Action verb is less than of PO2 verb by one level. Therefore, the correlation is moderate (2)

PO3: Develop (L3)

CO3 Action verb is same as PO3 verb. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO3 Action verb is less than PO4 verb by one level. Therefore, the correlation is moderate (2))

PO6 : Thumb rule

backtracking and searching techniques were applied for GPS. Therefore, the correlation is moderate (2)

PO12: Thumb rule

backtracking and searching techniques will give optimal solutions to various problems. Therefore, the correlation is moderate (2)

CO4: Evaluate the backtracking, branch and bound methods to solve minimization problems.

Action Verb: Evaluate (L5) PO1: Apply(L3)

CO3 Action verb is greater than of PO1 verb . Therefore, the correlation is High (3)

PO2: Analyze (L4)

CO3 Action verb is greater than of PO2 verb. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO3 Action verb is greater than of PO3 verb. Therefore the correlation is high(3)

PO4: Analyze (L4)

CO3 Action verb is greater than of PO4 verb. Therefore the correlation is high(3)

PO6 : Thumb rule

Backtracking and searching techniques were applied for GPS. Therefore, the correlation is moderate (2)

PO12: Thumb rule

Backtracking and searching techniques will give optimal solutions to various problems. Therefore, the correlation is moderate (2)

CO5: Analyze the P, NP, NP hard and NP complete problems for solving reduction problems.

Action Verb : Analyze (L4) PO1: Apply(L3)

CO5 Action verb is less than of PO1 verb by one level. Therefore, the correlation is moderate (2)

PO2: Analyze (L4)

CO5 Action verb is same level of PO2 verb. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO5 Action verb is greater than PO3 verb. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is same as PO4 verb. Therefore, the correlation is high (3)

PO5: Apply(L3)

CO5 Action verb is greater than PO5 verb. Therefore, the correlation is high (3)

PO12: Thumb rule

In research-oriented purpose P, NP concepts can be applied. Therefore, the correlation is moderate (2)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Object-Oriented Programming Through JAVA (common to CSE, CIC, CSE(DS), AIDS & AIML)	L	T	P	C
23APC2504	II-I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the Java language components and how to apply in applications

CO2: Apply the concepts of OOP's fundamentals like classes, Methods and class libraries to develop applications

CO3: Analyze the concepts of arrays, inheritance and interfaces to develop efficient java applications.

CO4: Evaluate the concepts of packages, file I/O, by using access control, and exception handling mechanisms to solve real world scenarios

CO5: Create the GUI applications by using concepts like multi-threading, Java FX, JDBC

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms Level
CO1	Understand	the Java language components		How to apply in applications	L2
CO2	Apply	the concepts of OOP's fundamentals	like classes, methods and class libraries	to develop applications	L3
CO3	Analyze	the concepts of arrays, inheritance and interfaces		to develop efficient java applications	L4
CO4	Evaluate	the concepts of packages , file I/O	by using access control, and exception handling mechanisms	to solve real world scenarios	L5
CO5	Create	The GUI applications, JDBC applications	by using concepts like multi-threading, Java FX, JDBC		L6

UNIT - I	7 Hrs
Object Oriented Programming: Basic concepts, Principles, Program Structure in Java: Introduction, Writing Simple Java Programs, Elements or Tokens in Java Programs, Java Statements, Command Line Arguments, User Input to Programs, Escape Sequences Comments, Programming Style. Data Types, Variables, and Operators: Introduction, Data Types in Java, Declaration of Variables, Data Types, Type Casting, Scope of Variable Identifier, Literal Constants, Symbolic Constants, Formatted Output with printf() Method, Static Variables and Methods, Attribute Final, Introduction to Operators, Precedence and Associativity of Operators, Assignment Operator (=), Basic Arithmetic Operators, Increment (++) and Decrement (- -) Operators, Ternary Operator, Relational Operators, Boolean Logical Operators, Bitwise Logical Operators. Control Statements: Introduction, if Expression, Nested if Expressions, if-else Expressions, Ternary Operator? :, Switch Statement, Iteration Statements, while Expression, do-while Loop, for Loop, Nested for Loop, For-Each for Loop, Break Statement, Continue Statement.	
UNIT - II	12 Hrs
Classes and Objects: Introduction, Class Declaration and Modifiers, Class Members, Declaration of Class Objects, Assigning One Object to Another, Access Control for Class Members, Accessing Private Members of Class, Constructor Methods for Class, Overloaded Constructor Methods, Nested Classes, Final Class and Methods, Passing Arguments by Value and by Reference, Keyword this. Methods: Introduction, Defining Methods, Overloaded Methods, Overloaded Constructor Methods, Class Objects as Parameters in Methods, Access Control, Recursive Methods, Nesting of Methods, Overriding Methods, Attributes Final and Static.	
UNIT - III	19 Hrs
Arrays: Introduction, Declaration and Initialization of Arrays, Storage of Array in Computer Memory, Accessing Elements of Arrays, Operations on Array Elements, Assigning Array to Another Array, Dynamic Change of Array Size, Sorting of Arrays, Search for Values in Arrays, Class Arrays, Two-dimensional Arrays, Arrays of Varying Lengths, Three-dimensional Arrays, Arrays as Vectors. Inheritance: Introduction, Process of Inheritance, Types of Inheritances, Universal Super Class Object Class, Inhibiting Inheritance of Class Using Final, Access Control and Inheritance, Multilevel Inheritance, Application of Keyword Super, Constructor Method and Inheritance, Method Overriding, Dynamic Method Dispatch, Abstract Classes, Interfaces and Inheritance. Interfaces: Introduction, Declaration of Interface, Implementation of Interface, Multiple Interfaces, Nested Interfaces, Inheritance of Interfaces, Default Methods in Interfaces, Static Methods in Interface, Functional	

Interfaces, Annotations.	
UNIT – IV	19 Hrs
Packages and Java Library: Introduction, Defining Package, Importing Packages and Classes into Programs, Path and Class Path, Access Control, Packages in Java SE, java.lang Package and its Classes, Class Object, Enumeration, class Math, Wrapper Classes, Auto-boxing and Auto unboxing, Java util Classes and Interfaces, Formatter Class, Random Class, Time Package, Class Instant (java.time.Instant), Formatting for Date/Time in Java, Temporal Adjusters Class, Temporal Adjusters Class. Exception Handling: Introduction, Hierarchy of Standard Exception Classes, Keywords throws and throw, try, catch, and finally Blocks, Multiple Catch Clauses, Class Throwable, Unchecked Exceptions, Checked Exceptions. Java I/O and File: Java I/O API, standard I/O streams, types, Byte streams, Character streams, Scanner class, Files in Java(Text Book 2)	
UNIT – V	19 Hrs
String Handling in Java: Introduction, Interface Char Sequence, Class String, Methods for Extracting Characters from Strings, Comparison, Modifying, Searching; Class String Buffer. Multithreaded Programming: Introduction, Need for Multiple Threads Multithreaded Programming for Multi-core Processor, Thread Class, Main Thread-Creation of New Threads, Thread States, Thread Priority-Synchronization, Deadlock and Race Situations, Inter-thread Communication - Suspending, Resuming, and Stopping of Threads. Java Database Connectivity: Introduction, JDBC Architecture, Installing MySQL and MySQL Connector/J, JDBC Environment Setup, Establishing JDBC Database Connections, ResultSet Interface Java FX GUI: Java FX Scene Builder, Java FX App Window Structure, displaying text and image, event handling, laying out nodes in scene graph, mouse events (Text Book 3)	
Textbooks:	
1. JAVA one step ahead, Anitha Seth, B.L.Juneja, Oxford. 2. Joy with JAVA, Fundamentals of Object Oriented Programming, DebasisSamanta, MonalisaSarma, Cambridge, 2023. 3. JAVA 9 for Programmers, Paul Deitel, Harvey Deitel, 4th Edition, Pearson.	
Reference Books:	
1. The complete Reference Java, 11th edition, Herbert Schildt, TMH 2. Introduction to Java programming, 7th Edition, Y Daniel Liang, Pearson	
Online Resources:	
1. https://nptel.ac.in/courses/106/105/106105191/ 2. https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_012880464547618816347_shared/overview	

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	1										1	1
CO2		3	3	2	3					2	2	1	1
CO3	3	3	1	2	2							1	1
CO4	3	3		3	3							1	1
CO5		3	3		3					3	3	1	1

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO12)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
	12	13.63%	2	CO1: Understand	L2	PO1 PO2	PO1: Apply(L3) PO2: Analyze(L4)	2 1
	13	14.77%	2	CO2: Apply	L3	PO2 PO3 PO4 PO5 PO11 PO12	PO2: Review (L2) PO3: Develop (L3) PO4: Analyze(L4) PO5: Apply(L3) PO11: Thumb Rule PO12: Thumb Rule	3 3 2 3 2 2
	23	26.13%	3	CO3: Analyze	L4	PO1 PO2 PO3 PO4	PO1: Apply(L3) PO2: Analyze(L4) PO3: Design(L6) PO4: Interpret(L5)	3 3 1 2

						PO5	PO5: Select(L5)	2
	20	22.72%	3	CO4: Evaluate	L5	PO1	PO1: Apply(L3)	3
						PO2	PO2: Analyze (L4)	3
						PO4	PO4: Analyze(L4)	3
						PO5	PO5: Select(L3)	3
						PO7	PO7: Thumb Rule	3
	20	22.72%	3	CO5: Create	L6	PO2	PO2: Formulate (L6)	3
						PO3	PO3: Design (L6)	3
						PO5	PO5: Create(L6)	3
						PO11	PO11: Thumb Rule	3
						PO12	PO12: Thumb rule	3
	88	100 %						

Justification Statements:

CO1: Understand the Java language components and how to apply in applications. Action Verb: Understand(L2)

PO1 Verb: Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is medium (2) PO2 Verb: Analyze(L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore, the correlation is low (1)

CO2: Apply the concepts of OOP's fundamentals like classes, Methods and class libraries to develop applications Action Verb: Apply (L3) PO2: Review (L2)

CO2 Action verb is same level as PO1 verb. Therefore, the correlation is High (3) PO3: Develop (L3)

CO2 Action verb is same level as PO3 verb. Therefore, the correlation is High (3) PO4: Analyze(L4)

CO2 Action verb is less than PO4 verb by one level. Therefore, the correlation is moderate (2) PO5: Apply(L3)

CO2 Action verb is less than PO5 verb by three level. Therefore, the correlation is High (3) PO11: Thumb Rule

Create some Java programs to solve real world problems. Therefore, the correlation is moderate (2) PO12: Thumb Rule

Learn java programs to solve. Therefore, the correlation is moderate (2)

CO3: Analyze the concepts of arrays, inheritance and interfaces to develop efficient java applications.

Action Verb: Analyze(L4)

PO1: Apply (L3)

CO3 Action verb is Greater than PO1. Therefore, the correlation is high (3) PO2: Analyze (L4)

CO3 Action verb is same level as PO2. Therefore, the correlation is high (3) PO3: Design (L6)

CO3 Action verb is less than PO3 verb by two level. Therefore, the correlation is low (1) PO4: Interpret (L5)

CO3 Action verb is less than PO4 verb by one level. Therefore, the correlation is medium (2) PO5: Select (L5)

CO3 Action verb is less than PO4 verb by one level. Therefore, the correlation is medium (2) **CO4: Evaluate the concepts of packages, access control, file I/O, and exception handling mechanisms to solve real world scenarios**

Action Verb: Evaluate(L5)

PO1: Apply(L3)

CO4 Action verb is Greater than PO1. Therefore, the correlation is high (3) PO2: Analyze (L4)

CO4 Action verb is Greater than PO2. Therefore, the correlation is high (3) PO4: Analyze (L4)

CO4 Action verb is Greater than PO4. Therefore, the correlation is high (3) PO5: Select (L3)

CO4 Action verb is Greater than PO5. Therefore, the correlation is high (3) PO7: Thumb Rule

To solve some problems, we use multithreading and collection frame works. Therefore, the correlation is medium (3)

CO5: Create GUI applications by using concepts like multi-threading, Java FX, JDBC Action Verb: Create (L6)

PO2: Formulate (L6)

CO5 Action verb is same level as PO2. Therefore, the correlation is high (3) PO3: Design (L6)

CO5 Action verb is same level as PO3. Therefore, the correlation is high (3) PO5: Create (L6)

CO5 Action verb is same level as PO5. Therefore, the correlation is high (3) PO11: Thumb Rule

Java is used to design simple and enterprise applications so need for project management. Therefore, the correlation is high (3)

PO12: Thumb Rule

It is a programming language so new version available so we need to learn. Therefore, the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Advanced Data Structures and Algorithms Analysis Lab (Common to CSE, CIC, AIDS & AIML)	L	T	P	C
23APC2503	II-I		0	0	3	1.5

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the operations on AVL Trees, B-Trees and graph traversals.

CO2: Create the Min, Max Heap using arrays and find BFT, DFT for the graphs.

CO3: Create the sorting techniques for finding the time complexities and use greedy method to find single source shortest path.

CO4: Apply backtracking strategy for finding the N-Queens ,0/1 knapsack problem.

CO5: Apply greedy strategy for job sequencing and using dynamic programming to find 0/1 knapsack problem.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the operations	on AVL Trees, B-Trees and graph traversals		L2
CO2	Create	the Min, Max Heap using arrays and find BFT, DFT		for the graphs	L6
CO3	Create	the sorting techniques		for finding the time complexities	L6
CO4	Apply	backtracking strategy		for finding the N-Queens ,0/1 knapsack problem	L3
CO5	Apply	greedy strategy		for job sequencing	L3

List of Experiments:

- Construct an AVL tree for a given set of elements which are stored in a file. And implement insert and delete operation on the constructed tree. Write contents of tree into a new file using in-order. **(CO1)**
- Construct B-Tree an order of 5 with a set of 100 random elements stored in array. Implement searching, insertion and deletion operations. **(CO1)**
- Construct Min and Max Heap using arrays, delete any element and display the content of the Heap. **(CO2)**
- Implement BFT and DFT for given graph, when graph is represented by
a) Adjacency Matrix b) Adjacency Lists. **(CO2)**
- Write a program for finding the bi-connected components in a given graph. **(CO2)**
- Implement Quick sort and Merge sort and observe the execution time for various input sizes (Average, Worst and Best cases). **(CO2)**
- Compare the performance of Single Source Shortest Paths using Greedy method when the graph is represented by adjacency matrix and adjacency lists. **(CO3)**
- Implement Job sequencing with deadlines using Greedy strategy. **(CO5)**
- Write a program to solve 0/1 Knapsack problem Using Dynamic Programming. **(CO4)**
- Implement N-Queens Problem Using Backtracking. **(CO4)**
- Use Backtracking strategy to solve 0/1 Knapsack problem. **(CO4)**
- Implement Travelling Sales Person problem using Branch and Bound approach. **(CO5)**

Reference Books:

- Fundamentals of Data Structures in C++, Horowitz Ellis, SahniSartaj, Mehta, Dinesh, 2ndEdition, Universities Press
- Computer Algorithms/C++ Ellis Horowitz, SartajSahni, SanguthevarRajasekaran, 2ndEdition, University Press
- Data Structures and program design in C, Robert Kruse, Pearson Education Asia
- An introduction to Data Structures with applications, Trembley& Sorenson, McGraw Hill

Online Learning Resources:

- <http://cse01-iiith.vlabs.ac.in/>
- <http://peterindia.net/Algorithms.html>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	1						1			2	1	
CO2	3	3			3						2		
CO3	3	3	2	2				1			1		
CO4	3	2						2			2		2
CO5	3	2	3	3				1			2		2

Correlation matrix

Unit No.	Co's Action verb	BTL	Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO12)	Level of Correlation (0-3)
1	CO1 : Understand	L2	PO1 PO2 PO9 PO12	PO1: Apply(L3) PO2: Analyze(L4) PO9: Thumb rule PO12: Thumb rule	2 1 1 2
2	CO2 : Create	L6	PO1 PO2 PO5 PO12	PO1: Apply(L3) PO2: Analyze (L4) PO5: Develop (L6) PO12: Thumb rule	3 3 3 2
3	CO3 : Create	L6	PO1 PO2 PO3 PO4 PO9 PO12	PO1: Apply(L3) PO2: Analyze (L4) PO3: Design (L6) PO4: Design (L6) PO9: Thumb rule PO12: Thumb rule	3 3 3 3 1 1
4	CO4 : Apply	L3	PO1 PO2 PO9 PO12	PO1: Apply(L3) PO2: Analyze (L4) PO9: Thumb rule PO12: Thumb rule	3 2 2 2
5	CO5 : Apply	L3	PO1 PO2 PO3 PO4 PO9 PO12	PO1: Apply(L3) PO2: Analyze (L4) PO3: Develop (L3) PO4: Develop (L3) PO9: Thumb rule PO12: Thumb rule	3 2 3 3 1 2

Justification Statements :

CO1: Understand the operations on AVL Trees, B-Trees and graph traversals.

Action Verb : Understand (L2)

PO1 Verb : Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is moderate (2) PO2 Verb : Analyze(L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore the correlation is low (1) PO9 : Thumb rule
Perform operations on AVL trees and B-trees are individual. Therefore the correlation is low(1) PO12 : Thumb rule

Apply different values of operations on AVL Trees, B-Trees and graph traversals is life long. Therefore the correlation is moderate (2)

CO2: Create the Min, Max Heap using arrays and find BFT, DFT for the graphs

Action Verb : Create (L6)

PO1 Verb : Apply(L3)

CO2 Action verb is greater than PO1 verb. Therefore the correlation is high (3) PO2 Verb : Analyze(L4)

CO2 Action verb is greater than PO2 verb. Therefore the correlation is high (3) PO5: Develop(L6)

CO2 Action verb is less than PO5 verb by one level. Therefore the correlation is high (3) PO12: Thumb rule

To Apply the min and max heap on arrays and finding traversals on graphs is lifelong learning. Therefore the correlation is moderate (2)

CO3: Create the sorting techniques for finding the time complexities and use greedy method to find single source shortest path.

Action Verb : Create (L6) PO1: Apply(L3)

CO3 Action verb is greater than PO1 verb. Therefore the correlation is high (3) PO2:Analyze (L4)

CO3 Action verb is greater than PO1 verb. Therefore the correlation is high (3) PO3: Design (L6)

CO3 Action verb is less than PO3 verb by one level. Therefore the correlation is moderate (2) PO4: Develop (L6)

CO3 Action verb is less than PO4 verb by one level. Therefore the correlation is moderate (2) PO9 : Thumb rule

Team work or individual work is required to analyze sorting techniques time complexities. Hence the correlation is low (1)

PO12: Thumb rule

To Develop sorting techniques and single source shortest path as life long learning. Therefore the correlation is low (1)

CO4: Apply backtracking strategy for finding the N-Queens ,0/1 knapsack problem Action Verb : Apply (L3)

PO1: Apply(L3)

CO4 Action verb is same level as PO1 verb. Therefore the correlation is high (3) PO2: Analyze (L4)

CO4 Action verb is less than PO2 verb by one level. Therefore the correlation is medium (2) PO9 : Thumb rule

Team work/ individual work is required find the N-Queens and 0/1 Knapsack through backtracking. Hence the correlation is medium (2)

PO12: Thumb rule

To Develop back tracking in N-Queens problem is life long learning. Therefore the correlation is medium (2)

CO5 : Apply greedy strategy for job sequencing and using dynamic programming to find 0/1 knapsack problem.

Action Verb : Apply (L3) PO1: Apply (L3)

CO5 Action verb is same level as PO1 verb. Therefore the correlation is high (3) PO2: Analyze (L4)

CO5 Action verb is less than PO2 verb by one level. Therefore the correlation is medium (2) PO3: Design (L3)

CO5 Action verb is less than PO3 verb. Therefore the correlation is high (3) PO4: Design (L3)

CO5 Action verb is less than PO4 verb. Therefore the correlation is high (3) PO9 : Thumb rule

Team work / individual work is required applying greedy strategy on job sequencing. Hence the correlation is low (1)

PO12: Thumb rule

To apply dynamic programming for 0/1 knapsack is life long learning. Therefore the correlation is medium (2)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Object-Oriented Programming Through Java Lab (common to CSE, CSIT, CIC, CSE(DS), AIDS & AIML)	L	T	P	C
23APC2505	II-I		0	0	3	1.5

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the Java syntax, data types, control structures and OOPs principles.

CO2: Apply the problem-solving skills and algorithmic thinking by using OOP concepts

CO3: Apply the fundamental OOP principles to solve programming problems effectively.

CO4: Analyze the Java libraries to implement thread Applications.

CO5: Create graphical user interface (GUI) applications using JavaFX

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	The Java syntax, data types, control structures and OOPs principles			L2
CO2	Apply	The problem-solving skills and algorithmic thinking	by using OOP concepts		L3
CO3	Apply	The fundamental OOP principles		to solve programming problems effectively	L3
CO4	Analyze	The Java libraries		to implement thread Applications.	L4
CO5	Create	graphical user interface (GUI) applications	using JavaFX		L6

List of Experiments:

Exercise - 1

- Write a JAVA program to display default value of all primitive data type of JAVA **(CO1)**
- Write a java program that display the roots of a quadratic equation $ax^2+bx=0$. Calculate the discriminate D and basing on value of D, describe the nature of root. **(CO2)**

Exercise - 2

- Write a JAVA program to search for an element in a given list of elements using binary search mechanism. b) Write a JAVA program to sort for an element in a given list of elements using bubble sort. **(CO2)**
- Write a JAVA program using StringBuffer to delete, remove character. **(CO2)**

Exercise - 3

- Write a JAVA program to implement class mechanism. Create a class, methods and invoke them inside main method. **(CO2)**
- Write a JAVA program implement method overloading. **(CO3)**
- Write a JAVA program to implement constructor. **(CO3)**
- Write a JAVA program to implement constructor overloading. **(CO3)**

Exercise - 4

- Write a JAVA program to implement Single Inheritance **(CO3)**
- Write a JAVA program to implement multi level Inheritance **(CO3)**
- Write a JAVA program for abstract class to find areas of different shapes **(CO3)**

Exercise - 5

- Write a JAVA program give example for "super" keyword. **(CO3)**
- Write a JAVA program to implement Interface. What kind of Inheritance can be achieved? **(CO3)**
- Write a JAVA program that implements Runtime polymorphism **(CO3)**

Exercise - 6

- Write a JAVA program that describes exception handling mechanism **(CO4)**
- Write a JAVA program Illustrating Multiple catch clauses **(CO4)**
- Write a JAVA program for creation of Java Built-in Exceptions **(CO4)**
- Write a JAVA program for creation of User Defined Exception **(CO4)**

Exercise - 7

- Write a JAVA program that creates threads by extending Thread class. First thread display "Good

Morning “every 1 sec, the second thread displays “Hello “every 2 seconds and the third display “Welcome” every 3 seconds, (Repeat the same by implementing Runnable) **(C04)**

b) Write a program illustrating is Alive and join () **(C04)**

c) Write a Program illustrating Daemon Threads. **(C04)**

d) Write a JAVA program Producer Consumer Problem **(C04)**

Exercise – 8

a) Write a JAVA program that import and use the user defined packages **(C04)**

b) Without writing any code, build a GUI that display text in label and image in an ImageView (use JavaFX) **(C05)**

c) Build a Tip Calculator app using several JavaFX components and learn how to respond to user interactions with the GUI**(C05)**

Exercise – 9

a) Write a java program that connects to a database using JDBC **(C05)**

b) Write a java program to connect to a database using JDBC and insert values into it. **(C05)**

c) Write a java program to connect to a database using JDBC and delete values from it. **(C05)**

Textbooks:

1. JAVA one step ahead, Anitha Seth, B.L.Juneja, Oxford.

2. Joy with JAVA, Fundamentals of Object Oriented Programming, DebasisSamanta, MonalisaSarma, Cambridge, 2023.

3. JAVA 9 for Programmers, Paul Deitel, Harvey Deitel, 4th Edition, Pearson.

Reference Books:

1. The complete Reference Java, 11th edition, Herbert Schildt,TMH

2. Introduction to Java programming, 7th Edition, Y Daniel Liang, Pearson

Online Resources:

1. <https://nptel.ac.in/courses/106/105/106105191/>

2. https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_012880464547618816347_shared/overview

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
C01		3			2							3	
C02		3	3	2	3							2	
C03			3	2	3							2	2
C04		3	3	3	3			3		3	3	2	2
C05			3		3			3		3	3	2	

Correlation matrix

Unit No.	Co's Action verb	BTL	Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO12)	Level of Correlation (0-3)
1	CO1 :Understand	L2	PO2 PO5	PO2: Review(L2) PO5: Apply(L3)	3 2
2	CO2 :Apply	L3	PO2 PO3 PO4 PO5	PO2: Review(L2) PO3: Develop (L3) PO4: Analyze(L4) PO5: Apply(L3)	3 3 2 3
3	CO3: Apply	L3	PO3 PO4 PO5	PO3: Develop(L3) PO4: Analyze(L4) PO5: Apply(L3)	3 2 3
4	CO4: Analyze	L4	PO2 PO3 PO4 PO5 PO9 PO11 PO12	PO2: Analyze (L4) PO3: Develop(L3) PO4: Analyze(L4) PO5: Apply(L3) PO9: Thumb Rule PO11: Thumb Rule PO12: Thumb Rule	3 3 3 3 3 3 3

5	CO5 :Create	L6	PO3 PO5	PO3: Design (L6)	3
			PO9 PO11	PO5: Create(L6)	3
			PO12	PO9: Thumb Rule	3
				PO11: Thumb Rule	3
				PO12: Thumb Rule	3

Justification Statements :

CO1: Understand Java syntax thoroughly, encompassing data types and control structures. Action Verb : Understand(L2)

PO2: Review(L2)

CO1 Action verb is same PO2 verb. Therefore the correlation is High(3) PO5: Apply(L3)

CO1 Action verb is less than PO5 verb by one level. Therefore the correlation is moderate (2)

CO2: Develop problem-solving skills and algorithmic thinking, applying OOP concepts to design efficient solutions to various programming challenges.

Action Verb : Apply (L3)

PO2: Review(L2)

CO2 Action verb is greater than PO2 verb. Therefore the correlation is High(3) PO3: Develop (L3)

CO2 Action verb is same level as PO3 verb. Therefore the correlation is high (3) PO4: Analyze (L4)

CO2 Action verb is less than PO4 verb by one levels. Therefore the correlation is moderate (2)

PO5: Apply (L3)

CO2 Action verb is same level as PO5 verb. Therefore the correlation is high (3)

CO3: Apply fundamental OOP principles such as encapsulation, inheritance, polymorphism, and abstraction to solve programming problems effectively.

Action Verb : Apply(L3)

PO3: Develop (L3)

CO3 Action verb is same level as PO3 verb. Therefore the correlation is high (3) PO4: Analyze (L4)

CO3 Action verb is less than PO4 verb by one level. Therefore the correlation is moderate(2) PO5: Apply (L3)

CO3 Action verb is same as PO5 verb. Therefore the correlation is high(3)

CO4: Analyze the concepts of multithreading and collection frameworks for solving complex programs.

Action Verb :Analyze (L4)

PO2: Analyze (L4)

CO4 Action verb is same PO2 verb. Therefore the correlation is high (3) PO3: Develop (L3)

CO4 Action verb is greater than PO3 verb. Therefore the correlation is high (3) PO4: Analyze (L4)

CO4 Action verb is same as PO4 verb. Therefore the correlation is high (3) PO5: Apply (L3)

CO4 Action verb is greater than PO5 verb. Therefore the correlation is high (3) PO9: Thumb Rule

It is a programming language we need to collaborate with team. Therefore the correlation is high (3) PO11: Thumb Rule

By using java to manage enterprise projects in multi-disciplinary environments . Therefore the correlation is high (3)

PO12: Thumb Rule

It is a programming language we need to learn lifelong because new concepts arise. Therefore the correlation is high (3)

CO5: Create GUI based applications using Java FX. Action Verb : Create (L6)

PO3: Design (L6)

CO5 Action verb is same level as PO3 verb. Therefore the correlation is high (3) PO5: Create(L6)

CO5 Action verb is same as PO5 verb. Therefore the correlation is high (3) PO9: Thumb Rule

It is a programming language we need to collaborate with team. Therefore the correlation is high (3) PO11: Thumb Rule

By using java to manage enterprise and web based projects in multi-disciplinary environments. Therefore the correlation is high (3)

PO12: Thumb Rule

It is a programming language we need to learn lifelong because new concepts arise. Therefore the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	PYTHON PROGRAMMING (SKILL ENHANCEMENT COURSE) (Common to CSE,CIC,CSE(DS),AIDS & AIML)	L	T	P	C
23ASC2501	II-I		0	1	2	2

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the Basic concepts of python programming to build scripts in IDLE.

CO2: Apply the modularity techniques to invoke user defined functions.

CO3: Apply the concept of Dictionaries, Tuples and sets to perform operations on data.

CO4: Analyze the file concepts and oops paradigms to manage data.

CO5: Apply the concepts of JSON and XML for data processing.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	Basic concepts of python programming		to build scripts in IDLE	L2
CO2	Apply	the modularity techniques		to invoke user defined functions	L3
CO3	Apply	the concept of Dictionaries, Tuples and sets		to perform operations on data.	L3
CO4	Analyze	the file concepts and oops paradigms.		to manage data	L4
CO5	Apply	the concepts of JSON and XML		for data processing	L3

UNIT - I	9Hrs
History of Python Programming Language, Thrust Areas of Python, Installing Anaconda Python Distribution Installing and Using Jupyter Notebook. Parts of Python Programming Language: Identifiers, Keywords, Statements and Expressions, Variables Operators, Precedence and Associativity, Data Types, Indentation, Comments, Reading Input, Print Output Type Conversions, the type () Function and Is Operator, Dynamic and Strongly Typed Language. Control Flow Statements: if statement, if-else statement, if...elif...else, Nested if statement, while Loop, for Loop, continue and break Statements, Catching Exceptions Using try and except Statement. Sample Experiments: - Write a program to find the largest element among three Numbers. - Write a Program to display all prime numbers within an interval - Write a program to swap two numbers without using a temporary variable. - Demonstrate the following Operators in Python with suitable examples. - Arithmetic Operators - Relational Operators - Assignment Operators - Logical Operators - Bit wise Operators - Ternary Operator - Membership Operators - Identity Operators - Write a program to add and multiply complex numbers - Write a program to print multiplication table of a given number.	
UNIT - II	9 Hrs
Functions: Built-In Functions, Commonly Used Modules, Function Definition and Calling the function return Statement and void Function, Scope and Lifetime of Variables, Default Parameters, Keyword Arguments, *args and **kwargs, Command Line Arguments. Strings: Creating and Storing Strings, Basic String Operations, Accessing Characters in String by Index Number, String Slicing and Joining, String Methods, Formatting Strings. Lists: Creating Lists, Basic List Operations, Indexing and Slicing in Lists, Built-In Functions Used on Lists List Methods, del Statement. Sample Experiments: - Write a program to define a function with multiple return values. - Write a program to define a function using default arguments. - Write a program to find the length of the string without using any library functions. - Write a program to check if the substring is present in a given string or not. - Write a program to perform the given operations on a list: i.Addition ii. Insertion iii. Slicing - Write a program to perform any 5 built-in functions by taking any list.	

UNIT – III	9 Hr
Dictionaries: Creating Dictionary, Accessing and Modifying key:value Pairs in Dictionaries, Built-In Functions Used on Dictionaries, Dictionary Methods, del Statement. Tuples and Sets: Creating Tuples, Basic Tuple Operations, tuple() Function, Indexing and Slicing in Tuples, Built-In Functions Used on Tuples, Relation between Tuples and Lists, Relation between Tuples and Dictionaries, Using zip() Function, Sets, Set Methods, Frozenset. Sample Experiments: - Write a program to create tuples (name, age, address, college) for at least two members and concatenate the tuples and print the concatenated tuples. - Write a program to count the number of vowels in a string (No control flow allowed). - Write a program to check if a given key exists in a dictionary or not. - Write a program to add a new key-value pair to an existing dictionary. - Write a program to sum all the items in a given dictionary.	
UNIT – IV	9 Hr
Files: Types of Files, Creating and Reading Text Data, File Methods to Read and Write Data, Reading and Writing Binary Files, Pickle Module, Reading and Writing CSV Files, Python os and os.path Modules. Object-Oriented Programming: Classes and Objects, Creating Classes in Python, Creating Objects in Python, Constructor Method, Classes with Multiple Objects, Class Attributes Vs Data Attributes, Encapsulation, Inheritance, Polymorphism. Sample Experiments: - Write a program to sort words in a file and put them in another file. The output file should have only lower-case words, so any upper-case words from source must be lowered. - Python program to print each line of a file in reverse order. - Python program to compute the number of characters, words and lines in a file. - Write a program to create, display, append, insert and reverse the order of the items in the array. - Write a program to add, transpose and multiply two matrices. - Write a Python program to create a class that represents a shape. Include methods to calculate its area and perimeter. Implement subclasses for different shapes like circle, triangle, and square.	
UNIT – V	9Hr
Introduction to Data Science: Functional Programming, JSON and XML in Python, NumPy with Python, Pandas. Sample Experiments: - Python program to check whether a JSON string contains complex object or not. - Python Program to demonstrate NumPy arrays creation using array () function. - Python program to demonstrate use of ndim, shape, size, dtype. - Python program to demonstrate basic slicing, integer and Boolean indexing. - Python program to find min, max, sum, cumulative sum of array - Create a dictionary with at least five keys and each key represent value as a list where this list contains at least ten values and convert this dictionary as a pandas data frame and explore the data through the data frame as follows: - Apply head () function to the pandas data frame - Perform various data selection operations on Data Frame - Select any two columns from the above data frame, and observe the change in one attribute with respect to other attribute with scatter and plot operations in matplotlib	
Reference Books:	
- Gowrishankar S, Veena A., Introduction to Python Programming, CRC Press. - Python Programming, S Sridhar, J Indumathi, V M Hariharan, 2nd Edition, Pearson, 2024 - Introduction to Programming Using Python, Y. Daniel Liang, Pearson.	
Online Learning Resources/Virtual Labs	
https://www.coursera.org/learn/python-for-applied-data-science-ai https://www.coursera.org/learn/python?specialization=python#syllabus	

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3	2		2							1	
CO2	3	3	3	2	3								2
CO3	3	3	3	2	3								2
CO4	3	3	3	3	3						2		
CO5	3	3	3	2	3								2

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO12)	Level of Correlation (0-3)
	Lesson plan(Hours)	%	Correlation	Co's Action verb	BTL			
	9	20	2	CO1 : Understand	L3	PO1 PO2 PO3 PO5	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3) PO5: Apply (L3)	2 3 2 2
	9	20	2	CO2 : Apply	L3	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3) PO4: Analyze(L4) PO5: Apply (L3)	3 3 3 2 3
	9	20	2	CO3 : Apply	L3	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3) PO4: Analyze(L4) PO5: Apply (L3)	3 3 3 2 3
	9	20	2	CO4 : Analyze	L3	PO1 PO2 PO3 PO4 PO5 PO12	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3) PO4: Analyze(L4) PO5: Apply (L3) Thumb Rule	3 3 3 3 3 2
	9	20	2	CO5 : Apply	L3	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3) PO4: Analyze(L4) PO5: Apply (L3)	3 3 3 2 3
	53	100 %						

Justification Statements:

CO1: Understand the Basic concepts of python programming to build scripts in IDLE.

Action Verb : Understand(L2) PO1 Verb : Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is moderate (2)

PO2 Verb : Review(L2)

CO1 Action verb is same as PO2 verb. Therefore the correlation is high (3)

PO3 Verb : Develop(L3)

CO1 Action verb is less than PO3 verb by one level. Therefore the correlation is moderate (2)

PO5 Verb : Apply(L3)

CO1 Action verb is less than PO5 verb by one level. Therefore the correlation is moderate (2)

CO2: Apply the modularity techniques to invoke user defined functions. **Action Verb : Apply (L3)**

PO1: Apply(L3)

CO2 Action verb is same as PO1 verb. Therefore the correlation is high (3)

PO2 Verb : Review(L2)

CO2 Action verb is greater than PO2 verb. Therefore the correlation high (3)

PO3 Verb : Develop (L3)

CO2 Action verb same as PO3 verb. Therefore the correlation high (3)

PO4 Verb : Analyze(L4)

CO2 Action verb is less than PO4 verb by one level. Therefore the correlation is moderate (2)

PO5 Verb : Apply(L3)

CO2 Action verb is same as PO5 verb. Therefore the correlation is high (3)

CO3: Apply the concept of Dictionaries, Tuples and sets to perform operations on data.

Action Verb : Apply(L3) PO1: Apply(L3)

CO3 Action verb is same as PO1 verb. Therefore the correlation is high (3)

PO2 Verb : Review(L2)

CO3 Action verb is greater than PO2 verb. Therefore the correlation high (3)

PO3 Verb : Develop (L3)

CO3 Action verb same as PO3 verb. Therefore the correlation high (3)

PO4 Verb : Analyze(L4)

CO3 Action verb is less than PO4 verb by one level. Therefore the correlation is moderate (2)

PO5 Verb : Apply(L3)

CO3 Action verb is same as PO5 verb. Therefore the correlation is high (3)

CO4: Analyze the file concepts and oops paradigms to manage data.

Action Verb: Analyze(L4) PO1: Apply(L3)

CO3 Action verb is greater than PO1 verb. Therefore the correlation is high (3)

PO2 Verb : Review(L2)

CO3 Action verb is greater than PO2 verb. Therefore the correlation high (3)

PO3 Verb : Develop (L3)

CO3 Action verb is greater than PO3 verb. Therefore the correlation high (3)

PO4 Verb : Analyze(L4)

CO3 Action verb is same as PO4 verb. Therefore the correlation is high (3)

PO5 Verb : Apply(L3)

CO3 Action verb is greater than PO5 verb. Therefore the correlation is high (3)

PO12: Thumb rule

To solve the real time problems oops and file concepts are necessary for data security. Therefore the correlation is medium(2)

CO5: Apply the concepts of JSON and XML for data processing.

Action Verb : Apply(L3) PO1: Apply(L3)

CO3 Action verb is same as PO1 verb. Therefore the correlation is high (3)

PO2 Verb : Review(L2)

CO3 Action verb is greater than PO2 verb. Therefore the correlation high (3)

PO3 Verb : Develop (L3)

CO3 Action verb same as PO3 verb. Therefore the correlation high (3)

PO4 Verb : Analyze(L4)

CO3 Action verb is less than PO4 verb by one level. Therefore the correlation is moderate (2)

PO5 Verb : Apply(L3)

CO3 Action verb is same as PO5 verb. Therefore the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Environmental Science	L	T	P	C
23AMC9901	II-I	(common to CSE, CIC, CSD & EEE)	2	0	0	-

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the multidisciplinary nature of environmental studies, various renewable and nonrenewable resources.

CO2: Understand the ecosystem and biodiversity to solve complex environmental problems

CO3: Apply the various types of pollution, solid waste management, and related preventive measures

CO4: Apply the rainwater harvesting, watershed management, ozone layer depletion, and wasteland reclamation.

CO5: Analyze the population explosion and impact of environmental health issues on human being.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
1	Understand	the multidisciplinary nature of environmental studies, various renewable and nonrenewable resources.			L2
2	Understand	the ecosystem and biodiversity	to solve complex environmental problems		L2
3	Apply	the various types of pollution, solid waste management, and related preventive measures			L3
4	Apply	the rainwater harvesting, watershed management, ozone layer depletion, and wasteland reclamation			L3
5	Analyze	the population explosion and impact of environmental health issues on human being.			L4

UNIT – I

Multidisciplinary Nature of Environmental Studies: Introduction Multidisciplinary Nature of Environmental Studies Definition, Scope and Importance – Need for Public Awareness.

Natural Resources: Renewable and non-renewable energy resources –Natural resources and associated problems.

Forest resources: Use and over – exploitation, deforestation, case studies – Timber extraction – Mining, dams and other effects on forest and tribal people.

Water resources: Use and overutilization of surface and sub-surface – Floods, drought, conflicts over water, dams – benefits and problems.

Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer- pesticides problems, water logging, salinity, case studies.

Energy resources: Renewable and non-renewable energy resources.

UNIT – II

Ecosystems: Concept of an ecosystem. – Structure and functions of an ecosystem – Producers, consumer and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food webs and ecological pyramids – Introduction, types, characteristic features, structure and function of the following ecosystem: Forest ecosystem, Grassland ecosystem, Desert ecosystem and Aquatic ecosystems (ponds streams, lakes, rivers, oceans, estuaries).

Biodiversity And Its Conservation : Introduction- Definition:genetic, species and ecosystem diversity Value of biodiversity: consumptive use, Productive use, social, ethical, aesthetic and option values Biodiversity at global, National and local levels – 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.

UNIT – III

Environmental Pollution: Definition, Causes, effects and its control measures of: Air Pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, and Thermal pollution and Nuclear hazards.
Solid Waste Management: Causes, effects and control measures of urban and industrial wastes – Role of an individual in prevention of pollution – Pollution case studies – Disaster management: earthquakes, cyclones, tsunamis, and landslides.

UNIT – IV

Social Issues and the Environment: From Unsustainable to Sustainable development – Urban problems related to energy – Water conservation, Rainwater harvesting and Watershed Management – Resettlement and rehabilitation of people □ Case studies – Environmental ethics: Issues and possible solutions – Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies–Wasteland reclamation. – Consumerism and waste products. – Environment Protection Act. – Air (Prevention and Control of Pollution) Act. – Water (Prevention and control of Pollution) Act – Wildlife Protection Act – Forest Conservation Act □ Public awareness.

UNIT – V

Human Population and the Environment: Population growth, variation among nations. Population explosion – Family Welfare Programs. – Environment and human health – Human Rights – Value Education – HIV/AIDS – Women and Child Welfare – Role of

Information Technology in Environment and human health – Case studies..

Textbooks:

1. Textbook of Environmental Studies for Undergraduate Courses Erach Bharucha for University Grants Commission, Universities Press.
2. Palaniswamy, “Environmental Studies”, Pearson education
3. S.Azeem Unnisa, “Environmental Studies” Academic Publishing Company
4. K.Raghavan Nambiar, “Text book of Environmental Studies for Undergraduate Courses as per UGC model syllabus”, Scitech Publications (India), Pvt. Ltd.

Reference Books:

1. Deeksha Dave and E.Sai Baba Reddy, “Textbook of Environmental Science”, Cengage Publications.
2. M.Anji Reddy, “Text book of Environmental Sciences and Technology”, BS Publication.
3. J.P.Sharma, Comprehensive Environmental studies, Laxmi publications.
4. J. Glynn Henry and Gary W. Heinke, “Environmental Sciences and Engineering”, Prentice hall of India Private limited
5. G.R.Chatwal, “A Text Book of Environmental Studies” Himalaya Publishing House
6. Gilbert M. Masters and Wendell P. Ela, “Introduction to Environmental Engineering and Science, Prentice hall of India Private limited.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO 1						2							
CO 2													
CO 3						2							
CO 4						2							
CO 5													

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

CO-PO mapping justification:

CO	Percentage of contact hours over the total planned contact hours				CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Register (Hrs)	Lesson Plan (Hrs)	%	corr	Verb	BTL			
1	10	11	23	3	Understand	L2	PO6, PO7	Thumb Rule, Thumb Rule	2, 2
2	15	11	28	3	Understand	L2	PO7	Thumb Rule	2
3	8	11	15	2	Apply	L3	PO6 PO7	Thumb Rule, Thumb Rule	2, 2
4	9	11	19	2	Apply	L3	PO6, PO7	Thumb Rule, Thumb Rule	2, 2
5	8	11	15	2	Analyze	L4	PO7	Thumb Rule	2
	50	53	100						

Justification Statements

CO1: Understand the multidisciplinary nature of environmental studies, various renewable and nonrenewable resources.

Action Verb: Understand (L2)

Using Thumb rule, CO1 correlates PO6 and PO7 as a moderate (2)

CO2: Understand the ecosystem and biodiversity to solve complex environmental problems

Action Verb: Understand (L2)

Using Thumb rule, CO2 correlates PO7 as a moderate (2)

CO3: Apply the various types of pollution, solid waste management, and related preventive measures

Action Verb: APPLY (L3)

Using Thumb rule, CO3 correlates PO6 and PO7 as a moderate (2)

CO4: Apply the rainwater harvesting, watershed management, ozone layer depletion, and wasteland reclamation.

Action Verb: APPLY (L3)

Using Thumb rule, CO4 correlates PO6 and PO7 as a moderate (2)

CO5: Analyze the population explosion and impact of environmental health issues on human being

Action Verb: Analyze (L4)

Using Thumb rule, CO5 correlates PO7 as a moderate (2)

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
Computer Science and Information Technology (CSIT)
(Effective for the batches admitted in 2024-25)

Semester IV (Second year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credits	CIE	SEE	Total
				L	T	P				
1	HM	23AES0305	Optimization Techniques	2	0	0	2	30	70	100
2	BS	23ABS9916	Probability & Statistics	2	1	0	3	30	70	100
3	PC	23APC2506	Operating Systems	2	1	0	3	30	70	100
4	PC	23APC2507	Database Management Systems	2	1	0	3	30	70	100
5	PC	23APC2509	Software Engineering	2	1	0	3	30	70	100
6	PC	23APC2510	Operating Systems & Software Engineering Lab	0	0	3	1.5	30	70	100
7	PC	23APC2508	Database Management Systems Lab	0	0	3	1.5	30	70	100
8	SC	23ASC2502	Python with Django	0	1	2	2	30	70	100
9	ES	23AES0304	Design Thinking & Innovation	0	1	2	2	30	70	100
Total				10	06	10	21	270	630	900



ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Optimization Techniques	L	T	P	C
23AES0305	II-II		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Apply the mathematical procedure for solving the LPP and transportation models

CO2: Apply the algorithms in solving the Transportation and Assignment Problems

CO3: Understand the job scheduling and implement sequencing procedure to solve problems related to the n Jobs on m Machines CO4: Apply the decision-making strategies in game theories for managerial applications

CO5: Understand the concepts of project planning, scheduling and controlling to execute complex projects using PERT and CPM techniques

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Apply	the mathematical procedure for solving the LPP and transportation models		in industries	L3
CO2	Apply	the algorithms in solving the Transportation and Assignment Problems		in logistic related field	L3
CO3	Understand	the job scheduling and implement sequencing procedure to solve problems related to the n Jobs on m Machines		in industries	L2
CO4	Apply	the decision-making strategies in game theories for managerial applications		in industries	L3
CO5	Understand	the concepts of project planning, scheduling and controlling to execute complex projects using PERT and CPM techniques		in industries	L2

Unit I:

Introduction: Meaning, Nature, Scope & Significance of Optimization - Typical applications. The Linear Programming Problem – Introduction, Formulation of Linear Programming problem, Limitations of L.P.P, Graphical method, Simplex method: Maximization and Minimization model(exclude Duality problems), Big-M method and Two Phase method.

Unit II

Transportation Problem: Introduction, Transportation Model, finding initial basic feasible solutions, Moving towards optimality, Unbalanced Transportation problems, Transportation problems with maximization, Degeneracy. Assignment Problem – Introduction, Mathematical formulation of the problem, Solution of an Assignment problem, Hungarian Algorithm, Multiple Solution, Unbalanced Assignment problems, Maximization in Assignment Model.

Activity: Every student presents their idea in three minutes, every student can present design process in the form of flow diagram or flow chart etc. Every student should explain about product development.

Unit III

Sequencing – Job sequencing, Johnsons Algorithm for n Jobs and Two machines, n Jobs and Three Machines, n jobs through m machines, Two jobs and m Machines Problems.

Unit IV

Game Theory: Concepts, Definitions and Terminology, Two Person Zero Sum Games, Pure Strategy Games (with Saddle Point), Principal of Dominance, Mixed Strategy Games (Game without Saddle Point), Significance of Game Theory in Managerial Application.

Unit V

Project Management: Network Analysis – Definition –objectives -Rules for constructing network diagram- Determining Critical Path – Earliest & Latest Times – Floats - Application of CPM and PERT techniques in Project Planning and Control – PERT Vs CPM. (exclude Project Crashing).

Text Books:

1. Operations Research / R. Panneerselvam, PHI Publications.

2. Operations Research / S.D. Sharma-Kedarnath
3. Operations Research / A.M. Natarajan, P. Balasubramani, A. Tamilarasi/Pearson Education.
4. Engineering Optimization: Theory and practice / S.S. Rao, New Age International (P) Limited.

Mapping of COs to POs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3		3									2	2
CO2	3		3		3							2	2
CO3	2	2										3	2
CO4	3		3		3							2	2
CO5	2	2										3	2

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO12)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BT			
				Apply	L	PO1 PO3 PSO1 PSO2	Apply (L3) Develop (L3) Thumb Rule Thumb Rule	3 3 2 2
				Apply	L	PO1 PO3 PO5 PSO1 PSO2	Apply (L3) Develop (L3) Apply (L3) Thumb Rule Thumb Rule	3 3 3 2 2
				Understand	L	PO1 PO2 PSO1 PSO2	Apply (L3) Identify (L3) Thumb Rule Thumb Rule	2 2 3 2
				Apply	L	PO1 PO3 PO5 PSO1 PSO2	Apply (L3) Develop (L3) Apply (L3) Thumb Rule Thumb Rule	3 3 3 2 2
				Understand	L	PO1 PO2 PSO1 PSO2	Apply (L3) Identify (L3) Thumb Rule Thumb Rule	2 2 3 2

Justification Statements:

CO1: Apply the mathematical procedure for solving the LPP and transportation models. Action Verb: Apply (L3)

PO1 Verb: Apply (L3)

CO1 Action verb is same level as PO1 verb. Therefore, the correlation is high (3). PO3 Verb: Develop (L3)

CO1: Action verb is same level as PO3 verb. Therefore, the correlation is high (3).

CO2: Apply the algorithms in solving the Transportation and Assignment Problems. Action Verb: Apply (L3)

PO1 Verb: Apply (L3)

CO2: Action verb is same level as PO1 verb. Therefore, the correlation is high (3). PO3 Verb: Develop (L3)

CO2: Action verb is same level as PO3 verb. Therefore, the correlation is high (3). PO5 Verb: Apply (L3)

CO2: Action verb is same level as PO5 verb. Therefore, the correlation is high (3).

CO3: Understand the job scheduling and implement sequencing procedure to solve problems related to the n Jobs on m Machines. Action Verb: Understand (L2)

PO1 Verb: Apply (L3)

CO1 Action verb is same (lower) level as PO1 verb. Therefore, the correlation is low (2). PO2 Verb: Identify (L3)

CO1: Action verb is same (lower) level as PO2 verb. Therefore, the correlation is low (2).

CO4: Apply the decision making strategies in game theories for managerial applications. Action Verb: Understand (L2)
PO1 Verb: Apply (L3)

CO2: Action verb is same (lower) level as PO1 verb. Therefore, the correlation is low (2). PO3 Verb: Develop (L3)

CO2: Action verb is same (lower) level as PO3 verb. Therefore, the correlation is low (2). PO5 Verb: Apply (L3)

CO2: Action verb is same (lower) level as PO5 verb. Therefore, the correlation is low (2).

CO5: Understand the concepts of project planning, scheduling and controlling to execute complex projects using PERT and CPM techniques.

Action Verb: Understand (L2) PO1 Verb: Apply (L3)

CO1 Action verb is same (lower) level as PO1 verb. Therefore, the correlation is low (2). PO2 Verb: Identify (L3)

CO1: Action verb is same (lower) level as PO2 verb. Therefore, the correlation is low (2).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Probability & Statistics	L	T	P	C
23ABS9916	II-II		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the discrete and continuous data through various statistical methods.

CO2: Apply the concepts of probability, Baye's theorem and its applications. CO3: Apply the discrete and continuous probability distributions for random data. CO4: Analyze the techniques for testing of hypothesis for large samples.

CO5: Analyze the techniques for testing of hypothesis for small samples.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
1	Understand	the discrete and continuous data	through statistical methods.		L2
2	Apply	The concepts of probability and its applications			L3
3	Apply	The discrete and continuous probability distributions	for random data.		L3
4	Analyze	The techniques for testing of hypothesis	for large samples		L4
5	Analyze	The techniques for testing of hypothesis	for small samples		L4

UNIT - I	Descriptive statistics	10 Hrs
Statistics Introduction, Population vs Sample, Collection of data, primary and secondary data, Measures of Central tendency, Measures of Variability (dispersion), Skewness, Kurtosis. Correlation and Regression: Correlation coefficient, rank correlation, regression coefficients, method of least squares, regression lines		

UNIT - II	Probability	8Hrs
Probability, probability axioms, addition law and multiplicative law of probability, conditional probability, Baye's theorem, random variables (discrete and continuous), probability density functions, properties, mathematical expectation.		

UNIT - III	Probability distributions	8Hrs
Probability distributions: Binomial, Poisson and Normal-their properties (Chebyshev's inequality). Approximation of the binomial distribution to normal distribution.		

UNIT - IV	Estimation and Testing of hypothesis, large sample tests	8 Hrs
Estimation-parameters, statistics, sampling distribution, point estimation, maximum likelihood estimation. Formulation of null hypothesis, alternative hypothesis, the critical and acceptance regions, level of significance, two types of errors 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.		

UNIT - V	Small sample tests	8Hrs
Student t-distribution (test for single mean, two means and paired t-test), testing of equality of variances (F-test), χ^2 - test for goodness of fit, χ^2 - test for independent of attributes.		

Textbooks:

1. Miller and Freunds, Probability and Statistics for Engineers, 7/e, Pearson, 2008.
2. S.C. Gupta and V.K. Kapoor, Fundamentals of Mathematical Statistics, 11/e, Sultan Chand & Sons Publications, 2012

Reference Books:

1. S. Ross, a First Course in Probability, Pearson Education India, 2002
2. W. Feller, an Introduction to Probability Theory and its Applications, 1/e, Wiley, 1968
3. B. V. Ramana, Higher Engineering Mathematics, McGraw Hill Education.
4. S.Chand, Probability and Statistics, Dr.T.K.V.Iyengar, Dr.B.Krishna Gandhi, S.Ranganatham, Dr.M.V.S.S.N.Prasad

Mapping of COs to POs

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2										
CO2	3										
CO3	3										
CO4		3									
CO5		3									

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

CO-PO mapping justification:

CO	Percentage of contact hours over the total planned contact hours			CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Lesson Plan (Hrs)	%	correlation	Verb	BTL			
1				Understand	L2	PO1	Apply (L3)	2
2				Apply	L3	PO1	Apply (L3)	3
3				Apply	L3	PO1	Apply (L3)	3
4				Analyze	L4	PO2	Analyze (L4)	3
5				Analyze	L4	PO2	Analyze (L4)	3

Justification Statements

CO1: Understand the discrete and continuous data through various statistical methods.

Action Verb: Understand (L2)

PO1 Verbs: Apply(L3)

CO1 Action Verb is low level to PO1 verb by one level; Therefore correlation is moderate (2).

CO2: Apply the concepts of probability, Baye's theorem and its applications.

Action Verb: Apply (L3)

PO1 Verbs: Apply(L3)

CO2 Action Verb is equal to PO1 verb; Therefore correlation is high (3).

CO3: Apply the discrete and continuous probability distributions for random data.

Action Verb: Apply (L3)

PO1 Verb: Apply (L3)

CO3 Action Verb level is equal to PO1 verb; Therefore correlation is high (3).

CO4: Analyze the techniques for testing of hypothesis for large samples.

Action Verb: Analyze(L4)

PO2 Verb: Analyze(L4)

CO4 Action Verb level is equal to PO2 verb; Therefore correlation is high (3).

CO5: Analyze the techniques for testing of hypothesis for small samples.

Action Verb: Analyze(L4)

PO2 Verb: Analyze (L4)

CO5 Action verb is equal to PO2 verb; therefore the correlation is high (3).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT))

Course Code	Year & Sem	Operating Systems (common to CSE & CIC)	L	T	P	C
23APC2506	II-II		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** the basic concepts of Operating Systems and its services.

CO2: **Apply** the concepts of process synchronization and CPU scheduling by drawing Gantt chart

CO3: **Analyze** the methods to handle deadlock and memory management

CO4: **Evaluate** the various disk scheduling algorithms

CO5: **Understand** the issues and goals of File System protection

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the basic concepts of Operating Systems and its services			L2
CO2	Apply	the concepts of process synchronization & CPU scheduling	by drawing Gantt chart		L3
CO3	Analyze	the methods to handle deadlock and memory management			L4
CO4	Evaluate	the various disk scheduling algorithms			L5
CO5	Understand	the issues and goals of File System protection			L2

UNIT - I	9 Hrs
Operating Systems Overview: Introduction, Operating system functions, Operating systems operations Computing environments, Free and Open-Source Operating Systems System Structures: Operating System Services, User and Operating-System Interface, system calls, Types of System Calls, system programs Operating system Design and Implementation, Operating system structure, Building and Booting an Operating System, Operating system debugging	
UNIT - II	10Hrs
Processes: Process Concept, Process scheduling, Operations on processes, Inter-process communication Threads and Concurrency: Multithreading models, Thread libraries, Threading issues. CPU Scheduling Basic concepts, Scheduling criteria, Scheduling algorithms, Multiple processor scheduling	
UNIT - III	8Hrs
Synchronization Tools: The Critical Section Problem, Peterson's Solution, Mutex Locks, Semaphores Monitors, Classic problems of Synchronization. Deadlocks: system Model, Deadlock characterization Methods for handling Deadlocks, Deadlock prevention, Deadlock avoidance, Deadlock detection, Recovery from Deadlock.	
UNIT - IV	9Hrs
Memory-Management Strategies: Introduction, Contiguous memory allocation, Paging, Structure of the Page Table, Swapping. Virtual Memory Management: Introduction, Demand paging, Copy-on-write, Page replacement, Allocation of frames, Thrashing. Storage Management: Overview of Mass Storage Structure HDD Scheduling	
UNIT - V	8Hrs
File System: File System Interface: File concept, Access methods, Directory Structure; File system Implementation: File-system structure, File-system Operations, Directory implementation, Allocation method, Free space management; File-System Internals: File System Mounting, Partitions and Mounting, File Sharing. Protection: Goals of protection, Principles of protection, Protection Rings, Domain of protection, Access matrix.	
Textbooks: 1. Operating System Concepts, Silberschatz A, Galvin P B, Gagne G, 10th Edition, Wiley, 2018. 2. Modern Operating Systems, Tanenbaum A S, 4th Edition, Pearson, 2016	
Reference Books: 1. Operating Systems -Internals and Design Principles, Stallings W, 9th edition, Pearson, 2018 2. Operating Systems: A Concept Based Approach, D.M Dhamdhare, 3rd Edition, McGraw- Hill, 2013	

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3									2	1	1
CO2	3	3				2					3	1	1
CO3	3	3	3	3	3							2	2
CO4	3	3	3	3	3	2	3				2	2	2
CO5	2	3					3				2	2	2

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 toPO12)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Actionverb	BTL			
1	9	20	2	CO1 : Understand	L2	PO1 PO2 PO12	PO1: Apply(L3) PO2: Review(L2) PO12: Thumb rule	2 3 2
2	9	20	2	CO2 :Apply	L3	PO1 PO2 PO6 PO12	PO1: Apply(L3) PO2: Review(L2)PO6: Thumb rule PO12: Thumb rule	3 3 2 3
3	9	20	2	CO3 : Analyze	L4	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3)PO4: Analyze (L4) PO5: Apply(L3)	3 3 3 3 3
4	9	20	2	CO4 : Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO6 PO8 PO12	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3)PO4: Analyze (L4)PO5: Apply(L3) PO6: Thumb rule PO8: Thumb rule PO12: Thumb rule	3 3 3 3 3 2 3 2
5	9	20	2	CO5 : Understand	L2	PO1 PO2 PO8 PO12	PO1: Apply(L3) PO2: Review(L2) PO8: Thumb rule PO12: Thumb rule	2 3 3 2
	45	100						

Justification Statements :

CO1: Understand the basic concepts of Operating Systems and its services. Action Verb : Understand(L2)

PO1 Verb : Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is moderate(2)

PO2 Verb : Review(L2)

CO1 Action verb is same as PO2 verb. Therefore the correlation is high(3)

PO12: Thumb rule

In today's world operating system services are updating, those services needs to understand. Therefore the correlation is moderate (2)

CO2: Apply the concepts of process synchronization & CPU scheduling by drawing gantt chart Action Verb : Apply (L3)

PO1: Apply(L3)

CO2 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2 Verb : Review(L2)

CO1 Action verb is greater than PO2 verb by one level. Therefore the correlation is high (3)

PO6: Thumb rule

Most of the scheduling algorithm were used to solve some of the societal problems like forming Queue line. Therefore the correlation is Moderate (2)

PO12: Thumb rule

Scheduling is the one of the daily activity done in many sectors. Therefore the correlation is

High(3)

CO3: Analyze the methods to handle deadlock and memory management Action Verb : Analyze (L4)
PO1: Apply(L3)

CO3 Action verb is greater level as PO1 verb. Therefore the correlation is high (3)

PO2: Review (L2)

CO3 Action verb is greater than PO2 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO3 Action verb is greater than PO3 verb by one level. Therefore the correlation is high(3)

PO4: Analyze (L4)

CO3 Action verb is same as PO4 verb. Therefore the correlation is high(3)

PO5: Apply(L3)

CO3 Action verb is greater than PO5 verb by one level. Therefore the correlation is high(3)

CO4: Evaluate the various disk scheduling algorithms Action Verb : Evaluate (L5)

PO1: Apply(L3)

CO4 Action verb is greater level as PO1 verb. Therefore the correlation is high (3)

PO2: Review (L2)

CO4 Action verb is greater level as PO2 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO4 Action verb is greater than PO3 verb. Therefore the correlation is high(3)

PO4: Analyze (L4)

CO4 Action verb is greater than PO4 verb by one level. Therefore the correlation is high(3)

PO5: Apply(L3)

CO4 Action verb is greater than PO5 verb. Therefore the correlation is high(3)

PO6: Thumb rule

Disk scheduling and file system interfaces are applied to provide solutions for E-Commerce database access . Therefore the correlation is moderate (2)

PO8: Thumb rule

Since ethical principles shall be followed in file manipulations and data storage. Therefore the correlation is high(3)

PO12: Thumb rule

File manipulation of data and storage of data is playing major role in current scenario. Therefore, the correlation is moderate (2)

CO5: Understand the issues and goals of File System protection

Action Verb : Understand (L2)

PO1: Apply(L3)

CO5 Action verb is less than PO1 verb by one level. Therefore, the correlation is moderate (2)

PO2: Review (L2)

CO5 Action verb is same as PO2 verb. Therefore, the correlation is high(3)

PO8 : Thumb rule

Ethical principles should be followed for various security issues. Therefore the correlation is high(3)

PO12: Thumb rule

Security services and principles are keep on updating in the today's world. Therefore, the correlation is moderate (2)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Database Management Systems Common to CSE,AIIML,CSE(DS), CSIT & CIC	L	T	P	C
23APC2507	II-II		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the fundamentals of databases to design relational models.

CO2: Apply the E-R model for database design of real world applications.

CO3: Apply the SQL and PL/SQL concepts to formulate queries.

CO4: Analyze normalization methods to enhance database structures

CO5: Analyze the concurrent transactions and recover systems to prevent data loss in system crash.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	The fundamentals of databases		To design relational models.	L2
CO2	Apply	the E-R model		for database design of real world applications	L3
CO3	Apply	the SQL and PL/SQL concepts		To formulate queries.	L3
CO4	Analyze	normalization methods		to enhance database structures	L4
CO5	Analyze	the concurrent transactions and recover systems		to prevent data loss in system crash.	L4

UNIT - I	9 Hrs
Introduction: Database system, Characteristics (Database Vs File System), Database Users, Advantages of Database systems, Database applications. Brief introduction of different Data Models; Concepts of Schema Instance and data independence; Three tier schema architecture for data independence; Database system structure, environment, Centralized and Client Server architecture for the database. Entity Relationship Model: Introduction, Representation of entities, attributes, entity set, relationship relationship set, constraints, sub classes, super class, inheritance, specialization, generalization using ER Diagrams.	
UNIT - II	9Hrs
Relational Model: Introduction to relational model, concepts of domain, attribute, tuple, relation, importance of null values, constraints (Domain, Key constraints, integrity constraints) and their importance, Relational Algebra, Relational Calculus. BASIC SQL: Simple Database schema, data types, table definitions (create alter), different DML operations (insert, delete, update).	
UNIT - III	9 Hrs
SQL: Basic SQL querying (select and project) using where clause, arithmetic & logical operations, SQL functions(Date and Time, Numeric, String conversion). Creating tables with relationship, implementation of key and integrity constraints, nested queries, sub queries, grouping, aggregation, ordering, implementation of different types of joins, view(updatable and non- updatable), relational set operations. NoSQL: Introduction and Properties of NoSQL, Different NoSQL Systems, Columnar families, Schema-Less Databases, Materialized Views, Distribution Models, Sharding	
UNIT - IV	9 Hrs
Schema Refinement (Normalization): Purpose of Normalization or schema refinement, concept of functional dependency, normal forms based on functional dependency Lossless join and dependency preserving decomposition, (1NF, 2NF and 3 NF), concept of surrogate key, Boyce-Codd normal form(BCNF), MVD, Fourth normal form(4NF), Fifth Normal Form (5NF).	
UNIT - V	9 Hrs

Transaction Concept: Transaction State, ACID properties, Concurrent Executions, Serializability Recoverability, Implementation of Isolation, Testing for Serializability, lock based, time stamp based optimistic, concurrency protocols, Deadlocks, Failure Classification, Storage, Recovery and Atomicity Recovery algorithm. Introduction to Indexing Techniques: B+ Trees, operations on B+Trees, Hash Based Indexing:	
Textbooks:	
1.	Database Management Systems, 3rd edition, Raghurama Krishnan, Johannes Gehrke, TMH (For Chapters 2, 3, 4)
2.	Database System Concepts, 5th edition, Silberschatz, Korth, Sudarsan, TMH (For Chapter 1 and Chapter 5)
Reference Books:	

1. Introduction to Database Systems, 8th edition, C J Date, Pearson.
2. Database Management System, 6th edition, RamezElmasri, Shamkant B. Navathe, Pearson
3. Database Principles Fundamentals of Design Implementation and Management, Carlos Coronel, Steven Morris, Peter Robb, Cengage Learning.

Online Learning Resources:

1. <https://nptel.ac.in/courses/106/105/106105175/>
2. https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01275806667282022456_shared/overview

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3										1	
CO2	3	3									2		2
CO3	3	3	3	2	3		2	2			2		2
CO4	3	3	3	3	3		3						
CO5		3	3	3	3		2	2			2		2

Correlation matrix

Unit No.	CO Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL	Program Outcome (PO)	PO(s) :ActionVerb and BTL(for PO1 to PO12)	Level of Correlation (0-3)
1	9	20	2	CO1 :Understand	L2	PO1 PO2	PO1: Apply(L3) PO2: Review(L2)	2 3
2	9	20	2	CO2 :Apply	L3	PO1 PO2 PO12	PO1: Apply(L3) PO2: Review(L2) PO12: Thumb rule	3 3 2
3	9	20	2	CO3 :Apply	L3	PO1 PO2 PO3 PO4 PO5 PO8 PO9 PO12	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3) PO4: Analyze (L4) PO5: Apply(L3) PO8: Thumb rule PO9: Thumb rule PO12: Thumb rule	3 3 3 2 3 2 2 2
4	9	20	2	CO4 :Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8	PO1: Apply(L3) PO2: Analyze(L4) PO3: Develop (L3) PO4: Analyze (L4) PO5: Apply(L3) PO8: Thumb rule	3 3 3 3 3 3
5	9	20	2	CO5 :Analyze	L4	PO2 PO3 PO4 PO5 PO8 PO9 PO12	PO2: Analyze(L4) PO3: Develop (L3) PO4: Analyze (L4) PO5: Apply(L3) PO8: Thumb rule PO9: Thumb rule PO12: Thumb rule	3 3 3 3 2 2 2
	45	100%						

Justification Statements:

CO1: Understand the fundamentals of databases to design relational models.

Action Verb: Understand(L2) PO1 Verb : Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is moderate (2)

PO2 Verb: Review(L2)

CO1 Action verb is same level as PO2 verb. Therefore the correlation is high (3) CO2: Apply the E-R model for database design of real world applications.

Action Verb: Apply (L3) PO1: Apply(L3)

CO2 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Review (L2)

CO2 Action verb is greater than PO2 verb. Therefore the correlation is high (3) **PO12:**

Thumb rule

For some of DB applications, PL/SQL concepts are used to formulate queries. Therefore the correlation is moderate (2) CO3: Apply the SQL and PL/SQL concepts to formulate queries.

Action Verb: Apply(L3) PO1: Apply(L3)

CO3 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Review (L2)

CO3 Action verb is higher level as PO2 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO3 Action verb is same level as PO3 verb. Therefore the correlation is high (3)

PO4: Analyze(L4)

CO3 Action verb is less than PO4 verb by one level. Therefore the correlation is moderate (2)

PO5: Apply(L3)

CO3 Action verb is same level as PO5 verb. Therefore the correlation is high (3)

PO8: Thumb rule

Since ethical principles should be followed to create a database. Therefore the correlation is moderate(2)

PO9 : Thumb rule

Team work is required between DBA and Database designer to create a database. Hence the correlation is moderate (2)

PO12: Thumb rule

For some of DB applications, ER model concepts are used to create designs. Therefore the correlation is moderate(2) CO4: Analyze normalization methods to enhance database structures

Action Verb: Analyze(L4) PO1: Apply(L3)

CO4 Action verb is greater than PO1 verb . Therefore the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is same level as PO2 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO4 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is same as PO4 verb. Therefore the correlation is high (3)

PO5: Apply(L3)

CO4 Action verb is greater than PO5 verb. Therefore the correlation is high (3)

PO8: Thumb rule

Since ethical principles shall be followed in data manipulation. Therefore the correlation is high(3) CO5: Analyze the concurrent transactions and recover systems to prevent data loss in system crash.

Action Verb: Analyze (L4) PO2: Analyze (L4)

CO5 Action verb is same level as PO2 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO5 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is same level as PO4 verb. Therefore the correlation is high (3)

PO5: Apply(L3)

CO5 Action verb is greater than PO5 verb. Therefore the correlation is high (3)

PO8 : Thumb rule

Since ethical principles should be followed for transaction management. Therefore the correlation is moderate(2)

PO9: Thumb rule

Team work is required for transaction management and recovery of failure transactions. Hence the correlation is moderate (2)

PO12: Thumb rule

In real time transaction management is continuously updating. Therefore the correlation is moderate (2)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Software Engineering	L	T	P	C
23APC2509	II-II		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the different Software Engineering Models

CO2: Analyze the Parameters and prerequisites of software project management.

CO3: Analyze the Design Methodologies of Software Project

CO4: Apply the Coding and Testing Methods for Quality Assurance of the Software project

CO5: Analyze the Software Quality Management Systems (standards) for reliability

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	The different Software Engineering Models			L2
CO2	Analyze	The Parameters and prerequisites of SPM			L4
CO3	Analyze	The Design Methodologies of Software Project			L4
CO4	Apply	The Coding and Testing Methods		for Quality Assurance of the Software project	L3
CO5	Analyze	The Software Quality Management Systems (standards)		for reliability	L4
UNIT – I					9 Hrs
Introduction: Evolution, Software development projects, Exploratory style of software developments, Emergence of software engineering, Notable changes in software development practices Computer system engineering. Software Life Cycle Models: Basic concepts, Waterfall model and its extensions, Rapid application development, Agile development model, Spiral model.					
UNIT – II					9Hrs
Software Project Management: Software project management complexities, Responsibilities of software project manager, Metrics for project size estimation, Project estimation techniques, Empirical Estimation techniques, COCOMO, Halstead’s software science, risk management. Requirements Analysis And Specification: Requirements gathering and analysis, Software Requirements Specification (SRS), Formal system specification, Axiomatic specification, Algebraic specification, Executable specification and 4GL.					
UNIT – III					9 Hrs
Software Design: Overview of the design process, How to characterize a good software design? Layered arrangement of modules, Cohesion and Coupling. approaches to software design. Agility: Agility and the Cost of Change, Agile Process, Extreme Programming (XP), Other Agile Process Models, Tool Set for the Agile Process (Text Book 2) Function-Oriented Software Design: Overview of SA/SD methodology, Structured analysis, Developing the DFD model of a system, Structured design, Detailed design, and Design Review. User Interface Design: Characteristics of a good user interface, Basic concepts, Types of user interfaces, Fundamentals of component-based GUI development, and user interface design methodology.					
UNIT – IV					9 Hrs

Coding And Testing: Coding, Code review, Software documentation, Testing, Black-box testing, White Box testing, Regression Testing ,Debugging, Program analysis tools, Integration testing, Testing object oriented programs, Smoke testing, and Some general issues associated with testing.

Software Reliability And Quality Management: Software reliability. Statistical testing, Software quality, Software quality management system, ISO 9000. SEI Capability maturity model. Few other important quality standards, and Six Sigma.

UNIT – V

9 Hrs

Computer-Aided Software Engineering (Case): CASE and its scope, CASE environment, CASE support in the software life cycle, other characteristics of CASE tools, Towards second generation CASE Tool and Architecture of a CASE Environment.

Software Maintenance: Characteristics of software maintenance, Software reverse engineering, Software maintenance process models and Estimation of maintenance cost.
Software Reuse: reuse- definition, introduction, reason behind no reuse so far, Basic issues in any reuse program, A reuse approach, and Reuse at organization level.

Textbooks:

1. Fundamentals of Software Engineering, Rajib Mall, 5th Edition, PHI.
2. Software Engineering A practitioner's Approach, Roger S. Pressman, 9th Edition, McGraw Hill International Edition.

Reference Books:

1. Software Engineering, Ian Sommerville, 10th Edition, Pearson.
2. Software Engineering, Principles and Practices, Deepak Jain, Oxford University Press.

Online Learning Resources:

- 1) <https://nptel.ac.in/courses/106/105/106105182/>
- 2) https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_01260589506387148827_shared/overview
- 3) https://infyspringboard.onwingspan.com/web/en/app/toc/lex_auth_013382690411003904735_shared/overview

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2												
CO2	3			3	3							3	
CO3	3		3									3	
CO4	3		3	2								2	2
CO5	3		3	3	3	2						2	2

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :ActionVerb and BTL(for PO1 to PO12)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	20%	2	CO1 :Understand	L2	PO1	PO1:Apply(L3)	2
2	9	20%	2	CO2 : Analyze	L4	PO1 PO4 PO5	PO1:Apply(L3) PO4: Analyze(L4) PO5:Apply(L3)	3 3 3
3	9	20%	2	CO3 : Analyze	L4	PO1 PO3	PO1:Apply(L3) PO3: Develo(L3)	3 3
4	9	20%	2	CO4 :Apply	L3	PO1 PO3 PO4	PO1:Apply(L3) PO3: Develop(L3) PO4:Analyze(L4)	3 3 2
5	9	20%	2	CO5 : Analyze	L4	PO1 PO3 PO4 PO5 PO6 PO7 PO10 PO11	PO1:Apply(L3) PO3: Develop(L3) PO4: Analyze(L4) PO5:Apply(L3) PO6:Thumb rule PO7:Thumb rule PO10: Thumbrule PO11: Thumbrule	3 3 3 3 2 2 2 2
	4	100%						

Justification Statements:

CO1: Understand the different Software Engineering Models Action Verb: Understand(L2)
 PO1: Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is moderate (2)

CO2: Analyze the Parameters and prerequisites of Software project management
Action Verb: Analyze(L4)

PO1: Apply(L3)

CO2 Action verb is greater than PO1 verb. Therefore the correlation is high (3) PO4:
Analyze (L4)

CO2 Action verb is same level as PO4 verb. Therefore the correlation is high (3) PO5:
Apply(L3)

CO2 Action verb is greater than PO5 verb. Therefore the correlation is high (3)

CO3: Analyze the Design Methodologies of Software Project
Action Verb: Analyze(L4)
PO1: Apply(L3)

CO3. Action verb is greater than PO1 verb. Therefore the correlation is high (3) PO3:
Develop (L3)

CO3 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

CO4: Apply the Coding and Testing Methods for Quality Assurance of the Software
project Action Verb: Apply(L3)

PO1: Apply(L3)

CO4 Action verb is same level as PO1 verb. Therefore the correlation is high (3) PO3:
Develop (L3)

CO4 Action verb is same level as PO3 verb. Therefore the correlation is high (3) PO4:
Analyze (L4)

CO4 Action verb is less than PO4 verb by one level. Therefore the correlation is moderate(2)

CO5: Analyze the Software Quality Management Systems (standards) for
reliability Action Verb: Analyze (L4) PO1: Apply(L3)

CO5 Action verb is greater than PO1 verb. Therefore the correlation is high (3) PO3:
Develop (L3)

CO5 Action verb is greater than PO2 verb. Therefore the correlation is high (3) PO4:
Analyze (L4)

CO5 Action verb is same level as PO4 verb. Therefore the correlation is high (3) PO5:
Apply(L3)

CO5 Action verb is greater than PO5 verb. Therefore the correlation is high (3) PO6:
Thumb rule

For some software projects ,Various projects are evaluated for understanding ,therefore
the correlation is moderate(2)

PO9: Thumb rule

Team work is required for software project, therefore the correlation is moderate(2)

PO11: Thumb rule

Demonstrate knowledge and understanding of the engineering and management
principles

And apply these to one's own work, therefore the correlation is moderate(2)



Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Operating Systems and Software Engineering Lab CSIT	L	T	P	C
23APC2501	II-II		0	0	3	1.5

Course Outcomes:

After studying the course, student will be able to

CO 1: Understand the basic commands in UNIX operating systems.

CO 2: Apply the concepts of CPU scheduling algorithms to solve real time problems.

CO 3: Apply the concepts of process synchronization, memory management and deadlocks for various solutions, file system interface

CO 5: Design the E-R diagrams for DFD & CFD and structured charts for the project.

CO 6: Develop the UML diagrams for real time mobile applications and e-commerce projects.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the basic commands in UNIX operating system			L2
CO2	Apply	the concepts of CPU scheduling algorithms		to solve real time problems	L3
CO3	Apply	the concepts of process synchronization methods			L3
CO4	Create	the E-R diagrams		for DFD & CFD	L6
CO5	Develop	UML diagrams		for real time mobile applications and e-commerce projects.	L3

Sample Experiments in Operating Systems:

1. Practicing of Basic UNIX Commands. **(CO1)**
2. Write programs using the following UNIX operating system calls fork, exec, getpid, exit, wait, close, stat, opendir and readdir. **(CO1)**
3. Simulate the following CPU scheduling algorithms
a) FCFS b) SJF c) Priority d) Round Robin. **(CO2)**
4. Control the number of ports opened by the operating system with
a) Semaphore b) Monitors. **(CO2)**
5. Simulate the following page replacement algorithms **(CO3)**
a) FIFO b) LRU c) LFU
6. Simulate the following file allocation strategies **(CO3)**
a) Sequential b) Indexed c) Linked

Sample Experiments in Software Engineering:

Perform the following, for the following experiments: **(CO4)**

- i. Do the Requirement Analysis and Prepare SRS
 - ii. Draw E-R diagrams, DFD, CFD and structured charts for the project.
 - a. Course Registration System
 - b. Students Marks Analyzing System
 - c. Online Ticket Reservation System
 - d. Stock Maintenance
- 2) Consider any application, using COCOMO model, estimate the effort. **(CO4)**
 - 3) Consider any application, Calculate effort using FP oriented estimation model. **(CO4)**
 - 4) Draw the UML Diagrams for the problem a, b, c, d. **(CO4)**

- 5) Design the test cases for e-Commerce application (Flipcart, Amazon) **(C05)**
- 6) Design and Implement ATM system through UML Diagrams. **(C05)**
- 7) Perform the following, for the following experiments: **(C05)**
 - i. Do the Requirement Analysis and Prepare SRS
 - ii. Draw E-R diagrams, DFD, CFD and structured charts for the project.
 - a. Course Registration System
 - b. Students Marks Analyzing System
 - c. Online Ticket Reservation System
 - d. Stock Maintenance

Course Title	COs													
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
Design Thinking & Innovation	CO 1	2	3		2		2							2
	CO 2	3	3	2	2									2
	CO 3	3	3		2		2							2
	CO 4	3	3	3	3									2
	CO 5	3	3	2	2	3	2							2

References:

1. Operating System Concepts, Silberschatz A, Galvin P B, Gagne G, 10th Edition, Wiley, 2018.
2. Modern Operating Systems, Tanenbaum A S, 4th Edition, Pearson, 2016
3. Operating Systems -Internals and Design Principles, Stallings W, 9th edition, Pearson, 2018
4. Operating Systems: A Concept Based Approach, D.M Dhamdhare, 3rd Edition, McGraw-Hill, 2013

Online Learning Resources/Virtual Labs:

1. <https://www.cse.iitb.ac.in/~mythili/os/>
2. <http://peterindia.net/OperatingSystems.html>

Correlation matrix

Unit No.	Co's Action verb	BTL	Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO12)	Level of Correlation (0-3)
1	Understand	L2	PO1 PO2 PO4 PO11	Apply (L3) Review (L2) Analyze (L4) Thumb Rule	2 3 2 2
2	Apply	L3	PO1 PO2 PO3 PO4	Apply (L3) Review (L2) Develop (L3) Analyze (L4)	3 3 3 2
3	Apply	L3	PO1 PO2 PO4	Apply (L3) Review (L2) Analyze (L4)	3 3 2

4	Create	L6	PO1 PO2	Apply (L3) Review (L2)	3
			PO3 PO4	Design (L6) Analyze (L4)	3
					3
					3
5	Develop	L3	PO1 PO2	Apply (L3) Review (L2)	3
			PO3 PO4	Design (L6) Analyze (L4)	3
			PO5	Apply (L3)	2
			PO11	Thumb Rule	2
					3
					2

Justification Statements:

CO1: Understand the basic commands in UNIX operating systems. Action Verb: Understand (L2)

PO1 Verb: **Apply (L3)**

CO1 Action verb is lower than PO1 verb. Therefore, the correlation is medium (2)

PO2 Verb: **Review (L2)**

CO1 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO4 Verb: **Analyze (L4)**

CO1 Action verb is lower than PO4 verb. Therefore, the correlation is medium (2) PO11 Verb: **Thumb Rule**

Basic commands are required to solve any engineering site therefore the correlation is medium (2)

CO2: Apply the concepts of CPU scheduling algorithms to solve real time problems.

Action Verb: **Apply (L3)**

PO1 Verb: **Apply (L3)**

CO2 Action verb is same level as PO1 verb. Therefore, the correlation is high (3)

PO2 Verb: **Review (L2)**

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO3 Verb: **Develop (L3)**

CO2 Action verb is same level as PO3 verb. Therefore, the correlation is high (3) PO4 Verb: **Analyze (L4)**

CO2 Action verb is lower than PO4 verb. Therefore, the correlation is medium (2)

CO3: Apply the concepts of process synchronization, memory management and deadlocks for various solutions.

Action Verb: **Apply (L3)**

PO1 Verb: **Apply (L3)**

CO3 Action verb is same level (greater) as PO1 verb. Therefore, the correlation is high (3)

PO2 Verb: **Review (L2)**

CO3 Action verb is same level (greater) as PO2 verb. Therefore, the correlation is high (3)

PO4 Verb: **Analyze (L4)**

CO3 Action verb is lower than PO4 verb. Therefore, the correlation is medium (2)

CO4: Design the E-R diagrams for DFD & CFD and structured charts for the project.

Action Verb: **Create (L3)**

PO1 Verb: **Apply (L3)**

CO4 Action verb is same level as PO1 verb. Therefore, the correlation is high (3) PO2 Verb: **Review (L2)**

CO4 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO3 Verb: **Design (L6)**

CO4 Action verb is same level as PO3 verb. Therefore, the correlation is high (3) PO4 Verb: **Analyze (L4)**

As per thumb rule CO4 co-relates slightly with PO6 verb. Therefore, the correlation is high (3)

CO5 : Develop the UML diagrams for real time mobile applications and e-commerce projects.

Action Verb: **Design (L6)**

CO5 Action verb is same level (greater) as PO3 verb. Therefore, the correlation is low (3)

PO1 Verb: **Apply (L3)**

CO5 Action verb is same level (greater) as PO4 verb. Therefore, the correlation is low (3)

PO2 Verb: **Review (L2)**

PO3 Verb: **Design (L6)**

CO5 Action verb is same level (greater) as PO4 verb. Therefore, the correlation is low (2)

PO4 Verb: **Analyze (L4)**

CO5 Action verb is same level (greater) as PO5 verb. Therefore, the correlation is low (2)

PO5 Verb: **Apply (L3)**

CO5 Action verb is same level (greater) as PO5 verb. Therefore, the correlation is low (3)

PO11 Verb: **Thumb Rule**

Documentation and control flow of the project using UML concept required in long life therefore the correlation is high (2)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Python with Django (SKILL ENHANCEMENT COURSE) (Common to CSE,CIC,CSE(DS),AIDS & AIML)	L	T	P	C
23ASC2502	II-I		0	1	2	2

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the HTTP request procedure for creating web scraping.

CO2: Apply the Django Template for Creating model site & converting the model into a table.

CO3: Apply the Django Authentication procedures for to solve security issues with Django.

CO4: Analyze the Database Migrations techniques for Fetching Data from the Database

CO5: Apply the functional website in Django for registering on Heroku and GitHub depository.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the HTTP request procedure in Django		for creating web scraping	L2
CO2	Apply	the Django Template		for Creating model site & converting the model	L3
CO3	Apply	the Django Authentication		for to solve security issues with Django	L3
CO4	Analyze	Database Migrations techniques		for Fetching Data from the Database	L4
CO5	Apply	functional website		for registering on Heroku and GitHub	L3

UNIT – I	Python libraries for web development	9Hrs
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UNIT-I : Python libraries for web development :

Collections-Container datatypes, Tkinter-GUI applications, Requests-HTTP requests, BeautifulSoup4-web scraping, Scrapy, Zappa, Dash, CherryPy, Turbo Gears, Flask, Web2Py, Bottle, Falcon, Cubic Web, Quixote, Pyramid.

Sample Experiments:

1. Write a Python GUI program to import Tkinter package and create a window. Set its title and add a label to the window.
2. Write a Python program that designs a simple login form with labels and Entry widgets, arranging them in a grid using the Grid geometry manager.
3. Write a program using BeautifulSoup4 library for web scraping for a given URL
4. Develop a sample Hello World page using Flask framework
5. Develop a sample web page using CherryPy / Web2Py / Bottle Framework 31.

UNIT – II	Introduction to Django Framework	9 Hrs
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Understanding Django environment, Features of Django and Django architecture, MVC and MTV, Urls and Views, Mapping the views to URLs, Django Template, Template inheritance Django Models, Creating model for site, Converting the model into a table, Fields in Models, Integrating Bootstrap into Django, Creating tables Creating grids, Creating carousels.

Sample Experiments:

1. Create a Sample “Hello World” Application using Django
2. Create a Login and Registration Page using MVC architecture in Django Framework
3. Create a sample page in Django by integrating BootStrap.
4. Create an application with Tables, grids in Django

5. Create a Django App with Carousels feature.

UNIT – III	Integrating Accounts & Authentication on Django	9 Hrs
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Introduction to Django Authentication System, Security Problem & Solution with Django Creating Registration Form using Django, Adding Email Field in Forms, Configuring email settings, Sending emails with Django Adding Grid Layout On Registration Page, Adding Page Restrictions, Login Functionality Test and Logout.

Sample Experiments:

6. Create a registration page using Authentication System
7. Create an application in Django to send emails using email settings and Grid Layout
8. Create an application in Django using page restriction / authentication with Login and Logout Functionality
9. Create a sample form using Django Forms 32.

UNIT – IV	Connecting SQLite with Django	9 Hrs
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Database Migrations, Fetch Data From Database, Displaying Data On Templates, Adding Condition On Data Sending data from url to view, Sending data from view to template, Saving objects into database, Sorting objects, Filtering objects, Deleting objects, Difference between session and cookie, Creating sessions and cookie in Django.

Sample Experiments:

10. Create an app in Django which fetches data from database and show as list and also save objects in database
11. Create an app in Django for performing CRUD operations on records in a database
12. Create an app in Django which uses session management and cookies to store and manage user sessions.

UNIT – V	Deploying Django Web Application on Cloud	9Hrs
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Creating a functional website in Django, Four Important Pillars to Deploy, registering on Heroku and GitHub Push project from Local System to GitHub, working with Django Heroku, Working with Static Root, Handling WSGI with gunicorn, setting up Database & adding users.

Sample Experiments:

13. Create a website in Django with login, and registration page.
14. Register on GitHub, and Heroku and deploy the website on Heroku with all the functionalities developed.
15. Configure Django to handle static files. 33.

Reference Books:

4. Gowrishankar S, Veena A., Introduction to Python Programming, CRC Press.
5. Python Programming, S Sridhar, J Indumathi, V M Hariharan, 2nd Edition, Pearson, 2024
6. Introduction to Programming Using Python, Y. Daniel Liang, Pearson.

Online Learning Resources/Virtual Labs

3. <https://www.coursera.org/learn/python-for-applied-data-science-ai>
4. <https://www.coursera.org/learn/python?specialization=python#syllabus>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3	2		2							1	
CO2	3	3	3	2	3								2
CO3	3	3	3	2	3								2
CO4	3	3	3	3	3						2		
CO5	3	3	3	2	3								2

Correlation matrix

Correlation matrix								
Unit No.	CO					Progra	PO(s) :Action Verb	Level of
	Lesson plan(Hrs)	%	Correla tion	Co's Action verb	BT	m Outcom e (PO)	and BTL(for PO1 to PO12)	Correlation (0- 3)
	9	20	2	CO1 : Understand	L2	PO1 PO2 PO3 PO5	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3) PO5: Apply (L3)	2 3 2 2
	9	20	2	CO2 : Apply	L2	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3)	3
							PO2: Review(L2)	3
							PO3: Develop (L3)	3
							PO4: Analyze(L4)	2
							PO5: Apply (L3)	3
	9	20	2	CO3 : Apply	L2	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3)	3
							PO2: Review(L2)	3
							PO3: Develop (L3)	3
							PO4: Analyze(L4)	2
							PO5: Apply (L3)	3
	9	20	2	CO4 : Analyze	L2	PO1 PO2 PO3 PO4 PO5 PO12	PO1: Apply(L3)	3
							PO2: Review(L2)	3
							PO3: Develop (L3)	3
							PO4: Analyze(L4)	3
							PO5: Apply (L3)	3
							Thumb Rule	2
	9	20	2	CO5 : Apply	L2	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3)	3
							PO2: Review(L2)	3
							PO3: Develop (L3)	3
							PO4: Analyze(L4)	2
							PO5: Apply (L3)	3
	53	100 %						

Justification Statements:

CO1: Understand the HTTP request procedure for creating web scraping.

Action Verb : Understand(L2) PO1 Verb : Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is moderate (2)

PO2 Verb : Review(L2)

CO1 Action verb is same as PO2 verb. Therefore the correlation is high (3)

PO3 Verb : Develop(L3)

CO1 Action verb is less than PO3 verb by one level. Therefore the correlation is moderate (2)

PO5 Verb : Apply(L3)

CO1 Action verb is less than PO5 verb by one level. Therefore the correlation is moderate (2) **CO2:**

Apply the Django Template for Creating model site & converting the model into a table. **Action Verb : Apply (L3)**

PO1: Apply(L3)

CO2 Action verb is same as PO1 verb. Therefore the correlation is high (3)

PO2 Verb : Review(L2)

CO2 Action verb is greater than PO2 verb. Therefore the correlation high (3)

PO3 Verb : Develop (L3)

CO2 Action verb same as PO3 verb. Therefore the correlation high (3)

PO4 Verb : Analyze(L4)

CO2 Action verb is less than PO4 verb by one level. Therefore the correlation is moderate (2)

PO5 Verb : Apply(L3)

CO2 Action verb is same as PO5 verb. Therefore the correlation is high (3)

CO3: Apply the Django Authentication procedures for to solve security issues with Django.

Action Verb : Apply(L3) PO1: Apply(L3)

CO3 Action verb is same as PO1 verb. Therefore the correlation is high (3)

PO2 Verb : Review(L2)

CO3 Action verb is greater than PO2 verb. Therefore the correlation high (3)

PO3 Verb : Develop (L3)

CO3 Action verb same as PO3 verb. Therefore the correlation high (3)

PO4 Verb : Analyze(L4)

CO3 Action verb is less than PO4 verb by one level. Therefore the correlation is moderate (2)

PO5 Verb : Apply(L3)

CO3 Action verb is same as PO5 verb. Therefore the correlation is high (3)

CO4: Analyze the Database Migrations techniques for Fetching Data from the Database

Action Verb: Analyze(L4)

PO1: Apply(L3)

CO4 Action verb is greater than PO1 verb. Therefore the correlation is high (3)

PO2 Verb : Review(L2)

CO4 Action verb is greater than PO2 verb. Therefore the correlation high (3)

PO3 Verb : Develop (L3)

CO4 Action verb is greater than PO3 verb. Therefore the correlation high (3)

PO4 Verb : Analyze(L4)

CO4 Action verb is same as PO4 verb. Therefore the correlation is high (3)

PO5 Verb : Apply(L3)

CO4 Action verb is greater than PO5 verb. Therefore the correlation is high (3)

PO12: Thumb rule

To Develop application for resolve the real time problems Database and updating Data from the DB.
Therefore the correlation is medium(2)

CO5: Apply the functional website in Django for registering on Heroku and GitHub depository.

Action Verb : Apply(L3) PO1: Apply(L3)

CO5 Action verb is same as PO1 verb. Therefore the correlation is high (3)

PO2 Verb : Review(L2)

CO5 Action verb is greater than PO2 verb. Therefore the correlation high (3)

PO3 Verb : Develop (L3)

CO5 Action verb same as PO3 verb. Therefore the correlation high (3)

PO4 Verb : Analyze(L4)

CO5 Action verb is less than PO4 verb by one level. Therefore the correlation is moderate (2)

PO5 Verb : Apply(L3)

CO5 Action verb is same as PO5 verb. Therefore the correlation is high (3)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
Computer Science and Information Technology (CSIT)

Course Code	Year & Sem	Design Thinking & Innovation	L	T	P	C
23AES0304	II-II		0	1	2	2

Course Outcomes:

After studying the course, student will be able to

- CO: 1 **Understand** the concepts and principles of design thinking process.
- CO: 2 **Apply** the design thinking techniques for solving problems in various sectors. CO: 3 **Analyze** the art of innovation & creativity in product development.
- CO: 4 **Apply** the design guidelines for product development.
- CO: 5 **Analyze** the design thinking strategies for solving real time business issues.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the concepts and principles of design thinking process.			L1
CO2	Apply	the design thinking techniques for solving problems in various sectors.			L3
CO3	Analyze	the art of innovation & creativity in product development.			L4
CO4	Apply	the design guidelines for product development.			L3
CO5	Analyze	the design thinking strategies for solving real time business issues.			L4

Unit I:

Introduction to elements and principles of Design, basics of design-dot, line, shape, form as fundamental design components. Principles of design. Introduction to design thinking, history of Design Thinking, New materials in Industry.

Unit II

Design thinking process (empathize, analyze, idea & prototype), implementing the process in driving inventions, design thinking in social innovations. Tools of design thinking - person, customer, journey map, brainstorming, product development

Activity: Every student presents their idea in three minutes, Every student can present design process in the form of flow diagram or flow chart etc. Every student should explain about product development.

Unit III

Art of innovation, Difference between innovation and creativity, role of creativity and innovation in organizations- Creativity to Innovation- Teams for innovation- Measuring the impact and value of creativity.

Activity: Debate on innovation and creativity, Flow and planning from idea to innovation, Debate on value-based innovation.

Unit IV

Problem formation, introduction to product design, Product strategies, Product value, Product planning, product specifications- Innovation towards product design- Case studies

Activity: Importance of modelling, how to set specifications, Explaining their own product design.

Unit V

Design Thinking applied in Business & Strategic Innovation, Design Thinking principles that redefine business – Business challenges: Growth, Predictability, Change, Maintaining Relevance, Extreme competition, Standardization. Design thinking to meet corporate needs- Design thinking for Startups- Defining and testing Business Models and Business Cases- Developing & testing prototypes

Activity: How to market our own product, About maintenance, Reliability and plan for startup.

Text Books:

1. Tim Brown, Change by design, Harper Collins (2009)
2. Idris Mootee, Design Thinking for Strategic Innovation, 2013, John Wiley & Sons.

Reference Books:

1. David Lee, Design Thinking in the Classroom, Ulysses press
2. Shrutin N Shetty, Design the Future, Norton Press
3. William Lidwell, Universal Principles of Design- Kritina holden, Jill Butter.
4. Chesbrough. H, The Era of Open Innovation – 2013

Online Learning Resources:

1. <https://nptel.ac.in/courses/110/106/110106124/>
2. <https://nptel.ac.in/courses/109/104/109104109/>
3. https://swayam.gov.in/nd1_noc19_mg60/preview

Course Title	COs													
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
Design Thinking & Innovation	CO1	2		2									2	2
	CO2	2	2	2									2	2
	CO3	2	2	2			1						2	2
	CO4	2	2	2			1						2	2
	CO5	2	2	2			2						2	2

Correlation matrix

CO	Percentage of contact hours over the total planned contact hours			CO		Program Outcome (PO)	PO(s): Action verb and BTL (for PO1 to PO5)	Level of Correlation (0-3)
	Lesson Plan (Hrs)	%	correlation	Verb	BTL			
1	11	20.	L3	Understand	L2	PO1 PO3	Apply (L3) Develop (L3)	2 2
2	10	18.	L2	Apply	L3	PO1 PO2 PO3	Apply (L3) Identify (L3) Develop (L3)	3 3 3
3	11	20.	L3	Analyze	L4	PO1 PO2 PO3 PO6	Apply (L3) Identify (L3) Develop (L3) Thumb Rule	3 3 3 1
4	12	22.	L3	Apply	L3	PO1 PO2 PO3 PO6	Apply (L3) Identify (L3) Develop (L3) Thumb Rule	3 3 3 1
5	10	18.	L2	Analyze	L4	PO1 PO2 PO3 PO6	Apply (L3) Identify (L3) Develop (L3) Thumb Rule	3 3 3 2
Total	54	100						

Justification Statements:

CO1: Understand the concepts and principles of design thinking process. Action Verb: Understand (L2)

PO1 Verb: **Apply (L3)**

CO1 Action verb is lower than PO1 verb. Therefore, the correlation is medium (2) PO3 Verb:

Develop (L3)

CO1 Action verb is lower than PO3 verb. Therefore, the correlation is medium (2) **CO2: Apply** the design thinking techniques for solving problems in various sectors. PO1 Verb: **Apply (L3)**

CO2 Action verb is same level as PO1 verb. Therefore, the correlation is high (3) PO2 Verb: **Identify (L3)**

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO3 Verb: **Develop (L3)**

CO2 Action verb is same level as PO3 verb. Therefore, the correlation is high (3)

CO3: Analyze the art of innovation & creativity in product development. Action Verb: **Analyze (L4)**

PO1 Verb: **Apply (L3)**

CO3 Action verb is same level (greater) as PO1 verb. Therefore, the correlation is high (3) PO2 Verb:

Identify (L3)

CO3 Action verb is same level (greater) as PO2 verb. Therefore, the correlation is high (3) PO3 Verb:

Develop (L3)

CO3 Action verb is same level (greater) as PO3 verb. Therefore, the correlation is high (3) PO6 Verb: Thumb Rule

As per thumb rule CO3 co-relates slightly with PO6 verb. Therefore, the correlation is high (3)

CO4: Apply the design guidelines for produced development. Action Verb: Apply (L3)

PO1 Verb: **Apply (L3)**

CO4 Action verb is same level as PO1 verb. Therefore, the correlation is high (3) PO2 Verb: **Identify (L3)**

CO4 Action verb is same level as PO2 verb. Therefore, the correlation is high (3) PO3 Verb: **Develop (L3)**

CO4 Action verb is same level as PO3 verb. Therefore, the correlation is high (3) PO6 Verb: Thumb Rule

As per thumb rule CO4 co-relates slightly with PO6 verb. Therefore, the correlation is high (3)

CO5: Analyze the design thinking strategies for solving real time business issues.

Action Verb: Analyze (L4) PO1 Verb: **Apply (L3)**

CO5 Action verb is same level (greater) as PO1 verb. Therefore, the correlation is high (3) PO2 Verb: **Identify (L3)**

CO5 Action verb is same level (greater) as PO2 verb. Therefore, the correlation is high (3) PO3 Verb: **Develop (L3)**

CO5 Action verb is same level (greater) as PO3 verb. Therefore, the correlation is low (1) PO6 Verb: Thumb Rule

As per thumb rule CO5 co-relates moderately with PO6 verb. Therefore, the correlation is high (3)

COMMUNITY SERVICE PROJECT

.....Experiential learning through community engagement

Introduction

- Community Service Project is an experiential learning strategy that integrates meaningful community service with instruction, participation, learning and community development.
- Community Service Project involves students in community development and service activities and applies the experience to personal and academic development.
- Community Service Project is meant to link the community with the college for mutual benefit. The community will benefit with the focused contribution of the college students for the village/ local development. The college finds an opportunity to develop social sensibility and responsibility among students and emerge as a socially responsible institution.

Objective

Community Service Project should be an integral part of the curriculum, as an alternative to the 2 months of Summer Internships / Apprenticeships / On the Job Training, whenever there is an exigency when students cannot pursue their summer internships. The specific objectives are;

- To sensitize the students to the living conditions of the people who are around them,
- To help students to realize the stark realities of society.
- To bring about an attitudinal change in the students and help them to develop societal consciousness, sensibility, responsibility and accountability
- To make students aware of their inner strength and help them to find new /out of box solutions to social problems.
- To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.
- To help students to initiate developmental activities in the community in coordination with public and government authorities.
- To develop a holistic life perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastages and its management, social problems, public administration system and the roles and responsibilities of different persons across different social systems.

Implementation of Community Service Project

- Every student should put in 6 weeks for the Community Service Project during the summer vacation.
- Each class/section should be assigned with a mentor.
- Specific Departments could concentrate on their major areas of concern. For example, Dept. of Computer Science can take up activities related to Computer Literacy to different sections of people like - youth, women, housewives, etc
- A logbook must be maintained by each of the students, where the activities undertaken/involved to be recorded.
- The logbook has to be countersigned by the concerned mentor/faculty in charge.
- An evaluation to be done based on the active participation of the student and grade could be awarded by the mentor/faculty member.
- The final evaluation to be reflected in the grade memo of the student.
- The Community Service Project should be different from the regular programs of NSS/NCC/Green Corps/Red Ribbon Club, etc.
- Minor project reports should be submitted by each student. An internal Viva shall also be conducted by a committee constituted by the principal of the college.
- Award of marks shall be made as per the guidelines of Internship/apprentice/ on the job training.

Procedure

- A group of students or even a single student could be assigned for a particular habitation or village or municipal ward, as far as possible, in the near vicinity of their place of stay, to enable them to commute from their residence and return back by evening or so.
- The Community Service Project is a twofold one –
 - First, the student/s could conduct a survey of the habitation, if necessary, in terms of their own domain or subject area. Or it can even be a general survey, incorporating all the different areas. A common survey format could be designed. This should not be viewed as a duplication of work by the Village or Ward volunteers, rather, it could be another primary source of data.
 - Secondly, the student/s could take up a social activity, concerning their domain or subject area. The different areas, could be like –
 - Agriculture
 - Health
 - Marketing and Cooperation
 - Animal Husbandry
 - Horticulture
 - Fisheries
 - Sericulture
 - Revenue and Survey
 - Natural Disaster Management
 - Irrigation
 - Law & Order
 - Excise and Prohibition
 - Mines and Geology
 - Energy
 - Internet
 - Free Electricity
 - Drinking Water

EXPECTED OUTCOMES BENEFITS OF COMMUNITY SERVICE PROJECT TO STUDENTS

Learning Outcomes

- Positive impact on students' academic learning
- Improves students' ability to apply what they have learned in "the real world"
- Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development.
- Improved ability to understand complexity and ambiguity

Personal Outcomes

- Greater sense of personal efficacy, personal identity, spiritual growth, and moral development
- Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills.

Social Outcomes

- Reduced stereotypes and greater inter-cultural understanding
- Improved social responsibility and citizenship skills
- Greater involvement in community service after graduation

Career Development

- Connections with professionals and community members for learning and career opportunities
- Greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity.

Relationship with the Institution

- Stronger relationships with faculty
- Greater satisfaction with college
- Improved graduation rates

BENEFITS OF COMMUNITY SERVICE PROJECT TO FACULTY MEMBERS

- Satisfaction with the quality of student learning

- New avenues for research and publication via new relationships between faculty and community
- Providing networking opportunities with engaged faculty in other disciplines or institutions
- A stronger commitment to one's research.

BENEFITS OF COMMUNITY SERVICE PROJECT TO COLLEGES AND UNIVERSITIES

- Improved institutional commitment.
- Improved student retention
- Enhanced community relations

BENEFITS OF COMMUNITY SERVICE PROJECT TO COMMUNITY

- Satisfaction with student participation
- Valuable human resources needed to achieve community goals.
- New energy, enthusiasm and perspectives applied to community work.
- Enhanced community-university relations.

SUGGESTIVE LIST OF PROGRAMMES UNDER COMMUNITY SERVICE PROJECT

The following the recommended list of projects for Engineering students. The lists are not exhaustive and open for additions, deletions, and modifications. Colleges are expected to focus on specific local issues for this kind of project. The students are expected to carry out these projects with involvement, commitment, responsibility, and accountability. The mentors of a group of students should take the responsibility of motivating, facilitating, and guiding the students. They have to interact with local leadership and people and appraise the objectives and benefits of this kind of project. The project reports shall be placed in the college website for reference. Systematic, Factual, methodical and honest reporting should be ensured.

For Engineering Students

1. Water facilities and drinking water availability
2. Health and hygiene
3. Stress levels and coping mechanisms
4. Health intervention programmes
5. Horticulture
6. Herbal plants
7. Botanical survey
8. Zoological survey
9. Marine products
10. Aqua culture
11. Inland fisheries
12. Animals and species
13. Nutrition
14. Traditional health care methods
15. Food habits
16. Air pollution
17. Water pollution
18. Plantation
19. Soil protection
20. Renewable energy
21. Plant diseases
22. Yoga awareness and practice
23. Health care awareness programmes and their impact
24. Use of chemicals on fruits and vegetables
25. Organic farming
26. Crop rotation
27. Floury culture
28. Access to safe drinking water
29. Geographical survey
30. Geological survey
31. Sericulture

32. Study of species
33. Food adulteration
34. Incidence of Diabetes and other chronic diseases
35. Human genetics
36. Blood groups and blood levels
37. Internet Usage in Villages
38. Android Phone usage by different people
39. Utilisation of free electricity to farmers and related issues
40. Gender ration in schooling level- observation.

Complimenting the community service project the students may be involved to take up some awareness campaigns on social issues/special groups. The suggested list of programs

Programs for School Children

1. Reading Skill Program (Reading Competition)
2. Preparation of Study Materials for the next class.
3. Personality / Leadership Development
4. Career Guidance for X class students
5. Screening Documentary and other educational films
6. Awareness Program on Good Touch and Bad Touch (Sexual abuse)
7. Awareness Program on Socially relevant themes. Programs for Women Empowerment
 1. Government Guidelines and Policy Guidelines
 2. Women's Rights
 3. Domestic Violence
 4. Prevention and Control of Cancer
 5. Promotion of Social Entrepreneurship General Camps
1. General Medical camps
2. Eye Camps
3. Dental Camps
4. Importance of protected drinking water
5. ODF awareness camp
6. Swatch Bharath
7. AIDS awareness camp
8. Anti Plastic Awareness
9. Programs on Environment
10. Health and Hygiene
11. Hand wash programmes
12. Commemoration and Celebration of important days Programs for Youth Empowerment
 1. Leadership
 2. Anti-alcoholism and Drug addiction
 3. Anti-tobacco
 4. Awareness on Competitive Examinations
 5. Personality Development Common Programs
 1. Awareness on RTI
 2. Health intervention programmes
 3. Yoga
 4. Tree plantation
 5. Programs in consonance with the Govt. Departments like –
 - i. Agriculture
 - ii. Health
 - iii. Marketing and Cooperation
 - iv. Animal Husbandry
 - v. Horticulture
 - vi. Fisheries
 - vii. Sericulture
 - viii. Revenue and Survey
 - ix. Natural Disaster Management
 - x. Irrigation
 - xi. Law & Order
 - xii. Excise and Prohibition

Role of Students:

- Students may not have the expertise to conduct all the programmes on their own. The students then can play a facilitator role.
- For conducting special camps like Health related, they will be coordinating with the Governmental agencies.
- As and when required the College faculty themselves act as Resource Persons.
- Students can work in close association with Non-Governmental Organizations like Lions Club, Rotary Club, etc or with any NGO actively working in that habitation.
- And also, with the Governmental Departments. If the program is rolled out, the District Administration could be roped in for the successful deployment of the program.
- An in-house training and induction program could be arranged for the faculty and participating students, to expose them to the methodology of Service Learning.

Timeline for the Community Service Project Activity

Duration: 8 weeks

1. Preliminary Survey (One Week)

- A preliminary survey including the socio-economic conditions of the allotted habitation to be conducted.
- A survey form based on the type of habitation to be prepared before visiting the habitation with the help of social sciences faculty. (However, a template could be designed for different habitations, rural/urban.
- The Governmental agencies, like revenue administration, corporation and municipal authorities and village secretariats could be aligned for the survey.

2. Community Awareness Campaigns (One Week)

- Based on the survey and the specific requirements of the habitation, different awareness campaigns and programmes to be conducted, spread over two weeks of time. The list of activities suggested could be taken into consideration.

3. Community Immersion Programme (Three Weeks)

Along with the Community Awareness Programmes, the student batch can also work with any one of the below-listed governmental agencies and work in tandem with them. This community involvement programme will involve the students in exposing themselves to experiential learning about the community and its dynamics. Programs could be in consonance with the Govt. Departments.

4. Community Exit Report (One Week)

- During the last week of the Community Service Project, a detailed report of the outcome of the 8 weeks' works to be drafted and a copy shall be submitted to the local administration. This report will be a basis for the next batch of students visiting that habitation. The same report submitted to the teacher-mentor will be evaluated by the mentor and suitable marks are awarded for onward submission to the University. Throughout the Community Service Project, a daily logbook need to be maintained by the students batch, which should be countersigned by the governmental agency representative and the teacher-mentor, who is required to periodically visit the students and guide them.

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
Computer Science and Information Technology (CSIT)
(Effective for the batches admitted in 2024-25)
Semester V (Third year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credits	CIE	SEE	Total
				L	T/CLC	P				
1	Professional Core	23APC2511	Introduction to Artificial Intelligence	2	1	0	3	30	70	100
2	Professional Core	23APC2512	Computer Networks	2	1	0	3	30	70	100
3	Professional Core	23APC2513	Automata Theory & Compiler Design	2	1	0	3	30	70	100
4	Professional Elective-I	23APE2501 23APE2502 23APE2503 23APE2504	Object Oriented Analysis and Design Cyber Security Microprocessors & Microcontrollers Data Warehousing & Data Mining	2	1	0	3	30	70	100
5	Open Elective-I	From list		2	1	0	3	30	70	100
6	Professional Core	23APC2514	Artificial Intelligence Lab	0	0	3	1.5	30	70	100
7	Professional Core	23APC2515	Computer Networks Lab	0	0	3	1.5	30	70	100
8	Skill Enhancement course	23ASC2503	Full Stack Development-1	0	1	2	2	30	70	100
9	Engineering Science	23AES0404	Tinkering Lab	0	0	2	1	30	70	100
10	ES	23AES2504	Introduction To Quantum Technologies and Applications	2	1	0	3	30	70	100
11	Community Service Project	23APR2501	Community Service Project	-	-	-	2			100
Total				19	9	10	26			1100

***Open Elective – I**

S.No.	Course Code	Course Name	Offered by the Dept.
1.	23AOE0101	Green Buildings	CIVIL
2.	23AOE0102	Construction Technology and Management	
3.	23AOE0201	Electrical Safety Practices and Standards	EEE
4.	23AOE0301	Sustainable Energy Technologies	ME
5.	23AOE0401	Electronic Circuits	ECE
6.	23AOE9901	Mathematical Foundations for Machine Learning and AI	Mathematics
7.	23AOE9906	Materials Characterization Techniques	Physics
8.	23AOE9911	Chemistry of Energy Systems	Chemistry
9.	23AOE9915	English for Competitive Examinations	Humanities
10.	23AOEMB01	Entrepreneurship and New Venture Creation	
11.	23AES0504	Quantum Technologies And Applications	CSE & Allied

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
Computer Science and Information Technology (CSIT)
(Effective for the batches admitted in 2024-25)
Semester VI (Third year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credits	CIE	SEE	Total
				L	T/CLC	P				
1	PC	23APC2516	Cloud Computing	2	1	0	3	30	70	100
2	PC	23APC2517	Cryptography & Network Security	2	1	0	3	30	70	100
3	PC	23APC2518	Machine Learning	2	1	0	3	30	70	100
4	Professional Elective-II	23APE2505	Software Testing Methodologies	2	1	0	3	30	70	100
		23APE2506	Augmented Reality & Virtual Reality							
		23APE2507	DevOps							
		23APE2508	Embedded System Design							
5	Professional Elective-III	23APE2509	1. Software Project Management	2	1	0	3	30	70	100
		23APE2510	2. Mobile Adhoc Networks							
		23APE2511	3. Natural Language Processing							
		23APE2512	4. Distributed Operating System							
6	OE – II	FROM LIST		2	1	0	3	30	70	100
7	PC	23APC2519	Cloud Computing Lab	0	0	3	1.5	30	70	100
8	PC	23APC2520	Machine Learning Lab	0	0	3	1.5	30	70	100
9	SEC	23ASC9901	Skill Enhancement course Soft skills	0	1	2	2	30	70	100
10	MC	23AMC9902	Technical Paper Writing and Intellectual Property Rights	2	0	0	-			30
11	SC	23ASC2504	Technical Workshop	0	0	0	-	-	-	-
Total				25	11	08	23			930

NOTE: The workshop can be conducted in either III-I or III-II semester. Participants with 90% or above attendance must submit their participation certificate to the Examination Section before the notification for the III-II regular examinations is issued.

***Open Elective – II**

S.No.	Course Code	Course Name	Offered by the Dept.
1.	23AOE0103	Disaster Management	CIVIL
2.	23AOE0104	Sustainability In Engineering Practices	
3.	23AOE0202	Renewable Energy Sources	EEE
4.	23APE0322	Automation and Robotics	ME
5.	23AOE0402	Digital Electronics	ECE
6.	23AOE9902	Advanced operations Research	Mathematics
7.	23AOE9903	Mathematical Foundation of Quantum Technologies	
8.	23AOE9907	Physics Of Electronic Materials and Devices	Physics
9.	23AOE9912	Chemistry Of Polymers and Applications	Chemistry
10	23AOE9916	Academic Writing and Public Speaking	Humanities



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	Introduction to Artificial Intelligence	L	T / CLC	P	C
23APC2511	III-I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** the basic concepts of artificial intelligence and intelligent agents

CO2: **Apply** the searching techniques for solving searching problems.

CO3: **Analyze** the concepts of Reinforcement Learning and NLP Models.

CO4: **Evaluate** Natural Language Interfaces and perception mechanisms for Machines understanding.

CO5: **Analyze** the robotic designing modules and philosophy constraints for artificial intelligence.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	The basics concepts of artificial intelligence and intelligent agents			L2
CO2	Apply	the searching techniques		For Solving searching problems	L3
CO3	Analyze	The concepts of Reinforcement Learning and NLP Models			L4
CO4	Evaluate	Natural Language Interfaces and perception mechanisms		For Machines understanding	L5
CO5	Analyze	the robotic designing modules and philosophy constraints		for artificial intelligence.	L4

UNIT - I	9 Hrs
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Introduction: What is AI, Foundations of AI, History of AI, The State of Art.

Intelligent Agents: Agents and Environments, Good Behaviour: The Concept of Rationality, The Nature of Environments, The Structure of Agents.

UNIT - II	9Hrs
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Solving Problems by searching: Problem Solving Agents, Example problems, Searching for Solutions, Uninformed Search Strategies, Informed search strategies, Heuristic Functions, Beyond Classical Search: Local Search Algorithms and Optimization Problems, Local Search in Continuous Spaces, Searching with Nondeterministic Actions, Searching with partial observations, online search agents and unknown environments.

UNIT - III	9 Hrs
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Reinforcement Learning: Introduction, Passive Reinforcement Learning, Active Reinforcement Learning, Generalization in Reinforcement Learning, Policy Search, applications of RL

Natural Language Processing: Language Models, Text Classification, Information Retrieval, Information Extraction.

UNIT - IV	9 Hrs
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Natural Language for Communication: Phrase structure grammars, Syntactic Analysis, Augmented Grammars and semantic Interpretation, Machine Translation, Speech Recognition

Perception: Image Formation, Early Image Processing Operations, Object Recognition by appearance, Reconstructing the 3D World, Object Recognition from Structural information, Using Vision.

UNIT - V	9 Hrs
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Robotics: Introduction, Robot Hardware, Robotic Perception, Planning to move, planning uncertain movements, Moving, Robotic software architectures, application domains

Philosophical foundations: Weak AI, Strong AI, Ethics and Risks of AI, Agent Components, Agent Architectures, Are we going in the right direction, What if AI does succeed.

Textbooks:

Stuart J. Russell, Peter Norvig, "Artificial Intelligence A Modern Approach", 3rd Edition, Pearson Education, 2019.

Reference Books:

1. Nilsson, Nils J., and Nils Johan Nilsson. Artificial intelligence: a new synthesis. Morgan Kaufmann, 1998.

2. Johnson, Benny G., Fred Phillips, and Linda G. Chase. "An intelligent tutoring system for the accounting cycle: Enhancing textbook homework with artificial intelligence." Journal of Accounting

Education 27.1 (2009): 30-39.
Online Learning Resources:
http://peterindia.net/Allinks.html

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3											
CO2	3	2	3	2	3							2	2
CO3	3	3	3	3	3	3	3						3
CO4		3	3		3	3	3						3
CO5	3	3	3			3	3	3			3	1	1

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	10	19%	2	CO1 :Understand	L2	PO1 PO2	PO1: Apply(L3) PO2: Review(L2)	2 3
2	13	25%	3	CO2 :Apply	L3	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3) PO2: Analyze (L4) PO3: Develop (L3) PO4: Analyze (L4) PO5:Apply(L3)	3 2 3 2 3
3	10	19%	2	CO3 : Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO6 PO7	PO1: Apply (L3) PO2: Analyze (L4) PO3: Develop (L3) PO4: Analyze (L4) PO5:Apply(L3) PO6: Thumb Rule PO7: Thumb Rule	3 3 3 3 3 3 3
4	9	17%	2	CO4 :Evaluate	L5	PO2 PO3 PO5 PO6 PO7	PO2: Review(L2) PO3: Develop (L3) PO5: Apply(L3) PO6: Thumb Rule PO7: Thumb Rule	3 3 3 3 3
5	11	20%	3	CO5 :Analyze	L4	PO1 PO2 PO3 PO6 PO7 PO8 PO11	PO1:Apply(L3) PO2:Analyze(L4) PO3: Develop(L3) PO6:Thumb Rule PO7: Thumb Rule PO8:Thumb Rule PO11: Thumb Rule	3 3 3 3 3 3 3
	53	100 %						

Justification Statements :

CO1: Understand the basic concepts of artificial intelligence and intelligent agents

Action Verb : Understand(L2)

PO1 : Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

PO2 : Review(L2)

CO1 Action verb is same level as PO2 verb. Therefore the correlation is high (3)

CO2: Apply the searching techniques for solving searching problems.

Action Verb : Apply (L3)

PO1: Apply(L3)

CO2 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is less than PO2 verb by one level. Therefore the correlation is medium(2)

PO3: Develop (L3)

CO2 Action verb is same level as PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO2 Action verb is less than PO4 verb by one level. Therefore the correlation is medium(2)

PO5:Apply(L3)

CO2 Action verb is same level as PO5 verb. Therefore the correlation is high (3)

CO3:Analyze the concepts of Reinforcement Learning and NLP Models.

Action Verb : Analyze (L4)

PO1: Apply (L3)

CO3 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is same level as PO2 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO3 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO3 Action verb is same level as PO4 verb. Therefore the correlation is high (3)

PO5:Apply(L3)

CO3 Action verb is greater than PO5 verb. Therefore the correlation is high (3)

PO6 : Thumb rule

Apply contextual knowledge is used for society to address the security issues so correlation is high(3)

PO7: Thumb rule

The ethical knowledge is used to perform operations . Hence the correlation is high (3)

CO4: Evaluate Natural Language Interfaces and perception mechanisms for Machines understanding.

Action Verb : Evaluvate(L5)

PO2: Review(L2)

CO4 Action verb is same level as PO2 verb. Therefore the correlation is high (3)

PO3: Develop(L3)

CO4 Action verb is same level as PO3 verb. Therefore the correlation is high (3)

PO5: Apply(L3)

CO4 Action verb is same level as PO5 verb. Therefore the correlation is high (3)

PO6 : Thumb rule

To address the security issues we apply contextual knowledge. so correlation is high(3)

PO7: Thumb rule

The ethical knowledge is used to perform operations . Hence the correlation is high (3)

CO5: Analyze the robotic designing modules and philosophy constraints for artificial intelligence.

Action Verb : Analyze(L4)

PO1:Apply(L3)

CO5 Action verb is greater than PO1 verb. Therefore the correlation is high (3)

PO2:Analyze(L4)

CO5 Action verb is greater than PO2 verb. Therefore the correlation is high (3)

PO3: Develop(L3)

CO5 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

PO6:Thumb Rule

Apply contextual knowledge is used for society to address the security issues so correlation is medium (2)

PO7: Thumb Rule

Since ethical principles should be followed to create a robot. Therefore the correlation is medium (2)

PO8: Thumb rule

Team work is required to create robots. Hence the correlation is medium (2)

PO11: Thumb rule

For some of AI applications, AI concepts are used to create robots designs. Therefore the correlation is medium (2)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI

(AUTONOMOUS)

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	COMPUTER NETWORKS	L	T / CLC	P	C
23APC2512	III-I		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** the fundamental concepts of computer networks and the Internet.

CO2: **Analyze** the design issues and protocols of the data link layer by examining protocols and link layer models.

CO3: **Evaluate** routing algorithms and the principles of internetworking within the network layer to explore the functioning of the network layer

CO4: **Apply** the principles of connectionless and connection-oriented transport protocols, including UDP, TCP, and congestion control mechanisms in network communication.

CO5: **Analyze** the principles behind common network applications, including web services (HTTP), email, DNS, peer-to-peer applications, and content distribution networks.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	The fundamental concepts of computer networks and the Internet.			L2
CO2	Analyze	The design issues and protocols of the data link layer	By examining protocols and link layer models.		L4
CO3	Evaluate	Routing algorithms and the principles of internetworking within the network layer		To explore the functioning of the network layer	L5
CO4	Apply	The principles of connectionless and connection-oriented transport protocols, including UDP, TCP, and congestion control mechanisms.		In network communication.	L3
CO5	Analyze	Principles behind common network applications, including web services (HTTP), email, DNS, peer-to-peer applications, and content distribution networks.			L4

UNIT - I	Computer Networks and the Internet	8 Hrs
What Is the Internet? The Network Edge, The Network Core, Delay, Loss, and Throughput in Packet Switched Networks(Textbook 2) Reference Models, Example Networks, Guided Transmission Media, Wireless Transmission (Textbook 1)		
UNIT - II	The Data Link Layer, Access Networks, and LANs	10 Hrs
Data Link Layer Design Issues, Error Detection and Correction, Elementary Data Link Protocols, Sliding Window Protocols (Textbook 1) Introduction to the Link Layer, Error-Detection and -Correction Techniques, Multiple Access Links and Protocols, Switched Local Area Networks Link Virtualization: A Network as a Link Layer, Data Center Networking, Retrospective: A Day in the Life of a Web Page Request (Textbook 2)		
UNIT - III	The Network Layer	8 Hrs
Routing Algorithms, Internetworking, The Network Layer in The Internet (Textbook 1)		
UNIT - IV	The Transport Layer	9 Hrs
Connectionless Transport: UDP (Textbook 2) The Internet Transport Protocols: TCP, Congestion Control (Textbook 1)		
UNIT - V	Principles of Network Applications	8 Hrs
Principles of Network Applications Lecture 8Hrs Principles of Network Applications, The Web and HTTP, Electronic Mail in the Internet, DNS—The Internet's Directory Service, Peer-to-Peer Applications Video Streaming and Content Distribution Networks (Textbook 2)		
Textbooks:		

Andrew S.Tanenbaum, David j.wetherall, Computer Networks, 6th Edition, PEARSON.
James F. Kurose, Keith W. Ross, —Computer Networking: A Top-Down Approach||, 6th edition, Pearson, 2019.

Reference Books:

Forouzan, Datacommunications and Networking, 5th Edition, McGraw Hill Publication.
Youlu Zheng, Shakil Akthar, —Networks for Computer Scientists and Engineers|, Oxford Publishers, 2016.

Online Learning Resources:

<https://nptel.ac.in/courses/106105183/25>
<http://www.nptelvideos.in/2012/11/computer-networks.html>
<https://nptel.ac.in/courses/106105183/3>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	2			2					2	2		
CO2	3	3	2	2	3			3		3	3	2	
CO3	3	3	3	3	3	3	3	3	3		3	3	2
CO4	3	3	2	2	3			2		2	2		
CO5	3	3	3	2	3	3	3	3	3	3	3	3	3

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	8	18%	2	Understand	L2	PO1 PO2 PO5 PO10	PO1: Apply (L3) PO2: Review (L2) PO5: Apply (L3) PO10: Thumb rule	3 2 2 2
2	10	24%	3	Analyse	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO8: Thumb rule PO11: Thumb rule	3 3 2 2 3 3 3
3	8	18%	2	Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO6: Thumb rule PO7: Thumb rule PO8: Thumb rule PO9: Thumb rule PO11: Thumb rule	3 3 3 3 3 3 3 3 3 3
4	9	22%	3	Apply	L3	PO1 PO2 PO3 PO4 PO5 PO8 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO8: Thumb rule PO11: Thumb rule	3 3 2 2 3 2 2
5	8	18%	2	Analyse	L4	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO10 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO6: Thumb rule PO7: Thumb rule PO8: Thumb rule PO9: Thumb rule PO10: Thumb rule	3 3 3 2 3 3 3 3 3 3

							PO11: Thumb rule	3
	43	100 %						

Justification Statements :

CO1: Understand the fundamental concepts of computer networks and the Internet

Action Verb: Understand (L2)

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is medium (2)

PO2: Review (L2)

CO1 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO1 Action verb is less than PO5 verb by one level. Therefore, the correlation is medium (2)

PO10: Thumb rule

CO1 supports effective communication in documentation and presentation. Therefore, the correlation is medium (2)

CO2: Analyze the design issues and protocols of the data link layer by examining protocols and link layer models.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO2 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO2 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO2 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO2 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Team Work (L3)

CO2 includes teamwork in LAN/protocol analysis. Therefore, the correlation is high (3)

PO11: Thumb rule

CO2 Action verb is greater than PO11 verb by one level. Therefore, the correlation is high (3)

CO3: Evaluate routing algorithms and the principles of internetworking within the network layer to explore the functioning of the network layer

Action Verb: Evaluate (L5)

PO1: Apply (L3)

CO3 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is greater than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO3 Action verb is greater than PO3 verb by two levels. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO3 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO3 Action verb is greater than PO5 verb by two levels. Therefore, the correlation is high (3)

PO6: Thumb rule

CO3 Action verb is greater than PO6 verb by one level. Therefore, the correlation is high (3)

PO7: Thumb rule

CO3 involves routing decisions with ethical implications. Therefore, the correlation is high (3)

PO8: Thumb rule

CO3 requires collaboration in simulations. Therefore, the correlation is high (3)

PO9: Thumb rule

CO3 supports communication through evaluation reports. Therefore, the correlation is high (3)

PO11: Thumb rule

CO3 supports life-long learning in evolving protocols. Therefore, the correlation is high (3)

CO4: Apply the principles of connectionless and connection-oriented transport protocols, including UDP, TCP, and congestion control mechanisms in network communication.

Action Verb: Apply (L3)

PO1: Apply (L3)

CO4 Action verb is same level as PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is less than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO4 Action verb is same level as PO3 verb. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO4 Action verb is less than PO4 verb by one level. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO4 Action verb is same level as PO5 verb. Therefore, the correlation is high (3)

PO8: Thumb rule

CO4 involves simulation teamwork. Therefore, the correlation is medium (2)

PO11: Thumb rule

CO4 helps in adapting tools. Therefore, the correlation is medium (2)

CO5: : Analyze the principles behind common network applications, including web services (HTTP), email, DNS, peer-to-peer applications, and content distribution networks.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO5 Action verb is greater than PO3 verb by one level. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO6: Thumb rule

CO5 considers societal/ethical impact. Therefore, the correlation is high (3)

PO7: Thumb rule

CO5 involves ethical aspects in application use. Therefore, the correlation is high (3)

PO8: Thumb rule

CO5 requires teamwork for application development. Therefore, the correlation is high (3)

PO9: Thumb rule

CO5 involves communication in web/email protocols. Therefore, the correlation is high (3)

PO10: Thumb rule

CO5 requires planning and management. Therefore, the correlation is high (3)

PO11: Thumb rule

CO5 supports emerging applications and life-long learning. Therefore, the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	AUTOMATA THEORY & COMPILER DESIGN	L	T / CLC	P	C
23APC2513	III-I		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO 1: Understand the different Formal Language and Regular Expressions. for Conversion of regular expression to NFA, NFA to DFA.

CO 2: Apply the Bottom-up parsing for checking string acceptance.

CO 3: Analyze the different types of grammars by using Chomsky hierarchy.

CO 4: Apply the dynamic memory allocation for memory management.

CO 5: Evaluate the target code generation for three address statement.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the different Formal Language and Regular Expressions		for Conversion of regular expression to NFA, NFA to DFA	L2
CO2	Apply	the Bottom-up parsing		for checking string acceptance	L4
CO3	Analyse	the different types of grammars	by using Chomsky hierarchy		L3
CO4	Apply	the dynamic memory allocation		for memory management	L4
CO5	Evaluate	the target code generation		For three address statement	L5

UNIT - I	9 Hrs
Formal Language and Regular Expressions : Languages, Definition Languages regular expressions, Finite Automata – DFA, NFA. Conversion of regular expression to NFA, NFA to DFA. Applications of Finite Automata to lexical analysis, lex tools.	
UNIT - II	9Hrs
Context Free grammars and parsing : Context free grammars, derivation, parse trees, ambiguity LL(K) grammars and LL(1) parsing Bottom up parsing handle pruning LR Grammar Parsing, LALR parsing, parsing ambiguous grammars, YACC programming specification.	
UNIT - III	9 Hrs
Semantics : Syntax directed translation, S-attributed and L-attributed grammars, Intermediate code – abstract syntax tree, translation of simple statements and control flow statements. Context Sensitive features – Chomsky hierarchy of languages and recognizers. Type checking, type conversions, equivalence of type expressions, overloading of functions and operations.	
UNIT - IV	9 Hrs
Run time storage: Storage organization, storage allocation strategies scope access to now local names, parameters, language facilities for dynamics storage allocation. Code optimization: Principal sources of optimization, optimization of basic blocks, peephole optimization, flow graphs, Data flow analysis of flow graphs.	
UNIT - V	9 Hrs
Code generation: Machine dependent code generation, object code forms, generic code generation algorithm, Register allocation and assignment. Using DAG representation of Block.	
Textbooks:	
1. Introduction to Automata Theory, Languages and Computation, J. E. Hopcroft, R. Motwani and J. D. Ullman, 3rd Edition, Pearson, 2008.	
2. Compilers Principles, Techniques and Tools Aho, Ullman, Ravisethi, Pearson Education.	
Reference Books:	
1. Louden: –Compiler Construction, Principles & Practice , 1st Edition, Thomson Press, 2006.	
2. Tremblay J P, Sorenson G P: –The Theory & Practice of Compiler writing , 1st Edition, BSP publication,	

2010.

3. Theory of Computation, V. Kulkarni, Oxford University Press, 2013

Online Learning Resources:

1. <https://nptel.ac.in/courses/106/104/106104028/>

2. <https://nptel.ac.in/courses/106/104/106104123/>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	1											
CO2	3	3									2		
CO3	3	2	1	1				1			1		
CO4	3	3											
CO5		3	2	2				1			2		

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL	Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
1	9	20%	2	CO1 :Understand	L2	PO1 PO2	PO1: Apply(L3) PO2: Analyse(L4)	2 1
2	9	20%	2	CO2 : Apply	L4	PO1 PO2 PO11	PO1: Apply(L3) PO2: Analyse (L4) PO11: Thumb rule	3 3 2
3	9	20%	2	CO3 : Analyze	L3	PO1 PO2 PO3 PO4 PO8 PO11	PO1: Apply(L3) PO2: Analyse (L4) PO3: Design (L6) PO4: Design (L6) PO8: Thumb rule PO11: Thumb rule	3 2 1 1 1 1
4	9	20%	2	CO4 :Apply	L4	PO1 PO2	PO1: Apply(L3) PO2: Analyse (L4)	3 3
5	9	20%	2	CO5 : Evaluate	L5	PO2 PO3 PO4 PO8 PO11	PO2: Analyse (L4) PO3: Design (L6) PO4: Design (L6) PO8: Thumb rule PO11: Thumb rule	3 2 2 1 2
	45	100 %						

Justification Statements :

CO 1: Understand the different Formal Language and Regular Expressions. for Conversion of regular expression to NFA, NFA to DFA.

Action Verb : Understand (L2)

PO1 Verb : Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

PO2 Verb : Analyse(L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore the correlation is low (1)

CO 2: Apply the Bottom-up parsing for checking string acceptance.

Action Verb : Apply (L3)

PO1 Verb : Apply(L3)

CO2 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2 Verb : Analyse(L4)

CO2 Action verb is same level as PO2 verb. Therefore the correlation is high (3)

PO11: Thumb rule

In Automata Parsing Techniques are lifelong learning. Therefore the correlation is medium(2)

CO 3: Analyze the different types of grammars by using Chomsky hierarchy.

Action Verb : Analyze (L4)

PO1: Apply(L3)

CO3 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is less than PO2 verb by one level. Therefore the correlation is medium (2)

PO3: Design (L6)

CO3 Action verb is less than PO3 verb by two levels. Therefore the correlation is low (1)

PO4: Design (L6)

CO3 Action verb is less than PO4 verb by two levels. Therefore the correlation is low (1)

PO8 : Thumb rule

Team work is required to implement different types of grammars Hence the correlation is low (1)

PO11: Thumb rule

Context Sensitive features can be lifelong learning. Therefore the correlation is low (1)

CO 4: Apply the dynamic memory allocation for memory management.

Action Verb : Apply (L3)

PO1: Apply (L3)

CO4 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is same level as PO2 verb. Therefore the correlation is high (3)

CO 5: Evaluate the target code generation for three address statement.

Action Verb : Evaluate (L5)

PO2: Analyze (L4)

CO5 Action verb is higher level as PO2 verb. Therefore the correlation is high (3)

PO3: Design (L6)

CO5 Action verb is less than PO3 verb by one level. Therefore the correlation is medium (2)

PO4: Design (L6)

CO5 Action verb is less than PO4 verb by one level. Therefore the correlation is medium (2)

PO8: Thumb rule

Team work is required for code generation. Hence the correlation is low (1)

PO11: Thumb rule

In real time DAG representation can be lifelong learning. Therefore the correlation is medium (2)



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COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	OBJECT ORIENTED ANALYSIS AND DESIGN	L	T/ CLC	P	C
23APE2501	III-I	(Professional Elective-I)	4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the fundamental characteristics and components to define a "complex system"

CO2: Apply the principles of modeling to represent real-world entities in software design.

CO3: Apply the modelling techniques to identify relationships and interactions in system design

CO4: Analyze the use cases and activities in a system to model a Web Application.

CO5: Design the complex systems using state chart, component and deployment diagrams to model a system like Weather Forecasting.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the fundamental characteristics and components		to define a "complex system"	L2
CO2	Apply	the principles of modeling		to represent real-world entities in software design	L3
CO3	Apply	the modelling techniques		to identify relationships and interactions in system design	L3
CO4	Analyze	the use cases and activities in a system		to model a Web Application	L4
CO5	Design	the complex systems	using state chart, component and deployment diagrams	to model a system like Weather Forecasting	L6

UNIT - I	9 Hours
Introduction: The Structure of Complex systems, The Inherent Complexity of Software, Attributes of Complex System, Organized and Disorganized Complexity, Bringing Order to Chaos, Designing Complex Systems. Case Study: System Architecture: Satellite-Based Navigation.	
UNIT - II	9 Hours
Introduction to UML: Importance of modelling, principles of modelling, object oriented modelling, conceptual model of the UML, Architecture, and Software Development Life Cycle. Basic Structural Modelling: Classes, Relationships, common Mechanisms, and diagrams. Case Study: Control System: Traffic Management	
UNIT - III	9 Hours
Class & Object Diagrams: Terms, concepts, Modelling techniques for Class & Object Diagrams. Advanced Structural Modelling: Advanced classes, advanced relationships, Interfaces, Types and Roles, Packages. Case Study: AI: Cryptanalysis.	
UNIT - IV	9 Hours
Basic Behavioural Modelling-I: Interactions, Interaction diagrams Use cases, Use case Diagrams, Activity Diagrams. Case Study: Web Application: Vacation Tracking System.	
UNIT - V	9 Hours
Advanced Behavioural Modelling: Events and signals, state machines, processes and Threads, time and space, state chart diagrams. Architectural Modelling: Component, Deployment, Component diagrams and Deployment diagrams Case Study: Weather Forecasting	
Textbooks:	
1. Dr. N. AppaRao, Dr. P. Vijay Kumar: 'Managerial Economics and Financial Analysis', Cengage Publications, New Delhi – 2011	
2. Dr. A. R. Aryasri – Managerial Economics and Financial Analysis, TMH 2011	
3. Prof.J.V.Prabhakararao, Prof. P. Venkatarao. 'Managerial Economics and Financial Analysis', Ravindra Publication.	
Reference Books:	
1.Dr. B. Kuberudu and Dr. T. V. Ramana: Managerial Economics & Financial Analysis, Himalaya Publishing House, 2014.	

2. V. Maheswari: Managerial Economics, Sultan Chand.2014
3. Suma Damodaran: Managerial Economics, Oxford 2011.
4. Vanitha Agarwal: Managerial Economics, Pearson Publications 2011.
5. Sanjay Dhameja: Financial Accounting for Managers, Pearson.
6. Maheswari: Financial Accounting, Vikas Publications.
7. S. A. Siddiqui & A. S. Siddiqui: Managerial Economics and Financial Analysis, New Age International Publishers, 2012
8. Ramesh Singh, Indian Economy, 7th Edn., TMH 2015
9. Pankaj Tandon A Text Book of Microeconomic Theory, Sage Publishers, 2015
10. Shailaja Gajjala and Usha Munipalle, Universities press, 2015.

Online Learning Resources:

<https://shorturl.at/Edyex>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2											2	
CO2	3			2	3							3	
CO3	3		3									3	
CO4	3		3	3								2	2
CO5	3		3	3	3	3			3	3		2	2

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan (Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	20%	2	CO1: Understand	L2	PO1	PO1: Apply (L3)	2
2	9	20%	2	CO2 : Apply	L3	PO1 PO4 PO5	PO1: Apply (L3) PO4: Analyze (L4) PO5: Apply (L3)	3 2 3
3	9	20%	2	CO3 : Apply	L3	PO1 PO3	PO1: Apply (L3) PO3: Develop (L3)	3 3
4	9	20%	2	CO4 : Analyze	L4	PO1 PO3 PO4	PO1: Apply (L3) PO3: Develop (L3) PO4: Analyze (L4)	3 3 3
5	9	20%	2	CO5 : Design	L6	PO1 PO3 PO4 PO5 PO6 PO9 PO10	PO1: Apply (L3) PO3: Develop (L3) PO4: Analyze (L4) PO5: Apply (L3) PO6: Thumb rule PO9: Thumb rule PO10: Thumb rule	3 3 3 3 3 3 3
	45	100%						

Justification Statements :

CO1: Understand the fundamental characteristics and components to define a "complex system"

Action Verb : Understand (L2)

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is moderate (2)

CO2: Apply the principles of modeling to represent real-world entities in software design

Action Verb : Apply (L3)

PO1: Apply (L3)

CO2 Action verb is greater than PO1 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO2 Action verb is same level as PO4 verb. Therefore the correlation is moderate (2)

PO5: Apply (L3)

CO2 Action verb is greater than PO5 verb. Therefore the correlation is high (3)

CO3: Apply the modelling techniques to identify relationships and interactions in system design

Action Verb : Apply (L3)

PO1: Apply (L3)

CO3. Action verb is greater than PO1 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO3 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

CO4: Analyze the use cases and activities in a system to model a Web Application

Action Verb : Analyze (L4)

PO1: Apply(L3)

CO4 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO4 Action verb is same level as PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is same level as PO4 verb. Therefore the correlation is high(3)

CO5: Design the complex systems using state chart, component and deployment diagrams to model a system like Weather Forecasting.

Action Verb : Design (L6)

PO1: Apply(L3)

CO5 Action verb is greater than PO1 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO5 Action verb is greater than PO2 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is same level as PO4 verb. Therefore the correlation is high (3)

PO5: Apply(L3)

CO5 Action verb is greater than PO5 verb. Therefore the correlation is high (3)

PO6 : Thumb rule

For some software projects ,Various projects are evaluated for understanding ,therefore the correlation is high (3)

PO9: Thumb rule

Team work is required for software project, therefore the correlation is high (3)

PO10: Thumb rule

Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, therefore the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
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COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	CYBER SECURITY (Professional Elective-I)	L	T	P	C
23APE2502	III-I		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the fundamentals of cybercriminals and information security.

CO2: Analyze the cybercriminals plan attack and execute cyber offenses using techniques.

CO3: Apply the credit card frauds in mobile and Wireless computing Era.

CO4: Apply the methods used in cybercrime and finding the DDos attacks.

CO5: Evaluate different types of web-based threats and suggest preventive measures.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms Level
CO1	Understand	the fundamentals of cybercriminals and information security			L2
CO2	Analyze	The cybercriminals plan and execute cyber offenses	using techniques		L4
CO3	Apply	the credit card frauds in mobile and Wireless computing Era			L3
CO4	Apply	the methods used in cybercrime		finding the DDos attacks	L3
CO5	Evaluate	different types of web-based threats and suggest preventive measures.			L5

UNIT – I Introduction to Cybercrime	8 Hrs
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.	
UNIT – II Cyber Offenses: How Criminals Plan Them	9 Hrs
Introduction , How Criminals plan the Attacks, Social Engineering, Cyber stalking, Cyber cafe and Cybercrimes, Botnets: The Fuel for Cybercrime, Attack Vector, Cloud Computing .	
UNIT – III Cybercrime: Mobile and Wireless Devices	9 Hrs
Introduction, Proliferation of Mobile and Wireless Devices, Trends in Mobility, Credit Card Frauds in Mobile and Wireless Computing Era, Security Challenges Posed by Mobile Devices, Registry Settings for Mobile Devices, Authentication Service Security, Attacks on Mobile/Cell Phones, mobile Devices: Security Implications for Organizations, Organizational Measures for Handling Mobile, Organizational Security Policies an Measures in Mobile Computing Era, Laptops.	
UNIT IV Tools and Methods Used in Cybercrime	8 Hrs
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.	
UNIT V Cyber Security:Organizational Implications	8 Hrs
Introduction, Cost of Cybercrimes and IPR issues, Web threats for Organizations, Security and Privacy Implications, Social media marketing: Security Risks and Perils for Organizations, Social Computing and the associated challenges for Organizations.	
Textbooks:	
1. Cyber Security: Understanding Cyber Crimes, Computer Forensics and Legal Perspectives, Nina Godbole and Sunil Belapure, Wiley INDIA.	
Reference Books:	
1 .Cyber Security Essentials, James Graham, Richard Howard and Ryan Otson, CRC Press.	
2.Introduction to Cyber Security, Chwan-Hwa(john) Wu,J.DavidIrwin.CRC Press T&F Group	

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	2			2					2			
CO2	3	3	2	2	3			3			3		
CO3	3	3	2	2	3			2			2		
CO4	3	3	2	2	3			2			2		
CO5	3	3	3	3	3	3	3	3	3		3		

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL	Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
1	8	19%	2	CO1:Understand	L2	PO1 PO2 PO5 PO10	PO1: Apply (L3) PO2: Review (L2) PO5: Apply (L3) PO10: Thumb rule	3 2 2 2
2	9	21%	3	CO2: Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO8: Thumb rule PO11: Thumb rule	3 3 2 2 3 3 3
3	9	21%	3	CO3: Apply	L3	PO1 PO2 PO3 PO4 PO5 PO8 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO8: Thumb rule PO11: Thumb rule	3 3 2 2 3 2 2
4	8	19%	2	CO4: Apply	L3	PO1 PO2 PO3 PO4 PO5 PO8 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO8: Thumb rule PO11: Thumb rule	3 3 2 2 3 2 2
5	8	19%	2	CO5: Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO6: Thumb rule PO7: Thumb rule PO8: Thumb rule PO9: Thumb rule PO11: Thumb rule	3 3 3 3 3 3 3 3 3 3
	42	100 %						

Justification Statements:

CO1: Understand the fundamentals of cybercriminals and information security.

Action Verb: Understand (L2)

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is medium (2)

PO2: Review (L2)

CO1 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO1 Action verb is less than PO5 verb by one level. Therefore, the correlation is medium (2)

PO10: Thumb rule

CO1 supports effective communication in documentation and presentation. Therefore, the correlation is medium (2)

CO2: Analyze the cybercriminals plan attack and execute cyber offenses using techniques.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO2 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO2 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO2 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO2 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Team Work (L3)

CO2 includes teamwork in LAN/protocol analysis. Therefore, the correlation is high (3)

PO11: Thumb rule

CO2 Action verb is greater than PO11 verb by one level. Therefore, the correlation is high (3)

CO3: Apply the credit card frauds in mobile and Wireless computing Era.

Action Verb: Apply (L3)

PO1: Apply (L3)

CO3 Action verb is same level as PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is less than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO3 Action verb is same level as PO3 verb. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO3 Action verb is less than PO4 verb by one level. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO3 Action verb is same level as PO5 verb. Therefore, the correlation is high (3)

PO8: Thumb rule

CO3 involves simulation teamwork. Therefore, the correlation is medium (2)

PO11: Thumb rule

CO3 helps in adapting tools. Therefore, the correlation is medium (2)

CO4: Apply the methods used in cybercrime and finding the DDos attacks.

Action Verb: Apply (L3)

PO1: Apply (L3)

CO4 Action verb is same level as PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is less than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO4 Action verb is same level as PO3 verb. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO4 Action verb is less than PO4 verb by one level. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO4 Action verb is same level as PO5 verb. Therefore, the correlation is high (3)

PO8: Thumb rule

CO4 involves simulation teamwork. Therefore, the correlation is medium (2)

PO11: Thumb rule

CO4 helps in adapting tools. Therefore, the correlation is medium (2)

CO5: Evaluate the different types of web-based threats and suggest preventive measures.

Action Verb: Evaluate (L5)

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is greater than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO5 Action verb is greater than PO3 verb by two levels. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by two levels. Therefore, the correlation is high (3)

PO6: Thumb rule

CO5 Action verb is greater than PO6 verb by one level. Therefore, the correlation is high (3)

PO7: Thumb rule

CO5 involves routing decisions with ethical implications. Therefore, the correlation is high (3)

PO8: Thumb rule

CO5 requires collaboration in simulations. Therefore, the correlation is high (3)

PO9: Thumb rule

CO5 supports communication through evaluation reports. Therefore, the correlation is high (3)

PO11: Thumb rule

CO5 supports life-long learning in evolving protocols. Therefore, the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	MICROPROCESSORS AND MICROCONTROLLERS (Professional Elective-1)	L	T	P	C
23APE2503	III-I		4	2	0	3

Course Outcomes: Student will be able to

CO1: Understand the architecture, pin configuration and operating modes of the 8086.

CO2: Develop assembly language programs using instruction set and assembler directives.

CO3: Analyze the Memory and peripheral devices interfacing with 8086 microprocessor.

CO4: Understand the architecture, instruction set and assembly language programming of 8051 microcontroller.

CO5: Analyze the Interfacing Peripheral devices such as timers, ADCs, DACs etc., with 8051 microcontroller

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the architecture, pin configuration and operating modes of the 8086.			L2
CO2	Develop	assembly language programs		using instruction set and assembler directives.	L3
CO3	Analyze	the Memory and peripheral devices interfacing	with 8086 Microprocessor		L4
CO4	Understand	the architecture details of the 8051 Microcontroller for embedded applications.			L2
CO5	Analyze	Interfacing of Peripheral devices such as timers, ADCs, DACs etc.,		with 8051 microcontroller	L4

UNIT - I	21Hrs
8086 Architecture: Main features, pin diagram/description, 8086 microprocessor family, internal architecture, bus interfacing unit, execution unit, interrupts and interrupt response, 8086 system timing, minimum mode and maximum mode configuration.	
UNIT - II	12Hrs
8086 Programming: Program development steps, instructions, addressing modes, assembler directives, writing simple programs with an assembler, assembly language program development tools.	
UNIT - III	19Hrs
8086 Interfacing: Semiconductor memories interfacing (RAM, ROM), Intel 8255 programmable peripheral interface, Interfacing switches and LEDs, Interfacing seven segment displays, software and hardware interrupt applications, Intel 8251 USART architecture and interfacing, Intel 8237a DMA controller, stepper motor, A/D and D/A converters, Need for 8259 programmable interrupt controllers.	
UNIT - IV	12Hrs
Microcontroller : Architecture of 8051 – Special Function Registers(SFRs) - I/O Pins Ports and Circuits - Instruction set - Addressing modes - Assembly language programming.	
UNIT - V	11Hrs
Interfacing Microcontroller :- Programming 8051 Timers - Serial Port Programming - Interrupts Programming – LCD & Keyboard Interfacing - ADC, DAC & Sensor Interfacing - External Memory Interface- Stepper Motor and Waveform generation - Comparison of Microprocessor, Microcontroller, PIC and ARM processors.	

Textbooks:

1. Microprocessors and Interfacing–Programming and Hardware by Douglas V Hall, SSSP Rao, Tata McGraw Hill Education Private Limited, 3rd Edition, 1994.
2. KM Bhurchandi, AK Ray, Advanced Microprocessors and Peripherals, 3rd edition, McGraw Hill Education, 2017.

3.RajKamal, Microcontrollers: Architecture, Programming, Interfacing and System Design, 2 nd edition, Pearson, 2012.
Reference Books:
1.Ramesh S Gaonkar, Microprocessor Architecture Programming and Applications with the 8085, 6 th edition, Penram International Publishing, 2013.
2. Kenneth J.Ayala, The 8051Microcontroller, 3 rd edition, Cengage Learning,2004.
Online Learning Resources:
NPTEL Videos

Mapping of Course Outcomes with Program Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	2										3	
CO2	3	3	3	2								2	
CO3	3	3	3									3	
CO4	2	2										3	
CO5	3		3	3								3	

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan (Hrs)	%	Correlation	Co's Action verb	BTL			
1	21	28%	2	Understand	L2	PO1, PO2	PO1: Apply(L3) PO2: Identify(L3)	2 2
2	12	16%	2	Develop	L3	PO1, PO2, PO3, PO4	PO1: Apply(L3) PO2: Identify(L3) PO3: Develop (L3) PO4: Analyze(L4)	3 3 3 2
3	19	25%	2	Analyze	L4	PO1, PO2, PO3	PO1: Apply(L3) PO2: Identify(L3) PO3: Develop (L3)	3 3 3
4	12	16%	3	Understand	L2	PO1, PO2	PO1: Apply(L3) PO2: Identify(L3)	2 2
5	11	15%	2	Analyze	L4	PO1, PO3, PO4	PO1: Apply(L3) PO3: Develop (L3) PO4: Analyze(L4)	3 3 3
	75	100%						

Justification Statements:

CO1: Understand the architecture, pin configuration and operating modes of the 8086.

Action Verb: Understand (L2)

PO1 Verb: Apply (L3) CO1 Action Verb is less than PO1 verb by one level. Therefore, the correlation is medium (2).

PO2 Verb: Identify (L3) CO1 Action Verb is less than PO2 verb by one level. Therefore, the correlation is medium (2).

CO2 Develop assembly language programs using instruction set and assembler directives.

Action Verb: Develop (L3)

PO1 Verbs: Apply (L3) CO2 Action Verb is equal to the PO1 verb. Therefore, the correlation is high (3).

PO2 Verbs: Identify(L3) CO2 Action Verb is in the same level of PO2 verb. Therefore, the correlation is high (3).

PO3 Verbs: Develop (L3) CO2 Action Verb is same level of PO3 verb. Therefore, the correlation is high (3).

PO4 Verbs: Analyze (L4) CO2 Action Verb is less than PO4 verb by one level. Therefore, the correlation is Medium (2).

CO3: Analyze the Memory and peripheral devices interfacing with 8086 microprocessor.

Action Verb: Analyze (L4)

PO1 Verbs: Apply (L3) CO3 Action Verb is greater than PO1 verb. Therefore, the correlation is high (3).

PO2 Verbs: Identify(L3) CO3 Action Verb is greater than PO2 verb. Therefore, the correlation is high (3).

PO3 Verbs: Develop (L3) CO3 Action Verb is greater than PO3 verb. Therefore, the correlation is high (3).

CO4: Understand the architecture, instruction set and assembly language programming of 8051 microcontroller.

Action Verb: Understand (L2)

PO1 Verbs: Apply (L3) CO4 Action Verb is less than PO1 verb by one level. Therefore, the correlation is moderate (2).

PO2 Verbs: Identify(L3) CO4 Action Verb is less than PO1 verb by one level. Therefore, the correlation is moderate (2).

CO5: Analyze the Interfacing Peripheral devices such as timers, ADCs, DACs etc.,with 8051 microcontroller Action Verb: Analyze (L4)

PO1 Verbs: Apply (L3) CO5 Action Verb is greater than PO1 verb. Therefore, the correlation is high (3).

PO3 Verbs: Develop (L3) CO5 Action Verb is greater than PO3 verb. Therefore, the correlation is high (3).

PO4 Verbs: Analyze (L4) CO5 Action Verb is same level as PO4 verb. Therefore, the correlation is High (3).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	DATA WAREHOUSING & DATA MINING (Professional Elective-1)	L	T	P	C
23APE2504	III-I		4	2	0	3

Course Outcomes:

Upon completion of the course, the students should be able to:

CO1: **Design** a Data warehouse system and perform business analysis with OLAP tools.

CO2: **Apply** suitable pre-processing and visualization techniques for data analysis.

CO3: **Apply** frequent pattern and association rule mining techniques for data analysis.

CO4: **Design** appropriate classification and clustering techniques for data analysis.

CO5: **Apply** various machine learning algorithms using WEKA for classification and clustering tasks.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Design	Data warehouse system and perform business analysis with OLAP tools.			L6
CO2	Apply	suitable pre-processing and visualization techniques		for data analysis.	L3
CO3	Apply	frequent pattern and association rule mining techniques		for data analysis.	L3
CO4	Design	appropriate classification and clustering techniques		for data analysis.	L6
CO5	Apply	various machine learning algorithms	using WEKA	for classification and clustering tasks.	L3

UNIT - I 9 Hrs

Basic Concepts – Data Warehousing Components – Building a Data Warehouse – Database Architectures for Parallel Processing – Parallel DBMS Vendors – Multidimensional Data Model – Data Warehouse Schemas for Decision Support, Concept Hierarchies -Characteristics of OLAP Systems – Typical OLAP Operations, OLAP and OLTP.

UNIT - II 9 Hrs

Introduction to Data Mining Systems – Knowledge Discovery Process – Data Mining Techniques – Issues – applications- Data Objects and attribute types, Statistical description of data, Data Preprocessing – Cleaning, Integration, Reduction, Transformation and discretization, Data Visualization, Data similarity and dissimilarity measures.

UNIT - III 9 Hrs

Mining Frequent Patterns, Associations and Correlations – Mining Methods- Pattern Evaluation Method – Pattern Mining in Multilevel, Multi Dimensional Space – Constraint Based Frequent Pattern Mining, Classification using Frequent Patterns.

UNIT - IV 9 Hrs

Decision Tree Induction – Bayesian Classification – Rule Based Classification – Classification by Back Propagation – Support Vector Machines – Lazy Learners – Model Evaluation and Selection- Techniques to improve Classification Accuracy. Clustering Techniques – Cluster analysis-Partitioning Methods – Hierarchical Methods – Density Based Methods – Grid Based Methods – Evaluation of clustering – Clustering high dimensional data- Clustering with constraints, Outlier analysis-outlier detection methods.

UNIT - V 9 Hrs

Datasets – Introduction, Iris plants database, Breast cancer database, Auto imports database – Introduction to WEKA, The Explorer – Getting started, Exploring the explorer, Learning algorithms, Clustering algorithms, Association-rule learners.

Textbooks:

1. Jiawei Han and Micheline Kamber, –Data Mining Concepts and Techniques, Third Edition, Elsevier, 2012.

Reference Books:

1. Alex Berson and Stephen J.Smith, –Data Warehousing, Data Mining & OLAP, Tata McGraw – Hill Edition, 35th Reprint 2016.
2. K.P. Soman, Shyam Diwakar and V. Ajay, –Insight into Data Mining Theory and Practice, Eastern Economy Edition, Prentice Hall of India, 2006.
3. Ian H.Witten and Eibe Frank, –Data Mining: Practical Machine Learning Tools and Techniques, Elsevier, Second Edition.

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	2	3		3								
CO2	3	3	3	2	3						2		
CO3	3	3	3	2	3						2		
CO4	3	2	3		3								
CO5	3	3	3	2	3						2		

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	20%	2	CO1: Design	L6	PO1 PO2 PO3 PO5	PO1: Apply(L3) PO2: Review(L2) PO3: Design(L3) PO5: Apply(L3)	3 2 3 3
2	9	20%	2	CO2: Apply	L3	PO1 PO2 PO3 PO4 PO5 PO11	PO1: Apply (L3) PO2: Identify(L3) PO3: Develop (L3) PO4: Analyze (L4) PO5: Apply(L3) PO11: Thumb Rule	3 3 3 2 3 2
3	9	20%	2	CO3: Apply	L3	PO1 PO2 PO3 PO4 PO5 PO11	PO1: Apply (L3) PO2: Identify(L3) PO3: Develop (L3) PO4: Analyze (L4) PO5: Apply(L3) PO11: Thumb Rule	3 3 3 2 3 2
4	9	20%	2	CO4: Design	L6	PO1 PO2 PO3 PO5	PO1: Apply(L3) PO2: Review(L2) PO3: Design(L3) PO5: Apply(L3)	3 2 3 3
5	9	20%	2	CO5: Apply	L3	PO1 PO2 PO3 PO4 PO5 PO11	PO1: Apply (L3) PO2: Identify(L3) PO3: Develop (L3) PO4: Analyze (L4) PO5: Apply(L3) PO11: Thumb Rule	3 3 3 2 3 2
	45	100						

Justification Statements :

CO1:Design a Data warehouse system and perform business analysis with OLAP tools .

Action Verb: Design(L6)

PO1 Verb: Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

PO2 Verb : Review(L2)

CO1 Action verb is same level as PO2 verb . Therefore the correlation is high(3)

PO3 Verb: Design(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

PO5: Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

CO2:Apply suitable pre-processing and visualization techniques for data analysis.

Action Verb : Apply (L3)

PO1: Apply(L3)

CO4 Action verb is same as PO1 verb. Therefore the correlation is high (3)

PO2: Identify(L3)

CO5 Action verb is same as PO2 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO5 Action verb is same as PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is less than as PO4 verb by one level. Therefore the correlation is medium(2)

PO5: Apply(L3)

CO5 Action verb is same as PO5 verb. Therefore the correlation is high (3)

PO11: Thumb rule

We will apply these mining techniques to create solution. Therefore the correlation is medium(2)

CO3:Apply frequent pattern and association rule mining techniques for data analysis.

Action Verb : Apply (L3)

PO1: Apply(L3)

CO4 Action verb is same as PO1 verb. Therefore the correlation is high (3)

PO2: Identify(L3)

CO5 Action verb is same as PO2 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO5 Action verb is same as PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is less than as PO4 verb by one level. Therefore the correlation is medium(2)

PO5: Apply(L3)

CO5 Action verb is same as PO5 verb. Therefore the correlation is high (3)

PO11: Thumb rule

We will apply these mining techniques to create solution. Therefore the correlation is medium(2)

CO4:Design appropriate classification and clustering techniques for data analysis.

Action Verb: Design(L6)

PO1 Verb: Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

PO2 Verb : Review(L2)

CO1 Action verb is same level as PO2 verb . Therefore the correlation is high(3)

PO3 Verb: Design(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

PO5: Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

CO5: Apply various machine learning algorithms using WEKA for classification and clustering tasks.

Action Verb : Apply (L3)

PO1: Apply(L3)

CO4 Action verb is same as PO1 verb. Therefore the correlation is high (3)

PO2: Identify(L3)

CO5 Action verb is same as PO2 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO5 Action verb is same as PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is less than as PO4 verb by one level. Therefore the correlation is medium(2)

PO5: Apply(L3)

CO5 Action verb is same as PO5 verb. Therefore the correlation is high (3)

PO11: Thumb rule

We will apply these mining techniques to create solution. Therefore the correlation is medium(2)



Course Code	Year & Sem	ARTIFICIAL INTELLIGENCE LAB	L	T	P	C
23APC2514	III-I		0	0	3	1.5

Course Outcomes:

After studying the course, student will be able to

CO 1: Apply the Searching Algorithm for finding shortest path.

CO 2: Analyze the informed and un-informed search for puzzle solving.

CO 3: Apply the Back tracking Algorithm to the N Queen problem.

CO 4: Analyze the AI algorithms to implement simple Chatbot.

CO 5: Apply the NLTK to implement Lemmatization and POS.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Apply	the Searching Algorithm		for finding shortest path	L3
CO2	Analyze	the informed and un-informed search		for puzzle solving.	L4
CO3	Apply	the Back tracking Algorithm		to the N Queen problem	L3
CO4	Analyze	the AI algorithms		to implement simple Chatbot	L4
CO5	Apply	the NLTK		to implement Lemmatization and POS	L3

List of Experiments

1. Write a Program to Implement BFS and DFS. **(CO1)**
2. Write a Program to find the solution for travelling sales person problem. **(CO1)**
3. Write a program to implement simulated annealing Algorithm. **(CO1)**
4. Write a Program to Implement Tic-Tac-Toe game. **(CO2)**
5. Write a Program to Implement 8-Puzzle problem. **(CO2)**
6. Write a program to implement Towers of Hanoi problem. **(CO2)**
7. Write a program to implement A* Algorithm. **(CO2)**
8. Write a Program to Implement Water-Jug problem. **(CO2)**
9. Write a program to implement Hangman game. **(CO2)**
10. Write a program to solve N Queen problem using backtracking. **(CO3)**
11. Generate Calendar for the given month and year using a python program. **(CO4)**
12. Write a program to implement simple Chatbot. **(CO4)**
13. Write a program to remove stop words for a given passage from a text file using NLTK. **(CO5)**
14. Write a program to implement stemming for a given sentence using NLTK. **(CO5)**
15. Write a program to POS (Parts of Speech) tagging for the give sentence using NLTK. **(CO5)**
16. Write a program to implement Lemmatization using NLTK. **(CO5)**

Reference Books:

1. Tensorflow: <https://www.tensorflow.org/>
2. Pytorch: <https://pytorch.org/>,
3. <https://github.com/pytorch>
4. Theano: <http://deeplearning.net/software/theano/> <https://github.com/Theano/Theano>
5. <https://www.nltk.org/>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	3									3		3
CO2	3	3		3	3						3		3
CO3	3		3	3	3						3	2	3
CO4	3	3	3	3							3		3
CO5	3	3	3	3	3							3	3

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	Co's Action verb	BTL	Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO11)	Level of Correlation (0-3)
1	CO1: Apply	L3	PO1 PO2 PO11	PO1: Apply(L3) PO2: Review(L2) PO11: Thumb rule	3 3 3
2	CO2: Analyze	L4	PO1 PO2 PO4 PO5 PO11	PO1: Apply(L3) PO2: Identify (L3) PO4: Analyze (L4) PO5: Apply (L3) PO11: Thumb rule	3 3 3 3 3
3	CO3: Apply	L3	PO1 PO3 PO4 PO5 PO11	PO1: Apply(L3) PO3: Develop(L3) PO4: Analyze (L4) PO5: Apply (L3) PO11: Thumb rule	3 3 2 3 3
4	CO4: Analyze	L4	PO1 PO2 PO3 PO4 PO11	PO1: Apply(L3) PO2: Identify (L3) PO3: Develop(L3) PO4: Analyze (L4) PO11: Thumb rule	3 3 3 3 3
5	CO5: Apply	L3	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3) PO2: Identify (L3) PO3: Develop(L3) PO4: Analyze (L4) PO5: Apply (L3)	3 3 3 2 3

Justification Statements:

CO 1: Apply the Searching Algorithm for finding shortest path.

Action Verb: Understand (L2)

PO1 Verb: Apply (L3)

CO1 Action verb is Same PO1 verb. Therefore, the correlation is high(3)

PO2 Verb: Review(L2)

CO1 Action verb is same as PO2 verb. Therefore, the correlation is high (3)

PO11: Thumb rule

Simulated annealing Algorithm development is a continues learning process for the users to communicate AI the correlation is high (3)

CO 2: Analyze the informed and un-informed search for puzzle solving.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO2 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3)

PO2: identify(L3)

CO2 Action verb is greater than as PO2 verb. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO2 Action verb is same as PO4 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO2 Action verb is greater than as PO5 verb. Therefore, the correlation is high (3)

PO11: Thumb rule

Chatgpt development is a continues learning process for the users to communicate AI the correlation is high (3)

CO 3: Apply the Back tracking Algorithm to the N Queen problem.

Action Verb: Apply (L3)

PO1: Apply (L3)

CO3 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO3 Action verb is same as PO3 verb. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO3 Action verb is Less than as PO4 verb by one level. Therefore, the correlation is high (2)

PO5: Apply (L3)

CO3 Action verb is same as PO5 verb. Therefore, the correlation is high (3)

PO11: Thumb rule

N Queen problem using backtracking is a continues learning process for the users to communicate AI the correlation is high (3)

CO 4: Analyze the AI algorithms to implement simple Chatbot.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO4 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3)

PO2: idetify(L3)

CO4 Action verb is greater than as PO2 verb. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO4 Action verb is greater than as PO3 verb. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is same as PO4 verb. Therefore, the correlation is high (3)

PO11: Thumb rule

NLTK is continuous learning process for programmers to implement so the correlation is high (3)

CO 5: Apply the NLTK to implement Lemmatization and POS.

Action Verb: Apply (L3)

PO1: Apply (L3)

CO5 Action verb is same as PO1 verb. Therefore, the correlation is high (3)

PO2: idetify(L3)

CO5 Action verb is same as PO2 verb. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO5 Action verb is same as PO3 verb. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is less than PO4 verb by one level. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO5 Action verb is same as PO5 verb. Therefore, the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	COMPUTER NETWORKS LAB CSIT	L	T	P	C
23APC2515	III-I		0	0	3	1.5

Course Outcomes:

After studying the course, student will be able to

CO 1: Understand the Networking hardware setup, cabling and NIC configurations

CO 2: Analyse the methods to simulate Data Link Layer protocols

CO 3: Apply the Network monitoring commands and routing protocols

CO 3: Apply the Network applications using Java (RMI, TCP/UDP, Hello/Echo)

CO 4: Analyse the Network performance using Wireshark and NS2/NS3

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	Networking hardware setup, cabling and NIC configurations			L2
CO2	Analyse	the methods		to simulate data link layer protocols	L4
CO3	Apply	Network monitoring commands and routing protocols	Using Packet Tracer, CLI, and shell tools		L3
CO4	Apply	Network applications	using Java (RMI, TCP/UDP, Hello/Echo)		L3
CO5	Analyse	Network performance using Wire shark and NS2/NS3			L4

List of Experiments

- Study different types of Network cables (Copper and Fiber) and prepare cables (Straight and Cross) to connect Two or more systems. Use crimping tool to connect jacks. Use LAN tester to connect the cables.
 - Install and configure Network Devices: HUB, Switch and Routers. Consider both manageable and non-manageable switches. Do the logical configuration of the system. Set the bandwidth of different ports.
 - Install and Configure Wired and Wireless NIC and transfer files between systems in Wired LAN and Wireless LAN. Consider both adhoc and infrastructure mode of operation. **(CO1)**
- Work with the commands Ping, Tracert, Ipconfig, pathping, telnet, ftp, getmac, ARP, Hostname, Nbtstat, netdiag, and Nslookup **(CO2)**
- Find all the IP addresses on your network. Unicast, Multicast, and Broadcast on your network. **(CO3)**
- Use Packet tracer software to build network topology and configure using Distance vector routing protocol. **(CO3)**
- Use Packet tracer software to build network topology and configure using Link State routing protocol. **(CO3)**
- Using JAVA RMI Write a program to implement Basic Calculator **(CO4)**
- Implement a Chatting application using JAVA TCP and UDP sockets. **(CO4)**
- Hello command is used to know whether the machine at the other end is working or not. Echo command is used to measure the round-trip time to the neighbour. Implement Hello and Echo commands using JAVA. **(CO4)**
- Using Wire shark perform the following operations: -Inspect HTTP Traffic
 - Inspect HTTP Traffic from a Given IP Address,
 - Inspect HTTP Traffic to a Given IP Address,
 - Reject Packets to Given IP Address,
 - Monitor Apache and My SQL Network Traffic. **(CO5)**
- Install Network Simulator 2/3. Create a wired network using dumbbell topology. Attach agents, generate both FTP and CBR traffic, and transmit the traffic. Vary the data rates and evaluate the performance using metric throughput, delay, jitter and packet loss. **(CO5)**
- Create a static wireless network. Attach agents, generate both FTP and CBR traffic, and transmit the traffic. Vary the data rates and evaluate the performance using metric throughput, delay, jitter

and packet loss. **(CO5)**

12. Create a mobile wireless network. Attach agents, generate both FTP and CBR traffic, and transmit the traffic. Vary the data rates and evaluate the performance using metric throughput, delay, jitter and packet loss. **(CO5)**

Reference Books:

1. Shivendra S.Panwar, Shiwen Mao, Jeong- dong Ryoo, and Yihan Li, –TCP/IP Essentials A Lab-Based Approach||, Cambridge University Press, 2004.
2. Cisco Networking Academy, –CCNA1 and CCNA2 Companion Guide||, Cisco Networking Academy Program, 3rd edition, 2003.
3. Elloitte Rusty Harold, –Java Network Programming||, 3rd edition, O'REILLY, 2011.

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	2			2			2			2	3	2
CO2	3	3	3	3								2	2
CO3	3	3	2	2	3			2	2		2	3	2
CO4	3	3	2	2	3			2	2		2	3	2
CO5	3	3	2	2	3	3	3	3	3		3	3	2

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	Co's Action verb	BTL	Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO11)	Level of Correlation (0-3)
1	Understand	L2	PO1 PO2 PO5 PO8 PO11	PO1: Apply (L3) PO2: Analyze (L4) PO5: Apply (L3) PO8: Thumb rule PO11: Thumb rule	3 2 2 2 2
2	Analyse	L4	PO1 PO2 PO3 PO4	PO1: Apply(L3) PO2: Identify (L3) PO3: Develop(L3) PO4: Analyze (L4)	3 3 3 3
3	Apply	L3	PO1 PO2 PO3 PO4 PO5 PO8 PO9 PO11	PO1: Apply (L3) PO2: Analyze (L4) PO3: Design (L3) PO4: Analyze (L4) PO5: Apply (L3) PO8: Thumb rule PO9: Thumb rule PO11: Thumb rule	3 3 2 2 3 2 2 2
4	Apply	L3	PO1 PO2 PO3 PO4 PO5 PO8 PO9 PO11	PO1: Apply (L3) PO2: Analyze (L4) PO3: Design (L3) PO4: Analyze (L4) PO5: Apply (L3) PO8: Thumb rule PO9: Thumb rule PO11: Thumb rule	3 3 2 2 3 2 2 2
5	Analyse	L4	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	PO1: Apply (L3) PO2: Analyze (L4) PO3: Design (L3) PO4: Analyze (L4) PO5: Apply (L3) PO6: Thumb rule PO7: Thumb rule PO8: Thumb rule PO9: Thumb rule PO11: Thumb rule	3 3 2 2 3 3 3 3 3 3

Justification Statements:

CO1: Understand networking hardware setup, cabling and NIC configurations

Action Verb: Understand (L2)

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

PO2: Analyze (L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore the correlation is medium (2)

PO5: Apply (L3)

CO1 Action verb is less than PO5 verb by one level. Therefore the correlation is medium (2)

PO8: Thumb rule

CO1 Action verb is less than PO8 verb by one level. Therefore the correlation is medium (2)

PO11: Thumb rule

CO1 Action verb is less than PO11 verb by one level. Therefore the correlation is medium (2)

CO2: Analyse the methods to simulate data link layer protocols .

Action Verb: Analyse (L4)

PO1: Apply (L3)

CO2 Action verb is greater than as PO1 verb. Therefore, the correlation is high (3)

PO2: Identify(L3)

CO2 Action verb is greater than as PO2 verb. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO2 Action verb is greater than as PO3 verb. Therefore, the correlation is high (3)

PO4: Analyse (L4)

CO2 Action verb is same as PO4 verb. Therefore, the correlation is high (3)

CO3: Apply network monitoring commands and routing protocols

Action Verb: Apply (L3)

PO1: Apply (L3)

CO3 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is less than PO2 verb by one level. Therefore the correlation is medium (2)

PO3: Design (L3)

CO3 Action verb is same level as PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO3 Action verb is less than PO4 verb by one level. Therefore the correlation is medium (2)

PO5: Apply (L3)

CO3 Action verb is same level as PO5 verb. Therefore the correlation is high (3)

PO8: Thumb rule

CO3 Action verb is same level as PO8 verb. Therefore the correlation is medium (2)

PO9: Thumb rule

CO3 Action verb is same level as PO9 verb. Therefore the correlation is medium (2)

PO11: Thumb rule

CO3 Action verb is same level as PO11 verb. Therefore the correlation is medium (2)

CO4: Apply network applications using Java (RMI, TCP/UDP, Hello/Echo)

Action Verb: Apply (L3)

PO1: Apply (L3)

CO4 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is less than PO2 verb by one level. Therefore the correlation is medium (2)

PO3: Design (L3)

CO4 Action verb is same level as PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is less than PO4 verb by one level. Therefore the correlation is medium (2)

PO5: Apply (L3)

CO4 Action verb is same level as PO5 verb. Therefore the correlation is high (3)

PO8: Thumb rule

CO4 Action verb is same level as PO8 verb. Therefore the correlation is medium (2)

PO9: Thumb rule

CO4 Action verb is same level as PO9 verb. Therefore the correlation is medium (2)

PO11: Thumb rule

CO4 Action verb is same level as PO11 verb. Therefore the correlation is medium (2)

CO5: Analyze network performance using Wireshark and NS2/NS3

Action Verb: Analyse (L4)

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by one level. Therefore the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is same level as PO2 verb. Therefore the correlation is high (3)

PO3: Design (L3)

CO5 Action verb is greater than PO3 verb by one level. Therefore the correlation is medium (2)

PO4: Analyze (L4)

CO5 Action verb is same level as PO4 verb. Therefore the correlation is medium (2)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by one level. Therefore the correlation is high (3)

PO6: Thumb rule

CO5 Action verb is same level as PO6 verb. Therefore the correlation is medium (3)

PO7: Thumb rule

CO5 Action verb is greater than PO7 verb by one level. Therefore the correlation is low (3)

PO8: Thumb rule

CO5 Action verb is greater than PO8 verb by one level. Therefore the correlation is high (3)

PO9: Thumb rule

CO5 Action verb is greater than PO9 verb by one level. Therefore the correlation is high (3)

PO11: Thumb rule

CO5 Action verb is greater than PO11 verb by one level. Therefore the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	FULL STACK DEVELOPMENT - 1 (Skill Enhancement Course)	L	T	P	C
23ASC2503	III-I		0	1	2	2

Course Outcomes:

After Studying the Course Student will able to

CO1: Understand the Structure and working of DOM, basic ES6 concepts.

CO2: Analyze the differences between Real DOM and Virtual DOM in terms of performance.

CO3: Apply key React.js concepts and the Fetch API to develop interactive web applications.

CO4: Apply database connectivity using MySQL in web applications.

CO5: Design dynamic backend systems by integrating MySQL databases with Express.js servers.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the Structure and working of DOM, basic ES6 concepts.			L2
CO2	Analyze	the differences between Real DOM and Virtual DOM		in terms of performance.	L4
CO3	Apply	key React.js concepts and the Fetch API		to develop interactive web applications.	L3
CO4	Apply	database connectivity	using MySQL in web applications.		L3
CO5	Design	dynamic backend systems by integrating MySQL databases		with Express.js servers.	L6

Sample Experiments:

1. Introduction to Modern JavaScript and DOM[CO1]

- Write a JavaScript program to link JavaScript file with the HTML page
- Write a JavaScript program to select the elements in HTML page using selectors
- Write a JavaScript program to implement the event listeners
- Write a JavaScript program to handle the click events for the HTML button elements
- Write a JavaScript program to With three types of functions
 - Function declaration
 - Function definition
 - Arrow functions

2. Basics of React.js[CO1]

- Write a React program to implement a counter button using react class components
- Write a React program to implement a counter button using react functional components
- Write a React program to handle the button click events in functional component
- Write a React program to conditionally render a component in the browser
- Write a React program to display text using String literals

3. Important concepts of React.js[CO3]

- Write a React program to implement a counter button using React use State hook
- Write a React program to fetch the data from an API using React use Effect hook
- Write a React program with two react components sharing data using Props.
- Write a React program to implement the forms in react
- Write a React program to implement the iterative rendering using map() function.

4. Introduction to Node.js and Express.js[CO4]

- Write a program to implement the 'hello world' message in the route through the browser using Express
- Write a program to develop a small website with multiple routes using Express.js
- Write a program to print the 'hello world' in the browser console using Express.js

- d. Write a program to implement the CRUD operations using Express.js
- e. Write a program to establish the connection between API and Database using Express –MySQL driver

5. Introduction to MySQL[CO5]

- a. Write a program to create a Database and table inside that database using MySQL Command line client
- b. Write a MySQL queries to create table, and insert the data, update the data in the table
- c. Write a MySQL queries to implement the subqueries in the MySQL command line client
- d. Write a MySQL program to create the script files in the MySQL workbench
- e. Write a MySQL program to create a database directory in Project and initialize a database. sql file to integrate the database into API.

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3			2						2	1	
CO2	3	3	3	3	3				3				2
CO3	3	3	3	2	3						2		2
CO4	3	3	3	2	3						2		2
CO5	3	3	3		3				3		3		

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	Co's Action verb	BTL	Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO11)	Level of Correlation (0-3)
1	CO1:Understand	L2	PO1 PO2 PO5 PO11	PO1: Apply(L3) PO2: Review(L2) PO5: Apply(L3) PO11: Thumb rule	2 3 2 2
2	CO2:Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO9	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3) PO4: Analyze (L4) PO5: Apply(L3) PO9: Thumb rule	3 3 3 3 3 3
3	CO3: Apply	L3	PO1 PO2 PO3 PO4 PO5 PO11	PO1:Apply(L3) PO2:Review(L2) PO3:Develop(L3) PO4:Analyze (L4) PO5:Apply(L3) PO11: Thumb rule	3 3 3 2 3 2
4	CO4:Apply	L3	PO1 PO2 PO3 PO4 PO5 PO11	PO1:Apply(L3) PO2:Review(L2) PO3:Develop(L3) PO4:Analyze (L4) PO5:Apply(L3) PO11: Thumb rule	3 3 3 2 3 2
5	CO5:Design	L6	PO1 PO2 PO3 PO5 PO9 PO11	PO1: Apply(L3) PO2: Analyze (L4) PO3:Create(L6) PO5: Apply (L3) PO9: Thumb rule PO11: Thumb rule	3 3 3 3 3 3

Justification Statements:

CO1: Understand the Structure and working of DOM, basic ES6 concepts.

Action Verb : Understand (L2)

PO1 Verb : Apply(L3)

CO1 Action verb is less than PO1 verb by one, Therefore the correlation is moderate (2)

PO2 Verb : Review(L2)

CO1 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO5 Verb : Apply(L2)

CO1 Action verb is less than PO5 verb by one, Therefore the correlation is moderate (2)

PO11: Thumb rule

Recognize the structures and working of DOM as life-long learning . Therefore the correlation is moderate (2)

CO2: Analyze the differences between Real DOM and Virtual DOM in terms of performance.

Action Verb : Analyze (L4)

PO1: Apply(L3)

CO2 Action verb is greater level of PO1 verb. Therefore, the correlation is High (3)

PO2: Review (L2)

CO2 Action verb is greater than level as PO2 verb by one. Therefore, the correlation is high (3)

PO3: Develop (L3)

CO2 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO2 Action verb is same PO4 verb. Therefore the correlation is high (3)

PO5: Apply(L3)

CO2 Action verb is same level as PO5 verb. Therefore, the correlation is high (3)

PO9: Thumb rule

Communicate effectively and inclusively with real and virtual DOM learning differences . Therefore, the correlation is high (3)

CO3: Apply key React.js concepts and the Fetch API to develop interactive web applications.

Action Verb: Apply (L3)

PO1: Apply(L3)

CO3 Action verb is same level of PO1 verb. Therefore the correlation is high (3)

PO2: Review(L2)

CO3 Action verb is greater than PO2 verb. Therefore the correlation is high (3)

PO3: Develop(L2)

CO3 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

PO4: Analyze(L2)

CO3 Action verb is less than of PO4 verb. Therefore the correlation is moderate (2)

PO5: Apply(L3)

CO3 Action verb is greater than PO5 verb. Therefore, the correlation is high (3)

PO11: Thumb rule

Recognize the key concepts to develop interactive web applications as life-long learning . Therefore the correlation is moderate (2)

CO4: Apply database connectivity using MySQL in web applications.

Action Verb: Apply(L3)

PO1: Apply(L3)

CO4 Action verb is same level of PO1 verb. Therefore the correlation is high (3)

PO2: Review(L2)

CO4 Action verb is greater than PO2 verb. Therefore the correlation is high (3)

PO3: Develop(L2)

CO4 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

PO4: Analyze(L2)

CO4 Action verb is less than of PO4 verb. Therefore the correlation is moderate (2)

PO5: Apply(L3)

CO4 Action verb is greater than PO5 verb. Therefore, the correlation is high (3)

PO11: Thumb rule

Learning database connectivity often requires consulting external resources, documentation, updates independently ,Therefore the correlation is moderate (2)

CO5: Create dynamic backend systems by integrating MySQL databases with Express.js servers.

Action Verb: Create(L6)

PO1: Apply(L3)

CO5 Action verb is same level of PO1 verb. Therefore the correlation is high (3)

PO2: Analyze(L4)

CO5 Action verb is greater than PO2 verb. Therefore the correlation is high (3)

PO3:Create(L6)

CO5 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is same level of PO5 verb. Therefore the correlation is high (3)

PO9: Thumb rule

Backend projects are often team-based, requiring coordination and shared version control. Therefore the correlation is high (3)

PO11: Thumb rule

Requires continuous learning of evolving Node.js, Express, and MySQL technologies. Therefore the correlation is high (3)

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**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	TINKERING LAB	L	T	P	C
23AES0404	III-I		0	0	2	1

The aim of tinkering lab for engineering students is to provide a hands-on learning environment where students can explore, experiment, and innovate by building and testing prototypes. These labs are designed to demonstrate practical skills that complement theoretical knowledge.

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

CO1: Develop arduino/ESP32 programming for basic circuits using breadboard/Tinkercad

CO2: Analyze the LDR interfacing circuits with arduino / ESP32 controllers.

CO3: Analyze the control of traffic light circuit, sensor-based servomotor and mobile app-based LED.

CO4: Design a walking robot and rocket using 3-Dimensional (3D) printing Technology.

CO5: Create a prototype for soil moisture monitor and redesign a motor bike using Design Thinking steps.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Develop	Arduino/ESP32 programming for basic circuits	breadboard/Tinkercad		L3
CO2	Analyze	The LDR interfacing circuits	Arduino / ESP32		L4
CO3	Analyze	The control of traffic light circuit, sensor-based servomotor and mobile app-based LED			L4
CO4	Design	A walking robot and rocket	3D Printing Technology		L6
CO5	Create	A prototype for soil moisture monitor and redesign a motor bike	Design Thinking steps		L6

These labs bridge the gap between academia and industry, providing students with the practical experience. Some students may also develop entrepreneurial skills, potentially leading to start-ups or innovation-driven careers. Tinkering labs aim to cultivate the next generation of engineers by giving them the tools, space, and mind-set to experiment, innovate, and solve real-world challenges.

List of experiments:

- 1) Make your own parallel and series circuits using breadboard for any application of your choice. **(CO1)**
- 2) Demonstrate a traffic light circuit using breadboard. **(CO3)**
- 3) Build and demonstrate automatic Street Light using LDR. **(CO2)**
- 4) Simulate the Arduino LED blinking activity in Tinkercad. **(CO1)**
- 5) Build and demonstrate an Arduino LED blinking activity using Arduino IDE. **(CO1)**
- 6) Interfacing IR Sensor and Servo Motor with Arduino. **(CO3)**
- 7) Blink LED using ESP32. **(CO1)**
- 8) LDR Interfacing with ESP32. **(CO2)**
- 9) Control an LED using Mobile App. **(CO3)**
- 10) Design and 3D print a Walking Robot **(CO4)**
- 11) Design and 3D Print a Rocket. **(CO4)**
- 12) Build a live soil moisture monitoring project, and monitor soil moisture levels of a remote plan in your computer dashboard. **(CO5)**
- 13) Demonstrate all the steps in design thinking to redesign a motor bike. **(CO5)**

Students need to refer to the following links:

Course Outcomes: The students will be able to experiment, innovate, and solve real-world challenges.

- 1) <https://aim.gov.in/pdf/equipment-manual-pdf.pdf>
- 2) <https://atl.aim.gov.in/ATL-Equipment-Manual/>
- 3) <https://aim.gov.in/pdf/Level-1.pdf>

4) <https://aim.gov.in/pdf/Level-2.pdf>

5) <https://aim.gov.in/pdf/Level-3.pdf>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3				3								
CO2		3	3		1								
CO3			1		1				3	3			
CO4			3	3	3								
CO5		3	3		3	3			3	3	3		

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	Co's Action verb	BTL	Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation BTL (0-3)
1	CO1: Develop	L3	PO1 PO5	PO1: Apply(L3) PO5: Select(L1)	3 3
2	CO2: Analyze	L4	PO2 PO3 PO5	PO2: Review (L3) PO3: Develop(L3) PO5: Create (L6)	3 3 1
3	CO3: Analyze	L4	PO3 PO5 PO9 PO10	PO3: Design (L6) PO5: Create(L6) PO9: Thumb rule PO10: Thumb rule	1 1 3 3
4	CO4: Design	L6	PO3 PO4 PO5	PO3: Analyze(L4) PO4: Design(L6) PO5: Create(L6)	3 3 3
5	CO5: Create	L6	PO2 PO3 PO5 PO6 PO9 PO10 PO11	PO2: Review(L2) PO3: Analyze(L4) PO5: Create(L6) PO6: Thumb rule PO9: Thumb rule PO10: Thumb rule PO11: Thumb rule	3 3 3 3 3 3 3

Justification Statements:

CO1: Develop Arduino/ESP32 programming for basic circuits using breadboard/Tinkercad

Action Verb: Develop (L3)

PO1 Verb: Apply (L3)

CO1 Action verb is equal as PO1 verb. Therefore, the correlation is high (3)

PO5 Verb: Select (L1)

CO1 Action verb is greater than as PO5 verb. Therefore, the correlation is high (3)

CO2: Analyze the LDR interfacing circuits with Arduino / ESP32 controllers.

Action Verb: Analyze (L4)

PO2 Verb: Review (L3)

CO2 Action verb is greater than PO2 verb. Therefore, the correlation is high (3)

PO3 Verb: Develop (L3)

CO2 Action verb is greater than PO3 verb. Therefore, the correlation is high (3)

PO5 Verb: Create (L6)

CO2 Action verb is lesser than as PO5 verb by two levels Therefore, the correlation is low (1)

CO3: Analyze the control of traffic light circuit, sensor-based servomotor and mobile app-based LED.

Action Verb: Analyze (L4)

PO3 Verb: Design (L6)

CO3 Action verb is lesser than PO3 verb by two levels. Therefore, the correlation is low (1)

PO5 Verb: Create (L6)

CO3 Action verb is lesser than PO5 verb by two levels Therefore, the correlation is low (1)

PO9: Thumb rule

CO3 using Thumb rule, correlates with PO9 as high (3)

PO10: Thumb rule

CO3 using Thumb rule, correlates with PO10 as high (3)

CO4: Design a walking robot and rocket using 3-Dimensional (3D) printing Technology.

Action Verb: Design (L6)

PO3 Verb: Analyze (L4)

CO4 Action verb is greater than PO3 verb. Therefore, the correlation is high (3)

PO4 Verb: Design (L6)

CO4 Action verb is equal to PO4 verb. Therefore, the correlation is high (3)

PO5 Verb: Create (L6)

CO4 Action verb is equal to as PO5 verb. Therefore, the correlation is high (3)

CO5: Create a prototype for soil moisture monitor and redesign a motor bike using Design Thinking steps

Action Verb: Create (L6)

PO2 Verb: Review (L2)

CO5 Action verb is greater than PO2 verb. Therefore, the correlation is high (3)

PO3 Verb: Analyze (L4)

CO5 Action verb is greater than PO3 verb. Therefore, the correlation is high (3)

PO5 Verb: Create (L6)

CO5 Action verb is equal to PO5 verb. Therefore, the correlation is high (3)

PO6 Verb: Thumb rule

CO5 using Thumb rule, correlates with PO6 as high (3)

PO9: Thumb rule

CO5 using Thumb rule, correlates with PO9 as high (3)

PO10: Thumb rule

CO5 using Thumb rule, correlates with PO10 as high (3)

PO11: Thumb rule

CO5 using Thumb rule, correlates with PO11 as high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY(CSIT)

Course Code	Year & Sem	INTRODUCTION TO QUANTUM TECHNOLOGIES AND APPLICATIONS	L	T / CLC	P	C
23AES0504	III-I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the transition from classical to quantum physics and quantum states.

CO2: Understand qubits, quantum systems, and their philosophical significance.

CO3: Analyze quantum computer requirements, system fragility, hardware platforms, and software roles.

CO4: Analyze quantum information, communication, computing, and their future potential.

CO5: Apply quantum applications, industry cases, challenges, and opportunities.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the transition from classical		to quantum physics and quantum states.	L2
CO2	Understand	qubits, quantum systems, and their philosophical significance			L2
CO3	Analyze	quantum computer requirements, system fragility, hardware platforms, and software roles.			L4
CO4	Analyze	quantum information, communication, computing, and their future potential.			L4
CO5	Apply	quantum applications, industry cases, challenges, and opportunities.			L3

UNIT – I	Introduction to Quantum Theory and Technologies	9 Hrs
The transition from classical to quantum physics, Fundamental principles explained conceptually: Superposition, Entanglement, Uncertainty Principle, Wave-particle duality, Classical vs Quantum mechanics – theoretical comparison, Quantum states and measurement: nature of observation, Overview of quantum systems: electrons, photons, atoms, The concept of quantization: discrete energy levels, Why quantum? Strategic, scientific, and technological significance, A snapshot of quantum technologies: Computing, Communication, and Sensing, National and global quantum missions: India's Quantum Mission, EU, USA, China		
UNIT – II	Theoretical Structure of Quantum Information Systems	9 Hrs
What is a qubit? Conceptual understanding using spin and polarization, Comparison: classical bits vs quantum bits, Quantum systems: trapped ions, superconducting circuits, photons (non-engineering view), Quantum coherence and decoherence – intuitive explanation, Theoretical concepts: Hilbert spaces, quantum states, operators – only interpreted in abstract, The role of entanglement and non-locality in systems, Quantum information vs classical information: principles and differences, Philosophical implications: randomness, determinism, and observer role		
UNIT – III	Building a Quantum Computer – Theoretical Challenges and Requirements	9 Hrs
What is required to build a quantum computer (conceptual overview)?, Fragility of quantum systems: decoherence, noise, and control, Conditions for a functional quantum system: Isolation, Error management, Scalability, Stability, Theoretical barriers: Why maintaining entanglement is difficult, Error correction as a theoretical necessity, Quantum hardware platforms (brief conceptual comparison), Superconducting circuits, Trapped ions, Photonics,		

Visionvs reality: what's working and what remains elusive, The role of quantum software in managing theoretical complexities		
UNIT – IV	Quantum Communication and Computing – Theoretical Perspective	9 Hrs
Quantum vs Classical Information, Basics of Quantum Communication, Quantum Key Distribution (QKD),Role of Entanglement in Communication, The Idea of the Quantum Internet – Secure Global Networking, Introduction to Quantum Computing, Quantum Parallelism (Many States at Once),Classical vs Quantum Gates, Challenges: Decoherence and Error Correction, Real-World Importance and Future Potential		
UNIT – V	Applications, Use Cases, and the Quantum Future	9 Hrs
Real-world application domains: Healthcare (drug discovery),Material science, Logistics and optimization, Quantum sensing and precision timing, Industrial case studies: IBM, Google, Microsoft, Psi Quantum, Ethical, societal, and policy considerations, Challenges to adoption: cost, skills, standardization, Emerging careers in quantum: roles, skillsets, and preparation pathways, Educational and research landscape – India's opportunity in the global quantum race		
Textbooks:		
1. Michael A. Nielsen, Isaac L. Chuang, <i>Quantum Computation and Quantum Information</i>, Cambridge University Press, 10th Anniversary Edition, 2010. 2. Eleanor Rieffel and Wolfgang Polak, <i>Quantum Computing: A Gentle Introduction</i>, MIT Press, 2011. 3. Chris Bernhardt, <i>Quantum Computing for Everyone</i>, MIT Press, 2019.		
Reference Books:		
1. David McMahon, <i>Quantum Computing Explained</i>, Wiley, 2008. 2. Phillip Kaye, Raymond Laflamme, Michele Mosca, <i>An Introduction to Quantum Computing</i>, Oxford University Press, 2007. 3. Scott Aaronson, <i>Quantum Computing Since Democritus</i>, Cambridge University Press, 2013. 4. Alastair I.M. Rae, <i>Quantum Physics: A Beginner's Guide</i>, Oneworld Publications, Revised Edition, 2005. 5. Eleanor G. Rieffel, Wolfgang H. Polak, <i>Quantum Computing: A Gentle Introduction</i>, MIT Press, 2011. 6. Leonard Susskind, Art Friedman, <i>Quantum Mechanics: The Theoretical Minimum</i>, Basic Books, 2014. 7. Bruce Rosenblum, Fred Kuttner, <i>Quantum Enigma: Physics Encounters Consciousness</i>, Oxford University Press, 2nd Edition, 2011. 8. GiulianoBenenti, GiulioCasati, GiulianoStrini, <i>Principles of Quantum Computation and Information, Volume I: Basic Concepts</i>, World Scientific Publishing, 2004. 9. K.B. Whaley et al., <i>Quantum Technologies and Industrial Applications: European Roadmap and Strategy Document</i>, Quantum Flagship, European Commission, 2020. 10. Department of Science & Technology (DST), Government of India, <i>National Mission on Quantum Technologies & Applications – Official Reports and Whitepapers</i>, MeitY/DST Publications, 2020 onward.		
Online Learning Resources:		
• IBM Quantum Experience and Qiskit Tutorials • Coursera – Quantum Mechanics and Quantum Computation by UC Berkeley • edX – The Quantum Internet and Quantum Computers • YouTube – Quantum Computing for the Determined by Michael Nielsen • Qiskit Textbook – IBM Quantum		

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	1									3	2	3
CO2	2	1									3	3	2
CO3	3	3									3	3	3
CO4	3	3									3	2	
CO5	3	3									3		3

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	20	2	CO1: Understand	L2	PO1 PO2 PO11	PO1: Apply(L3) PO2: Analyze (L4) PO11: Thumb Rule	2 1 3
2	9	20	2	CO2: Understand	L2	PO1 PO2 PO11	PO1: Apply(L3) PO2: Analyze (L4) PO11: Thumb Rule	2 1 3
3	9	20	2	CO3: Analyze	L4	PO1 PO2 PO11	PO1: Apply(L3) PO2: Analyze (L4) PO11: Thumb Rule	3 3 3
4	9	20	2	CO4: Analyze	L4	PO1 PO2 PO11	PO1: Apply(L3) PO2: Analyze (L4) PO11: Thumb Rule	3 3 3
5	9	20	2	CO5: Analyze	L4	PO1 PO2 PO11	PO1: Apply(L3) PO2: Apply(L3) PO11: Thumb Rule	3 3 3
	45	100						

Justification Statements:

CO1: Understand the transition from classical to quantum physics and quantum states.

Action Verb: Understand (L2)

PO1 Verb: Apply (L3)

CO1 Action verb is less than one level PO1 verb. Therefore, the correlation is moderate (2)

PO2 Verb: Analyze (L4)

CO1 Action verb is less than two level PO2 verb. Therefore, the correlation is low (1)

PO11: Thumb Rule

Quantum physics demands that we accept probability and discreteness at nature's core. Therefore, the correlation is high (3)

CO2: Understand qubits, quantum systems, and their philosophical significance.

Action Verb: Understand (L2)

PO1: Apply (L3)

CO2 Action verb is less than one level PO1 verb. Therefore, the correlation is moderate (2)

PO2: Analyze (L4)

CO2 Action verb is less than two level PO2 verb. Therefore, the correlation is low (1)

PO11: Thumb Rule

A qubit is a superposed quantum state that enables powerful new ways to store and process information. Therefore, the correlation is high (3)

CO3: Analyze quantum computer requirements, system fragility, hardware platforms, and software roles.

Action Verb: Apply (L3)

PO1: Apply (L3)

CO3 Action verb is same as PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is greater than as PO2 verb. Therefore, the correlation is high (3)

PO11: Thumb Rule

Building a quantum computer requires stable qubits, precise control, error correction, and scalability. Therefore, the correlation is high (3)

CO4: Analyze quantum information, communication, computing, and their future potential.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO4 Action verb is greater than PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is same as PO2 verb. Therefore, the correlation is high (3)

PO11: Thumb Rule

Quantum communication and computing leverage superposition, entanglement, and no-cloning to enable secure communication and powerful computation. Therefore, the correlation is high (3)

CO5: Analyze quantum applications, industry cases, challenges, and opportunities.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO5 Action verb is same as PO . Therefore, the correlation is high(3)

PO2: Apply(L3)

CO5 Action verb is same as PO2 verb. Therefore, the correlation is high (3)

PO11: Thumb Rule

Quantum technologies enable breakthroughs in healthcare, materials, optimization, and security. Therefore, the correlation is high (3)

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
Computer Science and Information Technology (CSIT)
(Effective for the batches admitted in 2024-25)
Semester VI (Third year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credits	CIE	SEE	Total
				L	T/CLC	P				
1	PC	23APC2516	Cloud Computing	2	1	0	3	30	70	100
2	PC	23APC2517	Cryptography & Network Security	2	1	0	3	30	70	100
3	PC	23APC2518	Machine Learning	2	1	0	3	30	70	100
4	Professional Elective-II	23APE2505	Software Testing Methodologies	2	1	0	3	30	70	100
		23APE2506	Augmented Reality & Virtual Reality							
		23APE2507	DevOps							
		23APE2508	Embedded System Design							
5	Professional Elective-III	23APE2509	1. Software Project Management	2	1	0	3	30	70	100
		23APE2510	2. Mobile Adhoc Networks							
		23APE2511	3. Natural Language Processing							
		23APE2512	4. Distributed Operating System							
6	OE – II	FROM LIST		2	1	0	3	30	70	100
7	PC	23APC2519	Cloud Computing Lab	0	0	3	1.5	30	70	100
8	PC	23APC2520	Machine Learning Lab	0	0	3	1.5	30	70	100
9	SEC	23ASC9901	Skill Enhancement course Soft skills	0	1	2	2	30	70	100
10	MC	23AMC9902	Technical Paper Writing and Intellectual Property Rights	2	0	0	-			30
11	SC	23ASC2504	Technical Workshop	0	0	0	-	-	-	-
Total				25	11	08	23			930

NOTE: The workshop can be conducted in either III-I or III-II semester. Participants with 90% or above attendance must submit their participation certificate to the Examination Section before the notification for the III-II regular examinations is issued.

***Open Elective – II**

S.No.	Course Code	Course Name	Offered by the Dept.
1.	23AOE0103	Disaster Management	CIVIL
2.	23AOE0104	Sustainability In Engineering Practices	
3.	23AOE0202	Renewable Energy Sources	EEE
4.	23APE0322	Automation and Robotics	ME
5.	23AOE0402	Digital Electronics	ECE
6.	23AOE9902	Advanced operations Research	Mathematics
7.	23AOE9903	Mathematical Foundation of Quantum Technologies	
8.	23AOE9907	Physics Of Electronic Materials and Devices	Physics
9.	23AOE9912	Chemistry Of Polymers and Applications	Chemistry
10	23AOE9916	Academic Writing and Public Speaking	Humanities



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	CLOUD COMPUTING	L	T	P	C
23APC2516	III-II		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the cloud computing basic concepts, technologies and services

CO2: Understand the Hadoop, python basics on application design

CO3: Apply python on cloud applications

CO4: Apply big data analytics, multimedia cloud on cloud applications.

CO5: Analyze cloud security on industry, healthcare and education

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	Cloud concepts, technologies and services			L2
CO2	Understand	Hadoop, python basics		On Application design	L2
CO3	Apply	Python		On cloud applications	L3
CO4	Apply	Big data analytics, multimedia cloud		On Cloud applications	L3
CO5	Analyze	Cloud security		On Industry, Healthcare and Education	L4

UNIT - I	Basics of Cloud computing	9 Hrs
Introduction to cloud computing: Introduction, Characteristics of cloud computing, Cloud Models, Cloud Services Examples, Cloud Based services and applications Cloud concepts and Technologies: Virtualization, Load balancing, Scalability and Elasticity, Deployment, Replication, Monitoring, Software defined, Network function virtualization, Map Reduce, Identity and Access Management, services level Agreements, Billing. Cloud Services and Platforms: Compute Services, Storage Services, Database Services, Application services, Content delivery services, Analytics Services, Deployment and Management Services, Identity and Access Management services, Open Source Private Cloud software		
UNIT - II	Hadoop and Python	9 Hrs
Hadoop Map Reduce: Apache Hadoop, Hadoop Map Reduce Job Execution, Hadoop Schedulers, Hadoop Cluster setup. Cloud Application Design: Reference Architecture for Cloud Applications, Cloud Application Design Methodologies, Data Storage Approaches. Python Basics: Introduction, Installing Python, Python data Types & Data Structures, Control flow, Function, Modules, Packages, File handling, Date/Time Operations, Classes		
UNIT - III	Python for Cloud Computing	9 Hrs
Python for Cloud: Python for Amazon web services, Python for Google Cloud Platform, Python for windows Azure, Python for Map Reduce, Python packages of Interest, Python web Application Frame work, Designing a REST ful web API. Cloud Application Developementing Python: Design Approaches, Image Processing APP, Document Storage App, Map Reduce App, Social Media Analytics App.		
UNIT - IV	Big data, Multimedia and Tuning	9 Hrs
Big Data Analytics: Introduction, Clustering Big Data, Classification of Big data Recommendation of Systems. Multimedia Cloud: Introduction, Case Study: Live video Streaming App, Streaming Protocols, case Cloud Application Bench marking and Tuning: Introduction, Workload Characteristics, Application Performance Metrics, Design Considerations for a Benchmarking Methodology, Benchmarking Tools, Deployment Prototyping, Load Testing & Bottleneck Detection case Study, Hadoop benchmarking case Study.		

UNIT - V	Applications and Issues in Cloud	9 Hrs
Cloud Security: Introduction, CSA Cloud Security Architecture, Authentication, Authorization, Identity Access Management, Data Security, Key Management, Auditing. Cloud for Industry, Health care & Education: Cloud Computing for Health care, Cloud computing for Energy Systems, Cloud Computing for Transportation Systems, Cloud Computing for Manufacturing Industry, Cloud computing for Education. Migrating into a Cloud: Introduction, Broad Approaches to migrating into the cloud, the seven- step model of migration into a cloud. Organizational readiness and Change Management in The Cloud Age: Introduction, Basic concepts of Organizational Readiness, Drivers for changes: A frame work to comprehend the competitive environment, common change management models, change management maturity models, Organizational readiness self – assessment. Legal Issues in Cloud Computing: Introduction, Data Privacy and security Issues, cloud contracting models, Jurisdictional issue raised by virtualization and data location, commercial and business considerations, Special Topics.		
Textbooks:		
1. CloudcomputingAhands-onApproachByArshdeepBahga,VijayMadiseti,Universities Press, 2016 2. CloudComputingPrinciplesandParadigms:ByRajKumarBuyya,JamesBroberg,Andrzej, Goscinski,Wiley,2016		
Reference Books:		
1. MasteringCloudComputingbyRajkumarBuyya,ChristianVecchiola,SThamaraiSelvi,TMH 2. Cloud computing A Hands-On Approach by Arshdeep Bahga and Vijay Madiseti. 3. Cloud Computing: A Practical Approach, Anthony T. Velte, Toby J. Velte, Robert Elsenpeter, Tata McGraw Hill, rp2011. 4. Enterprise Cloud Computing, Gautam Shroff, Cambridge University Press, 2010. 5. CloudApplicationArchitectures:BuildingApplicationsandInfrastructureintheCloud,George Reese, O _Reilly, SPD, rp2011. 6. Essentials of Cloud Computing by K.Chandrasekaran. CRC Press.		
Online Learning Resources:		
1. Cloud computing – Course (nptel.ac.in)		

Correlation of COs with the POs & PSOs for B.Tech

Course Outcomes (Cos)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	2	2						2		2
CO2	3	3	2		2			1	1		
CO3	3	2	2	1				1			
CO4	3	2	2		2				2		2
CO5	2	2		1				2			

(*3: Highly Correlated, 2: Moderately Correlated, 1: Weakly Correlated)

CO-PO mapping justification:

Unit No.	CO					Program Outcome (PO)	PO(s):Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	20%	2	CO1:Understand	L2	PO1 PO2 PO3 PO9 PO11	PO1:Apply(L3) PO2:Review(L2) PO3:Develop(L3) PO9:Thumb Rule PO11:Thumb Rule	2 3 2 3 3
2	9	20%	2	CO2:Understand	L2	PO1 PO2 PO3 PO5	PO1:Apply(L3) PO2:Review(L2) PO3:Develop(L3) PO5:Apply(L3)	2 3 2 2

						PO8 PO9	PO8:Thumb Rule PO9:Thumb Rule	3 3
3	9	20%	2	CO3:Apply	L3	PO1 PO2 PO3 PO4 PO8	PO1:Apply(L3) PO2:Review(L2) PO3:Develop(L3) PO4:Analyze(L4) PO8:Thumb Rule	3 3 3 2 3
4	9	20%	2	CO4:Apply	L3	PO1 PO2 PO3 PO5 PO9 PO11	PO1:Apply(L3) PO2:Review(L2) PO3:Develop(L3) PO5:Apply(L3) PO9:Thumb Rule PO11:Thumb Rule	3 3 3 3 3 3
5	9	20%	2	CO5:Analyze	L4	PO1 PO2 PO4 PO8	PO1:Apply(L3) PO2:Review(L2) PO4:Analyze(L4) PO8:Thumb Rule	2 1 3 3
	45	100						

Justification Statements:

CO1: Understanding the cloud computing concepts, technologies and services

Action Verb: Understand (L2)

PO1 verb:Apply(L3)

CO1 Action Verb Less then PO1 verb. Therefore, the correlation is moderate(2).

PO2 Verb: Review(L2)

CO1 Action verb is grater than PO2 verb. Therefore, the correlation is high (3)

PO3 Verb: Develop(L3)

CO1 Action verb is greater than PO3 verb. Therefore the correlation is moderate(2)

PO9 Verb:Thumb Rule

Cloud computing concepts are Communicate effectively within the engineering community and society as large. Then the correlation is high(3)

PO11 verb:Thumb Rule

Recognize the need of basic concepts ,technologies and services as independent and lifelong learning. Then the correlation is high(3)

CO2: Understand Hadoop,python basics on application design

Action Verb: Understand (L2)

PO1 verb Apply(L3)

CO2 action verb is one level greater then PO1. Then the correlation is moderate(2)

PO2 verb:Review(L2)

CO2 action verb is grater then PO2. Then the correlation is high(3)

PO3 verb:Develop(L3)

CO2 action verb is less then PO2. Then the correlation is moderate(2)

PO5 verb: Apply(L3)

CO2 action verb is less than PO2. Then the correlation is moderate(2)

PO8 verb:Themb Rule

Hadoop, python basics are effectively work as individual and collaboratively . Then the correlation is High(3)

PO9 verb:Thumb Rule

The concepts of Haddop and basic concepts for adesign the application for effectively communicate with the engineering community and society. Then the correlation is high(3)

CO3: Apply python on cloud applications.

Action Verb: Apply (L3)

PO1 verb:Apply(L3)

CO3 Action Verb is same as PO1. Then the correlation is high(3)

PO2 verb:Review(L2)

CO3 action verb greater then PO2. Then the correlation is high(3)

PO3 verb:Develop(3)

CO3 action verb is same as PO3. Then the correlation is high(3)

PO4 verb: Analyze(L4)

CO3 action verb is less than PO4. Then the correlation is moderate(2)

PO8 verb: Thumb Rule

Python concepts are applicable for cloud applications as effectively work as individual and collaboratively as a member. Then the correlation is High(3)

CO4: Apply big data analytics, multimedia cloud on cloud applications

Action Verb: Apply (L3)

PO1 verb: Apply(L3)

CO4 Action Verb same as PO1. Then the correlation is high(3).

PO2 verb: Review(L2)

CO4 action verb is less than PO2. Then the correlation is high(3)

PO3 verb: Develop(L3)

CO4 action verb is same as PO3. Then the correlation is high(3)

PO5 verb: Apply(L3)

CO4 action verb is same as PO5. Then the correlation is high(3)

PO9 verb: Thumb Rule

Big data analytics, multimedia cloud is applicable on cloud applications for effectively communicate within engineering community and society. Then the correlation is High(3)

PO11 verb: Thumb Rule

Apply big data analytics, multimedia cloud on cloud applications as lifelong learning. Then the correlation is high(3)

CO5: Analyze cloud security on industry, healthcare and education

Action Verb: Analyze(L4)

PO1 verb: Apply(L3)

CO5 Action Verb is greater than by one level of PO1. Then the correlation is moderate(2)

PO2 verb: Review(L2)

CO5 action verb is greater than by two levels of PO2. Then the correlation is low(1)

PO4 verb: Analyze(L4)

CO5 action verb is same as PO4. Then the correlation is high(3)

PO8 verb: Thumb Rule

Analyze cloud security on industry, healthcare and education as individual work. Then the correlation is High(3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
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COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	CRYPTOGRAPHY & NETWORK SECURITY	L	T / CLC	P	C
23APC2517	III-II		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

- CO1: **Understand** the basic Security and Cryptography concepts and techniques
- CO2: **Analyze** the various cryptography algorithms for data encryption
- CO3: **Analyze** the different MAC and HASH algorithms to authenticate a message
- CO4: **Apply** the various security mechanisms for E-mail and IP security
- CO5: **Analyze** the various security breaches in real world applications

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	The basic Security and Cryptography concepts and techniques			L2
CO2	Analyze	The various cryptographic algorithms		for data encryption	L4
CO3	Analyze	The different MAC and HASH algorithms		to authenticate a message	L4
CO4	Apply	The security mechanism		E-mail and IP security	L3
CO5	Analyze	The various security breaches		real world applications	L4

UNIT - I	14 Hrs
Computer and Network Security Concepts: Computer Security Concepts, The OSI Security Architecture, Security Attacks, Security Services, Security Mechanisms, A Model for Network Security Classical Encryption Techniques: Symmetric Cipher Model, Substitution Techniques, Transposition Techniques, Steganography Block Ciphers: Traditional Block Cipher Structure, The Data Encryption Standard, Advanced Encryption Standard: AES Structure, AES Transformation Functions	
UNIT - II	10 Hrs
Number Theory: The Euclidean Algorithm, Modular Arithmetic, Fermat's and Euler's Theorems, The Chinese Remainder Theorem, Discrete Logarithms, Finite Fields: Finite Fields of the Form $GF(p)$, Finite Fields of the Form $GF(2^n)$ Public Key Cryptography: Principles, Public Key Cryptography Algorithms, RSA Algorithm, Diffie Hellman Key Exchange, Elliptic Curve Cryptography.	
UNIT - III	9 Hrs
Cryptographic Hash Functions: Application of Cryptographic Hash Functions, Requirements & Security, Secure Hash Algorithm, Message Authentication Functions, Requirements & Security, HMAC & CMAC. Digital Signatures: NIST Digital Signature Algorithm, Distribution of Public Keys, X.509 Certificates, Public- Key Infrastructure	
UNIT - IV	9 Hrs
User Authentication: Remote User Authentication Principles, Kerberos. Electronic Mail Security: Pretty Good Privacy (PGP) And S/MIME. IP Security: IP Security Overview, IP Security Policy, Encapsulating Security Payload, Combining Security Associations, Internet Key Exchange.	
UNIT - V	9 Hrs
Transport Level Security: Web Security Requirements, Transport Layer Security (TLS), HTTPS, Secure Shell (SSH) Fire walls: Fire wall Character is tics and Access Policy, Types of Fire walls, Fire wall Location and Configurations.	
Textbooks:	
Cryptography and Network Security – William Stallings, Pearson Education, 8th Edition. Cryptography, Network Security and Cyber Laws–Bernard Menezes, Cengage Learning, 2010 edition.	
Reference Books:	
1. Cryptography and Network Security-Behrouz A Forouzan, Debdeep Mukhopadhyaya, Mc- Graw Hill, 3rd Edition, 2015. 2. Network Security Illustrated, Jason Albanese and Wes Sonnenreich, MGH Publishers, 2003.	
Online Learning Resources:	

1. <https://nptel.ac.in/courses/106/105/106105031/lecture>
2. [https://nptel.ac.in/courses/106/105/106105162/lecturebyDr.SouravMukhopadhyayIITKharagpur\[VideoLecture\]](https://nptel.ac.in/courses/106/105/106105162/lecturebyDr.SouravMukhopadhyayIITKharagpur[VideoLecture])
3. <https://www.mitel.com/articles/web-communication-cryptography-and-network-security> web articles by Mitel Power Connections

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	1											
CO2	3	1	1	1	1	2					2		
CO3	3	1	1	1	1		2	1			2		2
CO4	3	2					2						
CO5		2	2	2	2		2	1			2	3	

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	20%	2	CO1: Understand	L2	PO1 PO2	PO1: Apply(L3) PO2: Review(L2)	2 3
2	9	20%	2	CO2 : Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO6 PO11	PO1: Apply(L3) PO2: Review(L2) PO3: Develop(L3) PO4: Analyze(L4) PO5: Apply(L3) PO6: Thumb rule PO11: Thumb rule	3 3 3 3 3 3 3
3	9	20%	2	CO3 : Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO7 PO8 PO11	PO1: Apply(L3) PO2: Review(L2) PO3: Develop(L3) PO4: Analyze(L4) PO5: Apply(L3) PO7: Thumb rule PO8: Thumb rule PO11: Thumb rule	3 3 3 3 3 3 3 3
4	9	20%	2	CO4 : Apply	L3	PO1 PO2 PO7	PO1: Apply(L3) PO2: Review(L2) PO7: Thumb rule	3 3 2
5	9	20%	2	CO5: Analyze	L4	PO2 PO3 PO4 PO5 PO7 PO8 PO11	PO2: Review(L2) PO3: Develop(L3) PO4: Analyze(L4) PO5: Apply(L3) PO7: Thumb rule PO8: Thumb rule PO11: Thumb rule	3 3 3 3 3 3 3
	45	100 %						

Justification Statements :

CO1: **Understand** the basic Security and Cryptography concepts and techniques

Action Verb : Understand(L2)

PO1 Verb : Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

PO2 Verb : Review(L2)

CO1 Action verb is same as PO2 verb. Therefore the correlation is high(3)

CO2: **Analyze** the various cryptography algorithms for data encryption

Action Verb : Analyze (L4)

PO1: Apply(L3)

CO2 Action verb is greater than PO1 verb .Therefore the correlation is high (3)

PO2: Review(L2)

CO2 Action verb is greater than PO2 verb. Therefore the correlation is high (3)

PO3: Develop(L3)

CO2 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO2 Action verb is same as PO4 verb. Therefore the correlation is high(3)

PO5: Apply(L3)

CO2 Action verb is greater than PO5 verb .Therefore the correlation is high (3)

PO6: Thumb rule

For some of Security applications, Various Cryptographic algorithms were applied for societal needs. Therefore, the correlation is high(3)

PO11: Thumb rule

For some of Security applications, Various Cryptographic algorithms were analyzed. Therefore the correlation is high(3)

CO3: **Analyze** the different MAC and HASH algorithms to authenticate a message.

Action Verb : Analyze (L4)

PO1: Apply(L3)

CO3 Action verb is greater than PO1 verb. Therefore the correlation is high (3)

PO2: Review(L2)

CO3 Action verb is greater than PO1 verb. Therefore the correlation is high (3)

PO3: Develop(L3)

CO3 Action verb is greater than PO1 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO3 Action verb is same as PO2 verb. Therefore the correlation is high(3)

PO5: Apply(L3)

CO3 Action verb is greater than PO1 verb. Therefore the correlation is high (3)

PO7 : Thumb rule

Since ethical principles should be followed to while authenticating a message. Therefore the correlation is high(3)

PO8 : Thumb rule

Team work is required between client and server to perform authentication. Hence the correlation is high(3)

PO11 : Thumb rule

For some of Security applications, Various Cryptographic algorithms were analysed. Therefore the correlation is high(3)

CO4: Apply the various security mechanisms for Email and IP security.

Action Verb : Apply(L3)

PO1: Apply(L3)

CO4 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Review(L2)

CO4 Action verb is greater than PO2 verb. Therefore the correlation is high (3)

PO7: Thumb rule

Since ethical principles shall be followed in maintaining IP Security. Therefore the correlation is medium(2)

CO5: Analyze the various security breaches in real world applications.

Action Verb : Analyze (L4)

PO2: Review(L2)

CO5 Action verb is greater than PO2 verb. Therefore the correlation is high (3)

PO3: Develop(L3)

CO5 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is same as PO4 verb. Therefore the correlation is high(3)

PO5: Apply(L3)

CO5 Action verb is greater than PO5 verb. Therefore the correlation is high (3)

PO7 : Thumb rule

Since ethical principles should be followed to analyze the security breaches. Therefore the correlation is high(3)

PO8 : Thumb rule

Team work is required between client and server to secure the data. Hence the correlation is high(3)

PO11 : Thumb rule

For some of Security applications, Various Cryptographic algorithms were analysed. Therefore the correlation is high(3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
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COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	MACHINE LEARNING	L	T / CLC	P	C
23APC2518	III-II		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the types of Machine Learning and preparing to model.

CO2: Evaluate the hypotheses by comparing its learning algorithms

CO3: Evaluate the decision making problems by using SVM and graphical models

CO4: Apply the supervised learning techniques for few machine learning problems.

CO5: Analyze the Unsupervised learning methods using clustering methods.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms Level
CO1	Understand	the types of Machine Learning and preparing to model.			L2
CO2	Evaluate	the hypotheses	by comparing its learning algorithms		L5
CO3	Evaluate	The decision making problems	by using SVM and graphical models		L5
CO4	Apply	The supervised learning techniques		for few machine learning problems	L3
CO5	Analyze	The Unsupervised learning methods	using clustering methods.		L4

UNIT – I	Introduction to Machine Learning & Preparing to Model	8 Hrs
Introduction: What is Human Learning? Types of Human Learning, what is Machine Learning? Types of Machine Learning, Problems Not to Be Solved Using Machine Learning, Applications of Machine Learning, State-of-The-Art Languages/Tools in Machine Learning, Issues in Machine Learning Preparing to Model: Introduction, Machine Learning Activities, Basic Types of Data in Machine Learning, Exploring Structure of Data, Data Quality and Remediation, Data Pre-Processing		
UNIT – II	Modelling and Evaluation & Basics of Feature Engineering	8 Hrs
Introduction, selecting a Model, training a Model (for Supervised Learning), Model Representation and Interpretability, Evaluating Performance of a Model, Improving Performance of a Model Basics of Feature Engineering: Introduction, Feature Transformation, Feature Subset Selection		
UNIT – III	Bayesian Concept Learning & Supervised Learning: Classification	9 Hrs
Introduction, Why Bayesian Methods are Important? Bayes' Theorem, Bayes' Theorem and Concept Learning, Bayesian Belief Network Supervised Learning: Classification: Introduction, Example of Supervised Learning, Classification Model, Classification Learning Steps, Common Classification Algorithms-k-Nearest Neighbour(kNN), Decision tree, Random forest model, Support vector machines		
UNIT – IV	Supervised Learning: Regression	9 Hrs
Introduction, Example of Regression, Common Regression Algorithms-Simple linear regression, Multiple linear regression, Assumptions in Regression Analysis, Main Problems in Regression Analysis, Improving Accuracy of the Linear Regression Model, Polynomial Regression Model, Logistic Regression, Maximum Likelihood Estimation.		
UNIT – V	Unsupervised Learning	9 Hrs
Introduction, Unsupervised vs Supervised Learning, Application of Unsupervised Learning, Clustering – Clustering as a machine learning task, Different types of clustering techniques, Partitioning methods, K-Medoids: a representative object-based technique, Hierarchical clustering, Density-based methods-DBSCAN Finding Pattern using Association Rule- Definition of common terms, Association rule, The apriori algorithm for association rule learning, Build the apriori principle rules		
Textbooks:		
1. Machine Learning, SaikatDutt, Subramanian Chandramouli, Amit Kumar Das, Pearson, 2019.		
Reference Books:		
1. EthernAlpaydin, –Introduction to Machine Learning, MIT Press, 2004.		
2. Stephen Marsland, –Machine Learning -An Algorithmic Perspectivel, Second Edition, Chapman and Hall/CRC Machine Learning and Pattern Recognition Series,2014.		
3. Andreas C. Müller and Sarah Guido –Introduction to Machine Learning with Python: A Guide for		

Data Scientists|, Oreilly.

Online Resources:

1. Andrew Ng, —Machine Learning B.Techning|
<https://www.deeplearning.ai/machine-learning-B.Techning/>
2. Shai Shalev-Shwartz, Shai Ben-David, —Understanding Machine Learning: From Theory to Algorithms|, Cambridge University Press
<https://www.cse.huji.ac.il/~shais/UnderstandingMachineLearning/index.html>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3	2		2							3	3
CO2	3	3	3	3	3			3			3	2	2
CO3	3	3	2	2	2		3				3	2	2
CO4	3	3	3	2	3	2						2	
CO5	3	3	3	3	3			3			3		3

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s): Action Verb and BTL (for PO1 to PO12)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	8	19%	2	Understand	L2	PO1 PO2 PO3 PO5	PO1: Apply(L3) PO2: Review(L2) PO3: Develop(L3) PO5: Apply(L3)	2 3 2 2
2	8	19%	2	Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO8 PO11	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3) PO4: Analyze (L4) PO5: Apply(L3) PO8: Thumb rule PO11: Thumb rule	3 3 3 3 3 3 3
3	9	21%	3	Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO7 PO11	PO1: Apply(L3) PO2: Analyze(L4) PO3: Design (L6) PO4: Design (L6) PO5: Create(L6) PO7: Thumb rule PO11: Thumb rule	3 3 2 2 2 3 3
4	9	21%	3	Apply	L3	PO1 PO2 PO3 PO4 PO5 PO6	PO1: Apply(L3) PO2: Review(L2) PO3: Develop (L3) PO4: Analyze (L4) PO5: Apply(L3) PO6: Thumb rule	3 3 3 2 3 2
5	9	21%	3	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	PO1: Apply(L3) PO2: Review(L2) PO3: Develop(L3) PO4: Analyze(L4) PO5: Apply(L3) PO8: Thumb rule PO11: Thumb rule	3 3 3 3 3 3 3
	43	100						

Justification Statements:

CO1: Understand the types of Machine Learning and preparing to model.

Action Verb: Understand(L2)

PO1 Verb: Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is moderate (2)

PO2 Verb: Review(L2)

CO1 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Develop(L3)

CO2 Action verb is less than PO3 verb by one level. Therefore, the correlation is moderate (2)

PO5: Apply(L3)

CO2 Action verb is less than PO5 verb by one level. Therefore, the correlation is moderate (2)

CO2: Evaluate the hypotheses by comparing its learning algorithms

Action Verb : Evaluate (L5)

PO1: Apply(L3)

CO2 Action verb is greater level of PO1 verb. Therefore, the correlation is High (3)

PO2 Verb : Review(L2)

CO2 Action verb is greater than PO2 verb. Therefore the correlation is High(3)

PO3: Develop (L3)

CO2 Action verb is greater than PO3 verb. Therefore, the correlation is High (3)

PO4: Analyze (L4)

CO2 Action verb is greater than PO4 verb. Therefore the correlation is High(3)

PO5 Verb : Apply(L3)

CO2 Action verb is greater than PO5 verb. Therefore, the correlation is High (3)

PO8 : Thumb rule

While creating hypothesis one need to follow the ethical principles. Therefore, the correlation is High (3)

PO11: Thumb rule

In current scenario all machine learning models are updating so one needs to follow the change. Therefore, the correlation is high (3)

CO3: Evaluate the decision making problems by using SVM and graphical models

Action Verb : Evaluate (L5)

PO1: Apply(L3)

CO3 Action verb is greater level of PO1 verb. Therefore, the correlation is High (3)

PO2: Analyze (L4)

CO3 Action verb is greater level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L6)

CO3 Action verb is less than PO3 verb by one level. Therefore the correlation is medium(2)

PO4: Design (L6)

CO3 Action verb is less than PO4 verb by one level. Therefore the correlation is medium(2)

PO5: Create(L6)

CO3 Action verb is less than PO5 verb by one level. Therefore the correlation is medium(2)

PO7: Thumb rule

While making decisions for solving real world problems one must follow the ethical principles. Therefore, the

correlation is High (3)

PO11: Thumb rule

For developing solutions for future problems a continuous study is need. Therefore, the correlation is high (3)

CO4: Apply the supervised learning techniques for few machine learning problems

Action Verb : Apply (L3)

PO1 Verb : Apply(L3)

CO4 Action verb is same level of PO1 verb. Therefore, the correlation is High (3)

PO2 Verb : Review(L2)

CO4 Action verb is greater than PO2 verb. Therefore the correlation is High(3)

PO3: Develop (L3)

CO4 Action verb is same level of PO3 verb. Therefore, the correlation is High (3)

PO4: Analyze (L4)

CO4 Action verb is less than PO4 verb by one level. Therefore the correlation is medium(2)

PO5 Verb : Apply(L3)

CO4 Action verb is same level of PO5 verb. Therefore, the correlation is High (3)

PO6: Thumb rule

Some of the machine learning models will provide solutions to current societal problems. Therefore the correlation is medium (2)

CO5: Analyze the Unsupervised learning methods using clustering methods.

Action Verb : Analyze (L4)

PO1: Apply(L3)

CO5 Action verb is greater level of PO1 verb. Therefore, the correlation is High (3)

PO2 Verb : Review(L2)

CO5 Action verb is greater than PO2 verb. Therefore the correlation is High(3)

PO3: Develop (L3)

CO5 Action verb is greater than PO3 verb. Therefore, the correlation is High (3)

PO4: Analyze (L4)

CO5 Action verb is greater than PO4 verb. Therefore the correlation is High(3)

PO5 Verb : Apply(L3)

CO5 Action verb is greater than PO5 verb. Therefore, the correlation is High (3)

PO8 : Thumb rule

some ethical principles will apply while training a model using discrimination methods. Therefore, the correlation is High (3)

PO11: Thumb rule

In today's world training a machine is big challenge to the developers, it is a continuous learning process. Therefore, the correlation is high (3)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI

(AUTONOMOUS)

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	SOFTWARE TESTING METHODOLOGIES (Professional Elective-II)	L	T / CLC	P	C
23APE2505	III-II		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the purpose of software testing, taxonomy of bugs, and the concepts of flow graphs and path testing.

CO2: Apply the transaction flow and data flow testing strategies to validate logical correctness and data integrity in software modules.

CO3: Analyze the domain and interface testing approaches to assess system behavior and software testability.

CO4: Create regular expressions and logic-based test cases using decision tables, path expressions, and KV charts for effective software validation.

CO5: Apply state transition testing and graph matrix techniques to evaluate system behavior and support test tool development.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the purpose of software testing, taxonomy of bugs, and the concepts of flow graphs and path testing.			L2
CO2	Apply	transaction flow and data flow testing strategies		to validate logical correctness and data integrity in software modules.	L3
CO3	Analyse	domain and interface testing approaches		to assess system behaviour and software testability.	L4
CO4	Create	regular expressions and logic-based test cases using decision tables, path expressions, and KV charts		for effective software validation.	L6
CO5	Apply	state transition testing and graph matrix techniques		to evaluate system behaviour and support test tool development.	L3

UNIT - I	9 Hrs
Introduction: Purpose of testing, Dichotomies, model for testing, consequences of bugs, taxonomy of bugs, Flow graphs and Path testing:- Basics concepts of path testing, predicates, path predicates and achievable paths, path sensitizing, path instrumentation, application of path testing.	
UNIT - II	9Hrs
Transaction Flow Testing: transaction flows, transaction flow testing techniques. Dataflow testing:- Basics of dataflow testing, strategies in dataflow testing, application of dataflow testing.	
UNIT - III	9 Hrs
Domain Testing: domains and paths, Nice & ugly domains, domain testing, domains and interfaces testing, domain and interface testing, domains and testability.	
UNIT - IV	9 Hrs
Paths, Path products and Regular expressions: path products & path expression, reduction procedure, applications, regular expressions & flow anomaly detection. Logic Based Testing:- over view, decision tables, path expressions, kv charts, specifications.	
UNIT - V	9 Hrs
State, State Graphs and Transition testing: state graphs, good & bad state graphs, state testing, Testability tips. Graph Matrices and Application:- Motivational overview, matrix of graph, relations, power of a matrix, node reduction algorithm, building tools	
Textbooks:	
1. Software Testing techniques – Boris Beizer, Dreamtech, second edition.	
2. Software Testing Tools – Dr. K.V.K.K. Prasad, Dreamtech.	
Reference Books:	
1. The craft of software testing – Brian Marick, Pearson Education.	

2. Software Testing Techniques – SPD(Oreille)
3. Software Testing in the Real World – Edward Kit, Pearson.
4. Effective methods of Software Testing, Perry, John Wiley.
5. Art of Software Testing – Meyers, John Wiley.

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3											
CO2	3	2	3	2	3							2	2
CO3	3	3	3	3	3	3	3						3
CO4	3		3	3				3	3	3	3	2	2
CO5	3	2	3	2	3							2	2

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	20%	2	CO1 :Understand	L2	PO1 PO2	PO1: Apply(L3) PO2: Review(L2)	2 3
2	9	20%	2	CO2 :Apply	L3	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3) PO2: Analyse (L4) PO3: Develop (L3) PO4: Analyse (L4) PO5:Apply(L3)	3 2 3 2 3
3	9	20%	2	CO3 : Analyse	L4	PO1 PO2 PO3 PO4 PO5 PO6 PO7	PO1: Apply (L3) PO2: Analyse (L4) PO3: Develop (L3) PO4: Analyse (L4) PO5:Apply(L3) PO6: Thumb Rule PO7: Thumb Rule	3 3 3 3 3 3 3
4	9	20%	2	CO4 : Create	L6	PO3 PO5	PO3: Design (L6) PO5: Create(L6)	3 3
5	9	20%	2	CO5 :Apply	L3	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3) PO2: Analyse (L4) PO3: Develop (L3) PO4: Analyse (L4) PO5:Apply(L3)	3 2 3 2 3
	45	100 %						

Justification Statements :

CO1: Understand the purpose of software testing, taxonomy of bugs, and the concepts of flow graphs and path testing.

Action Verb : Understand(L2)

PO1 : Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

PO2 : Review(L2)

CO1 Action verb is same level as PO2 verb. Therefore the correlation is high (3)

CO2: Apply the transaction flow and data flow testing strategies to validate logical correctness and data integrity in software modules.

Action Verb : Apply (L3)

PO1: Apply(L3)

CO2 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Analyse (L4)

CO2 Action verb is less than PO2 verb by one level. Therefore the correlation is medium(2)

PO3: Develop (L3)

CO2 Action verb is same level as PO3 verb. Therefore the correlation is high (3)

PO4: Analyse (L4)

CO2 Action verb is less than PO4 verb by one level. Therefore the correlation is medium(2)

PO5:Apply(L3)

CO2 Action verb is same level as PO5 verb. Therefore the correlation is high (3)

CO3:Analyse the domain and interface testing approaches to assess system behavior and software testability.

Action Verb : Analyze (L4)

PO1: Apply (L3)

CO3 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is same level as PO2 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO3 Action verb is greater than PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO3 Action verb is same level as PO4 verb. Therefore the correlation is high (3)

PO5: Apply (L3)

CO3 Action verb is greater than PO5 verb. Therefore the correlation is high (3)

PO6 : Thumb rule

Apply contextual knowledge is used for society to address the security issues so correlation is high(3)

PO7: Thumb rule

The ethical knowledge is used to perform operations . Hence the correlation is high (3)

CO4: Create regular expressions and logic-based test cases using decision tables, path expressions, and KV charts for effective software validation.

Action Verb : Create (L6)

PO3: Design (L6)

CO4 Action verb is same level as PO3 verb. Therefore the correlation is high (3)

PO5: Create (L6)

CO4 Action verb is same as PO5 verb. Therefore the correlation is high (3)

CO5: state transition testing and graph matrix techniques to evaluate system behaviour and support test tool development.

PO1: Apply (L3)

CO5 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is less than PO2 verb by one level. Therefore the correlation is medium(2)

PO3: Develop (L3)

CO5 Action verb is same level as PO3 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is less than PO4 verb by one level. Therefore the correlation is medium(2)

PO5: Apply (L3)

CO5 Action verb is same level as PO5 verb. Therefore the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT))

Course Code	Year & Sem	AUGMENTED REALITY AND VIRTUAL REALITY (Professional Elective-II)	L	T/CLC	P	C
23APE2506	III-II		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the fundamental concepts of VR, AR, Telepresence, and Cyberspace their key components.

CO2: Analyze the functions, applications of various input and output devices used in immersive VR/AR systems.

CO3: Analyze different modelling techniques for creating interactive virtual environments.

CO4: Evaluate AR systems based on tracking methods, visualization techniques, and interactivity enhancements.

CO5: Apply audio and interaction techniques to create realistic experiences in VR/AR environments.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the fundamental concepts of VR, AR, Telepresence, and Cyberspace their key components			L2
CO2	Analyze	the functions, applications		various input and output devices used in immersive VR/AR systems	L4
CO3	Analyze	different modelling techniques		for creating interactive virtual environments	L4
CO4	Evaluate	AR systems tracking methods, visualization techniques		interactivity enhancements	L5
CO5	Apply	audio and interaction techniques		To create realistic experiences in VR/AR environments	L3

UNIT - I	9Hrs
INTRODUCTION TO VIRTUAL REALITY (VR): Defining Virtual Reality, Key elements of virtual reality experience, Virtual Reality, Telepresence, Augmented Reality and Cyberspace. Bird's-Eye View: Hardware, Software, Human Physiology and Perception.	
UNIT - II	9Hrs
Input Devices: (Trackers, Navigation, and Gesture Interfaces): Three-dimensional position trackers, navigation and manipulation, interfaces and gesture interfaces. Output Devices: Graphics displays, sound displays & haptic feedback	
UNIT - III	9Hrs
Modeling: Geometric modeling, Kinematics modeling, Physical modeling, Behaviour modeling, Model management	
UNIT - IV	9Hrs
Augmented Reality (AR): Taxonomy, Technology and Features of Augmented Reality, AR Vs VR, Challenges with AR, AR systems and functionality, Augmented Reality Methods, Visualization Techniques for Augmented Reality, Enhancing interactivity in AR Environments, Evaluating AR systems. AR software development : AR software, Camera parameters and camera calibration, Marker-based augmented reality, AR Toolkit.	
UNIT - V	9 Hrs
Interaction & Audio: Interaction - Motor Programs and Remapping, Locomotion, Manipulation, Social Interaction. Audio -The Physics of Sound, The Physiology of Human Hearing, Auditory Perception, Auditory Rendering	
Textbooks:	
1. Virtual Reality Technology, Second Edition, Gregory C. Burdea& Philippe Coiffet, John Wiley & Sons, Inc, 2017.	
2. Virtual Reality, Steven M. LaValle, Cambridge University Press, 2016.	

Reference Books:

1. Rajesh K. Maurya, Computer Graphics with Virtual Reality System, 3rd Edition, Wiley Publication, 2018.
2. William R. Sherman and Alan B. Craig, Understanding Virtual Reality Interface, Application, and Design, 2nd Edition, Morgan Kaufmann Publishers, Elsevier, 2019.
3. Grigore C. Burdea, Philippe Coiffet, Virtual Reality Technology, 2nd Edition, Wiley, 2017.
4. K.S. Hale and K. M. Stanney, Handbook on Virtual Environments, 2nd Edition, CRC Press, 2015.

WEB REFERENCES:

1. <http://vr.cs.uiuc.edu/vrbook.pdf>
2. <https://nptel.ac.in/courses/106/106/106106138/>

Correlation of COs with the POs & PSOs for B.Tech

Course Outcomes COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	2	2									
CO2	2	2	2								2
CO3	2	2	2				2				2
CO4	2	2		2			2	2			
CO5		2		2	2		1		2		2

(*3: Highly Correlated, 2: Moderately Correlated, 1: Weakly Correlated)

CO-PO mapping justification:

Unit No.	CO					Program Outcome (PO)	PO(s): Action Verb and BTL (for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan (Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	20%	1	Understand	L2	PO1 PO2	PO1: Apply (L3) PO2: Analyze (L4)	2 1
2	9	20%	1	Analyze	L4	PO1 PO2 PO3 PO11	PO1: Apply (L3) PO2: Analyze (L4) PO3: Develop (L3) PO11: Thumb rule	3 3 3 2
3	9	20%	1	Analyze	L4	PO1 PO2 PO3 PO7 PO8 PO11	PO1: Apply (L3) PO2: Analyze (L4) PO3: Develop (L3) PO7: Thumb rule PO8: Thumb rule PO11: Thumb rule	3 3 3 2 3 3
4	9	20%	1	Evaluate	L5	PO1 PO2 PO4 PO7 PO8	PO1: Apply (L3) PO2: Analyze (L4) PO4: Design (L6) PO7: Thumb rule PO8: Thumb rule	2 2 3 3 3
5	9	20%	1	Apply	L3	PO2 PO3 PO5 PO7 PO9 PO11	PO2: Analyze (L4) PO3: Design (L6) PO5: Create (L6) PO7: Thumb rule PO9: Thumb rule PO11: Thumb rule	3 3 3 3 3 3
	45	100						

Justification Statements:

CO1: Understand the fundamental concepts of VR, AR, Telepresence, and Cyberspace their key components

Action Verb: Understand (L2)

PO1 Verb : Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

PO2: Analyze (L4)

CO1 Action verb is less than PO2 verb by one level. Therefore the correlation is low (1)

CO2: Analyze the functions, applications of various input and output devices used in immersive VR/AR systems.

Action Verb: Analyze (L4)

PO1 Verb : Apply(L3)

CO2 Action verb is less than PO1 verb by one level. Therefore the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is less than PO2 verb by one levels. Therefore the correlation is medium (2)

PO3: Develop (L3)

CO2 Action verb is higher level as PO3 verb. Therefore the correlation is high (3)

PO11: Thumb rule

In real world applications are use AR/VR .Therefore the correlation is medium (2)

CO3: Analyze different modelling techniques for creating interactive virtual environments.

Action Verb: Analyze (L4)

PO1: Apply(L3)

CO3 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is higher level as PO2 verb. Therefore the correlation is high (3)

PO3: Develop (L3)

CO3 Action verb is higher level as PO3 verb. Therefore the correlation is high (3)

PO7: Thumb rule

Since ethical principles should be followed in reverse engineering. Therefore the correlation is high (3)

PO8 : Thumb rule

Team work is required for disassemble/debugging. Hence the correlation is high (3)

PO11: Thumb rule

Analyze different types of engineering tools for malware binaries. Therefore the correlation is high (3)

CO4: Evaluate AR systems based on tracking methods, visualization techniques, and interactivity enhancements.

Action Verb: Evaluate (L5)

PO1: Apply (L3)

CO4 Action verb is lesser level as PO1 verb. Therefore the correlation is medium(2)

PO2: Analyze (L4)

CO4 Action verb is lesser level as PO2 verb. Therefore the correlation is medium(2)

PO4: Design (L6)

CO4 Action verb is same level PO4 verb by one levels. Therefore the correlation is high (3)

PO7: Thumb rule

Since ethical principles should be followed in advanced malware analysis. Therefore the correlation is high (3)

PO8: Thumb rule

Team work is required for tracking methods and interactive enhancement. Hence the correlation is high (3)

CO5: Apply audio and interaction techniques to create realistic experiences in VR/AR environments

Action Verb: Apply (L3)

PO2: Analyze (L4)

CO5 Action verb is less than as PO2 verb. Therefore the correlation is high (3)

PO3: Design (L6)

CO5 Action verb is less than PO3 verb by two levels. Therefore the correlation is high (3)

PO5: Create (L6)

CO5 Action verb is less than PO5 verb by two levels. Therefore the correlation is high (3)

PO7: Thumb rule

Since ethical principles should be followed in malware defense and detection. Therefore the correlation is high (3)

PO9: Thumb rule

Team work is required for Incident response. Hence the correlation is high (3)

PO11: Thumb rule

Analyze forensic analysis for different case studies. Therefore the correlation is high (3)

AK23-CST-ATT



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	DEVOPS (Professional Elective-II)	L	T / CLC	P	C
23APE2507	III-II		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the principles, cultural foundations, and adoption strategies of DevOps for enabling organizational transformation.

CO 2: Apply business model canvas components and DevOps plays to optimize the software delivery pipeline and align with organizational goals.

CO 3: Analyze DevOps strategies for innovation through platform development, microservices, APIs, and organizational restructuring.

CO 4: Evaluate enterprise-level DevOps practices including scaling innovation, standardization, team models, and security integration.

CO 5: Create a roadmap for DevOps adoption in large organizations by designing pilot projects, fostering collaboration, and managing change initiatives.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the principles, cultural foundations, and adoption strategies of DevOps		for enabling organizational transformation.	L2
CO2	Apply	business model canvas components and DevOps plays		to optimize the software delivery pipeline and align with organizational goals.	L3
CO3	Analyse	DevOps strategies for innovation through platform development, microservices, APIs, and organizational restructuring.			L4
CO4	Evaluate	enterprise-level DevOps practices including scaling innovation, standardization, team models, and security integration.			L5
CO5	Create	roadmap for DevOps adoption in large organizations	by designing pilot projects, fostering collaboration, and managing change initiatives.		L6

UNIT - I	9 Hrs
DevOps: An Overview, DevOps: Origins, DevOps: Roots, DevOps: Practices DevOps: Culture. Adopting DevOps: Developing the Playbook. Developing a Business Case for a DevOps: Developing the Business Case	
UNIT - II	9Hrs
Completing the Business Model Canvas, Customer Segments, Value Segments, Value Propositions, Channels, Customer Relationships, Revenue Streams, Key Resources, Key Activities, Key Partnerships, Cost Structures. DevOps Plays for Optimizing the delivery Pipeline: DevOps as an optimization Exercise, Core Themes, The DevOps Plays, Specializing Core Plays	
UNIT - III	9 Hrs
DevOps Plays for Driving Innovation: Optimize to Innovate, The Uber Syndrome, Innovation and the Role of Technology, Core Themes, play: Build a DevOps Platform, play: Deliver Micro services Architectures, play: DevOps an API Economy, play: Organizing for Innovation.	
UNIT - IV	9 Hrs

Scaling DevOps for the Enterprise: Core Themes, play: DevOps Center of Competency, play: Developing Culture of Innovation at Scale, play: Developing a Culture of continuous Improvement, play: Team Models for DevOps, play: Standardization of Tools and Process, play: Security Considerations for DevOps, Play: DevOps and Outsourcing.

UNIT - V

9 Hrs

Leading DevOps Adoption in the Enterprise: Play: DevOps as a transformation Exercise, play: Developing a Culture of Collaboration and Trust, play: DevOps Thinking for the Line of Business, play: starting with Pilot Projects, Play: Rearing Unicorns on an Aircrafts Carrier. Appendix Case Study: Example DevOps Adoption Roadmap Organization Background, Roadmap Structure, Adoption Roadmap.

Textbooks:

1. Sanjeev Sharma, The Dev Ops Adoption Playbook, Published by John Wiley & Sons, Inc.2017

Reference Books:

1. Sanjeev Sharma & Bernie Coyne, Dev Ops for Dummies, Published by John Wiley & Sons, Inc.
2. Michael Huttermann, Dev Ops for Developers, Apress publishers,2012.

Online Learning Resources:

Learning DevOps with Terra form Infrastructure Automation Course |Udemy

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	2									2	2	2
CO2	3	3	3		3			1			2	3	2
CO3	3	3	2	2	3			1			2	3	2
CO4	3	3	3	3	3	2	2	2	2	2	3	3	3
CO5	3		3	3				3	3	3	3	2	2

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	20%	2	Understand	L2	PO1 PO2 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO11: Thumb Rule	3 2 2
2	9	20%	2	Apply	L3	PO1 PO2 PO3 PO5 PO8 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO5: Apply (L3) PO8: Thumb Rule PO11: Thumb Rule	3 3 3 3 2 2
3	9	20%	2	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO8: Thumb Rule PO11: Thumb Rule	3 3 2 2 3 3 3
4	9	20%	2	Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO10 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO6: Thumb Rule PO7: Thumb Rule PO8: Thumb Rule PO9: Thumb Rule PO10: Thumb Rule PO11: Thumb Rule	3 3 3 3 3 3 3 3 3 3 3
5	9	20%	2	Create	L6	PO3 PO5	PO3: Design (L6) PO5: Create(L6)	3 3
	45	100%						

Justification Statements :

CO1: Understand the principles, cultural foundations, and adoption strategies of DevOps for enabling organizational transformation.

Action Verb: Understand (L2)

PO1: CO1 Action verb is one level lower than PO1 verb (Apply - L3). Therefore, the correlation is medium (2)

PO2: Analyze (L4)

CO1 Action verb is two levels lower than PO2 verb (Analyze - L4). Therefore, the correlation is low (2)

PO11: Thumb Rule

CO1 supports life-long learning of modeling practices. Therefore, the correlation is medium (2)

CO2: Apply business model canvas components and DevOps plays to optimize the software delivery pipeline and align with organizational goals.

Action Verb: Apply (L3)

PO1: Apply(L3)

CO2 Action verb is same as PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is one level lower than PO2 verb. Therefore, the correlation is medium (3)

PO3: Design (L6)

CO2 Action verb is same as PO3 verb (Design - L3). Therefore, the correlation is high (3)

PO5: Apply (L3)

CO2 Action verb is same as PO5 verb. Therefore, the correlation is high (3)

PO8: Thumb Rule

Team collaboration helps implement class diagrams. Correlation is medium (2)

PO11: Thumb Rule

CO2 supports modeling as a learning process. Correlation is medium (2)

CO3: Analyze DevOps strategies for innovation through platform development, microservices, APIs, and organizational restructuring.

Action Verb: Analyze (L4)

PO1: Apply(L3)

CO3 Action verb is one level higher than PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is same as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L6)

CO3 Action verb is one level higher than PO3 verb. Therefore, the correlation is medium (2)

PO4: Design (L6)

CO3 Action verb is same as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO3 Action verb is one level higher than PO5 verb. Therefore, the correlation is high (3)

PO8: Thumb Rule

Behavioral modeling requires collaboration. Correlation is high (3)

PO11: Thumb Rule

Diagram-based analysis supports learning. Correlation is high (3)

CO4: Evaluate enterprise-level DevOps practices including scaling innovation, standardization, team models, and security integration.

Action Verb: Evaluate (L5)

PO1: Apply(L3)

CO5 Action verb is two levels higher than PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is one level higher than PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L6)

CO5 Action verb is two levels higher than PO3 verb. Therefore, the correlation is high (3)

PO4: Design (L6)

CO5 Action verb is one level higher than PO4 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is two levels higher than PO5 verb. Therefore, the correlation is high (3)

PO6: Thumb Rule

Design patterns affect societal solutions. Correlation is high (3)

PO7: Thumb Rule

Ethical use of frameworks. Correlation is high (3)

PO8: Thumb Rule

Case study promotes collaboration. Correlation is high (3)

PO9: Thumb Rule

Patterns need effective communication. Correlation is high (3)

PO10: Thumb Rule

Projects need management frameworks. Correlation is high (3)

PO11: Thumb Rule

Patterns enhance learning. Correlation is high (3)

CO5: Create a roadmap for DevOps adoption in large organizations by designing pilot projects, fostering collaboration, and managing change initiatives.

Action Verb : Create (L6)

PO3: Design (L6)

CO5 Action verb is same level as PO3 verb. Therefore the correlation is high (3)

PO5: Create(L6)

CO5 Action verb is same as PO5 verb. Therefore the correlation is high (3)

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**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	EMBEDDED SYSTEM DESIGN (PROFESSIONAL ELECTIVE - II)	L	T/CLC	P	C
23APE2508	III-II		4	2	0	3

Course Outcomes: Students should be able to

CO1: Understand the classification, architecture design and applications of embedded systems

CO2: Understand various core I/O components of general purpose and domain specific embedded processors.

CO3: Analyze the operation of Onboard and External communication Interfaces such as I2C, SPI, Wi-Fi, GSM etc.,

CO4: Analyze the Embedded Firmware design approaches and development languages.

CO5: Understand the basic concepts of RTOS based embedded system design

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the classification, architecture design and applications of embedded systems			L2
CO2	Understand	various core I/O components		of general purpose and domain specific embedded processors.	L2
CO3	Analyze	the operation of Onboard and External communication Interfaces		such as I2C, SPI, Wi-Fi, GSM etc.,	L4
CO4	Analyze	the Embedded Firmware design approaches and development languages.			L4
CO5	Understand	the basic concepts of		RTOS based embedded system design	L2

UNIT - I	Introduction to Embedded Systems	12Hrs
History of embedded systems, Classification of embedded systems based on generation and complexity, Purpose of embedded systems, The embedded system design process-requirements, specification, architecture design, designing hardware and software, components, system integration, Applications of embedded systems, and characteristics of embedded systems.		
UNIT - II	Typical Embedded System	17Hrs
Core of the embedded system-general purpose and domain specific processors, ASICs, PLDs, COTs; Memory-ROM, RAM, memory according to the type of interface, memory shadowing, memory selection for embedded systems, Sensors, actuators, I/O components: seven segment LED, relay, piezo buzzer, push button switch, other sub-systems: reset circuit, brownout protection circuit, oscillator circuit real time clock, watch dog timer.		
UNIT - III	Communication Interface	18Hrs
Embedded firmware design approaches-super loop based approach, operating system based approach; embedded firmware development languages-assembly language based development, high level language based development.		
UNIT - IV	Embedded Firmware Design and Development	19Hrs
Embedded firmware design approaches-super loop based approach, operating system based approach; embedded firmware development languages-assembly language based development, high level language based development.		
UNIT - V	RTOS based Embedded System Design	24 Hrs
Operating system basics, types of operating systems, tasks, process and threads, multiprocessing and multitasking, task scheduling: non-pre-emptive and pre-emptive scheduling; task communication, shared memory, message passing, Remote Procedure Call and Sockets, Task Synchronization: Task Communication/ Synchronization Issues, Task Synchronization Techniques		
Textbooks:		
1. Introduction to Embedded Systems - Shibu KV, Mc Graw Hill Education.		
2. Computers as Components –Wayne Wolf, Morgan Kaufmann (second edition).		

Reference Books:

1. Embedded System Design -Frank Vahid, Tony Gravargis, John Wiley.
2. Embedded Systems- An integrated approach - Lyla b das, Pearson education 2012.
3. Embedded Systems – Raj Kamal, TMH

Online Learning Resources:

NPTEL Videos

Mapping of Course Outcomes with Program Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	2											
CO2	2	2	2	1									
CO3	3	3	3	3									
CO4	3	3	3	3									
CO5	2	2		1									

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan (Hrs)	%	Correlation	Co's Action verb	BTL			
1	12	13%	2	Understand	L2	PO1 PO2	PO1: Apply (L3) PO2: Identify (L3)	2 2
2	17	19%	2	Understand	L2	PO1 PO2 PO3 PO4	PO1: Apply (L3) PO2: Identify (L3) PO3: Develop (L3) PO4: Analyze (L4)	2 2 2 1
3	18	20%	2	Analyze	L4	PO1 PO2 PO3 PO4	PO1: Apply (L3) PO2: Identify (L3) PO3: Develop (L3) PO4: Analyze (L4)	3 3 3 3
4	19	21%	3	Analyze	L4	PO1 PO2 PO3	PO1: Apply (L3) PO2: Identify (L3) PO3: Develop (L3) PO4: Analyze (L4)	3 3 3 3
5	24	27%	3	Understand	L2	PO1 PO2 PO4	PO1: Apply (L3) PO2: Identify (L3) PO4: Analyze (L4)	2 2 1
	90	100%						

Justification Statements:**CO1: Understand the classification, architecture design and applications of embedded systems****Action Verb: Understand (L2)**

PO1 Verb: Apply (L3) CO1 Action Verb is less than PO1 verb by one level; Therefore correlation is moderate (2).

PO2 Verb: Identify (L3) CO1 Action Verb is less than PO2 verb by one level; Therefore correlation is moderate (2).

CO2: Understand various core I/O components of general purpose and domain specific embedded processors.**Action Verb: Understand (L2)**

PO1 Verb: Apply (L3) CO2 Action Verb is less than PO1 verb by one level; Therefore correlation is moderate (2).

PO2 Verb: Identify (L3) CO2 Action Verb is less than PO2 verb by one level; Therefore correlation is moderate (2).

PO3 Verb: Identify (L3) CO2 Action Verb is less than PO3 verb by one level; Therefore correlation is moderate (2).

PO4 Verb: Analyze (L4) CO2 Action Verb is less than PO4 verb by two levels; Therefore correlation is low (1).

CO3: Analyze the operation of Onboard and External communication Interfaces such as I2C, SPI, Wi-Fi, GSM etc.,

Action Verb: Analyze (L4)

PO1 Verb: Apply (L3) CO3 Action Verb is greater than PO1 verb; Therefore correlation is high (3).

PO2 Verb: Identify (L3) CO3 Action Verb is greater than PO2 verb; Therefore correlation is high (3).

PO3 Verb: Develop (L3) CO3 Action Verb is greater than PO3 verb; Therefore correlation is high (3).

PO4 Verb: Analyze (L4) CO3 Action Verb is equal to PO4 verb; Therefore correlation is high (3).

CO4: Analyze the Embedded Firmware design approaches and development languages.

Action Verb: Analyze (L4)

PO1 Verbs: Apply (L3) CO4 Action Verb is greater than PO1 verb; Therefore correlation is high (3).

PO2 Verb: Identify (L3) CO4 Action Verb is greater than PO2 verb; Therefore correlation is high (3).

PO3 Verb: Develop (L3) CO4 Action Verb is greater than PO3 verb; Therefore correlation is high (3).

PO4 Verb: Analysis (L4) CO4 Action Verb is equal to PO4 verb; Therefore correlation is high (3).

CO5: Understand the basic concepts of RTOS based embedded system design

Action Verb: Understand (L2)

PO1 Verb: Apply (L3) CO5 Action Verb is less than PO1 verb by one level; Therefore correlation is moderate (2).

PO2 verb: Identify (L3) CO5 Action verb is less than PO2 by one level; Therefore correlation is moderate (2).

PO4 verb: Analyze (L4) CO5 Action verb is less than PO4 verb by two levels; Therefore the correlation is low (1).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
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COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	SOFTWARE PROJECT MANAGEMENT (Professional Elective-III)	L	T / CLC	P	C
23APE2509	III-II		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the purpose and importance of project management

CO2: Analyze the phases and process of software project management life cycle

CO3: Analyze process workflows and responsibilities

CO4: Analyze automation tools, process metrics, and team management strategies to determine their impact on controlling and tailoring software project processes.

CO5: Apply process control and instrumentation for CCPDS-R

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the purpose and importance of project management			L2
CO2	Analyze	the phases and process of software management life cycle			L4
CO3	Analyze	process workflows and responsibilities			L4
CO4	Analyze	automation tools, process metrics, and team management strategies		to determine their impact on controlling and tailoring software project processes.	
CO5	Apply	process control and instrumentation		for CCPDS-R	L3

UNIT - I	9 Hrs
Conventional Software Management: The water fall model, conventional software Management performance Evolution of Software Economics: software Economics. Pragmatic Software Cost Estimation Improving Software Economics: Reducing Software Product Size, Improving Software Processes, Improving Team Effectiveness, Improving Automation, Achieving Required Quality ,Peer Inspections.	
UNIT - II	9Hrs
The old way and the new: The principles of convention al software Engineering, principles of modern software management, transitioning to aniter ative process. Lifecycle phases: Engineering and production stages, inception, Elaboration, construction, transition phases. Artifacts of the process: The artifact sets, Management artifacts, Engineering artifacts, programmatic artifacts	
UNIT - III	9 Hrs
Work Flows of the process: Software process work flows, Inter Trans work flows.Check points of the Process: Major Mile Stones, Minor Milestones, Periodic status assessments. Iterative Process Planning: work break down structures, planning guidelines, cost and schedule estimating, Iteration planning process, Pragmatic planning	
UNIT - IV	9 Hrs
Process Automation: Automation Building Blocks, The Project Environment. Project Control and Process instrumentation: The sevendcore Metrics, Management indicators, quality indicators Tailoring the Process: Process discriminants. Managing people and organizing teams.	
UNIT - V	9 Hrs
Project Organizations and Responsibilities: Line - of-Business Organizations, Project Organizations, evolution of Organizations. Future Software Project Management: modern Project Profiles, Next generation Software economics, modern process transitions. Case Study: The Command Center Processing and Display System-Replacement(CCPDS-R)	
Textbooks:	
3. Software Project Management, Walker Royce,Pearson Education,2012 4. BobHughes,MikeCotterellandRajibMall–SoftwareProjectManagement ,6thEdition, Mc Graw Hill Edition, 2017	
Reference Books:	
1. PankajJalote,—SoftwareProjectManagementinpractice ,5thEdition,PearsonEducation, 2017.	

2. Murali K.Chemuturi,Thomas M.Cagley Jr.||Mastering Software Project Management: Best Practices, Tools and Techniques||, J.Ross Publishing, 2010
3. SanjayMohapatra,—SoftwareProjectManagement||,CengageLearning,2011

Online Learning Resources:

<http://nptel.ac.in/courses/106101061/29>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2									2			
CO2	2	2						3		3			
CO3	2	2		3				3		3			
CO4	2	2		3									
CO5	3	3		2						2			

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL	Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
1	9	20%	2	CO1: Understand	L2	PO1 PO10	PO1: Apply(L3) PO10: Thumb rule	2 2
2	9	20%	2	CO2: Analyze	L4	PO1 PO2 PO8 PO10	PO1: Apply(L3) PO2: Identify (L3) PO8: Thumb rule PO10: Thumb rule	3 3 3 3
3	9	20%	2	CO3: Analyze	L4	PO1 PO2 PO4 PO8 PO10	PO1: Apply(L3) PO2: Identify (L3) PO4: Analyze (L4) PO8: Thumb rule PO10: Thumb rule	3 3 3 3 3
4	9	20%	2	CO4: Analyze	L4	PO1 PO2 PO4	PO1: Apply(L3) PO2: Identify (L3) PO4: Analyze (L4)	3 3 3
5	9	20%	2	CO5: Apply	L3	PO1 PO2 PO4 PO10	PO1: Apply(L3) PO2: Identify (L3) PO4: Analyze (L4) PO10: Thumb rule	3 3 2 2
	45	100 %						

Justification Statements :

CO1: Understand the purpose and importance of project management

Action Verb: Understand (L2)

PO1: Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

PO10: Thumb rule

To understand the purpose and importance of project management, knowledge on projects and management principles are required. Therefore the correlation is medium (2)

CO2: Analyze the phases and process of software project management life cycle

Action Verb : Analyze (L4)

PO1: Apply(L3)

CO2 Action verb is more than PO1 verb. Therefore the correlation is high (3)

PO2: Identify (L3)

CO2 Action verb is more than PO2 verb. Therefore the correlation is high (3)

PO8: Thumb rule

To analyze the phases and process of software project management life cycle, teamwork and individual performance is required. Therefore the correlation is high (3)

PO10: Thumb rule

To analyze the phases and process of software project management life cycle, knowledge on projects and management principles are required. Therefore the correlation is high (3)

CO3: Analyze process workflows and responsibilities

Action Verb : Analyze(L4)

PO1: Apply(L3)

CO3 Action verb is more than PO1 verb. Therefore the correlation is high (3)

PO2: Identify (L3)

CO3 Action verb is more than PO2 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO3 Action verb is same as PO4 verb. Therefore the correlation is high (3)

PO8: Thumb rule

To analyze process workflows and responsibilities, teamwork and individual performance is required.

Therefore the correlation is high(3).

PO10: Thumb rule

To analyze process workflows and responsibilities, knowledge on projects and management principles are required. Therefore the correlation is high(3).

CO4: Analyze automation tools, process metrics, and team management strategies to determine their impact on controlling and tailoring software project processes.

Action Verb : Analyze(L4)

PO1: Apply(L3)

CO4 Action verb is more than PO1 verb. Therefore the correlation is high (3)

PO2: Identify (L3)

CO4 Action verb is more than PO2 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is same as PO4 verb. Therefore the correlation is high (3)

CO5: Apply process control and instrumentation for CCPDS-R

Action Verb : Apply (L3)

PO1: Apply(L3)

CO5 Action verb is same as PO1 verb. Therefore the correlation is high (3)

PO2: Identify (L3)

CO5 Action verb is same as PO2 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is less than PO4 verb by one level. Therefore the correlation is medium (2)

PO10: Thumb rule

To apply process control and instrumentation for CCPDS-R, knowledge on projects and management principles are required. Therefore the correlation is medium (2).



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
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COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	MOBILE ADHOC NETWORKS (Professional Elective-III)	L	T / CLC	P	C
23APE2510	III-II		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** MANETs and their routing algorithms based on topology, position, and other routing approaches.

CO2: **Analyze** broadcasting, multicasting, and Geocasting in MANETs, and evaluate TCP issues and solutions in Ad Hoc networks.

CO3: **Understand** wireless sensor networks in terms of applications, architecture, and protocol layers.

CO4: **Evaluate** data retrieval and protocol support in WSNs and security mechanisms in Ad Hoc and sensor networks.

CO5: **Analyze** sensor network hardware, programming platforms, and simulation tools like TinyOS, nesC, TinyGALS, and ns-2.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	MANETs and their routing algorithms	based on topology, position, and other routing approaches.		L2
CO2	Analyze	Broadcasting, multicasting, and Geocasting in MANETs, and evaluate TCP issues and solutions in Ad Hoc networks.			L4
CO3	Understand	wireless sensor networks in terms of applications, architecture, and protocol layers.			L2
CO4	Evaluate	Data retrieval and protocol support in WSNs and security mechanisms in Ad Hoc and sensor networks.			L5
CO5	Analyze	Sensor network hardware, programming platforms, and simulation tools like TinyOS, nesC, TinyGALS, and ns-2.			L4

UNIT - I	Introduction to Ad Hoc Networks	9 Hrs
Characteristics of MANETs, Applications of MANETs and challenges of MANETs -Routing in MANETs: Criteria for classification, Taxonomy of MANET routing algorithms, Topology based routing algorithms, Position based routing algorithms, Other routing algorithms.		
UNIT - II	Data Transmission	9 Hrs
Broadcast storm problem, Broadcasting, Multicasting and Geocasting -TCP over Ad Hoc: TCP protocol overview, TCP and MANETs, Solutions for TCP over Ad hoc		
UNIT - III	Basics of Wireless, Sensors and Applications	8 Hrs
Applications, Classification of sensor networks, Architecture of sensor network, Physical layer, MAC layer, Link layer.		
UNIT - IV	Data Retrieval in Sensor Networks	10 Hrs
Routing layer, Transport layer, High-level application layer support, Adapting to the inherent dynamic nature of WSNs, Sensor Networks and mobile robots-Security: Security in Ad Hoc networks, Key management, Secure routing, Cooperation in MANETs, Intrusion Detection systems.		
UNIT - V	Sensor Network Platforms and Tools	9 Hrs
Sensor Network Hardware, Berkeley motes, Sensor Network Programming Challenges, Node-Level Software Platforms -Operating System: Tiny OS -Imperative Language: nesC, Data flow style language: Tiny GALS, Node Level Simulators, ns- 2 and its sensor network extension.		
Textbooks:		

1. Ad Hoc and Sensor Networks –Theory and Applications, Carlos Corderio Dharma P. Aggarwal, World Scientific Publications, March 2006, ISBN –981-256-681-3
2. Wireless Sensor Networks: An Information Processing Approach, Feng Zhao, Leonidas Guibas, Elsevier Science, ISBN –978-1-55860-914-3 (Morgan Kauffman)
Reference Books:
Online Learning Resources:

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	1	2		2						2	2	1
CO2	3	3	3	3	3						3	3	2
CO3	2	1			2						2	2	2
CO4	3	3	3	3	3							3	2
CO5	3	3	3	3	3				3	3		2	3

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL	Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
1	9	18%	2	Understand	L2	PO1 PO2 PO3 PO5 PO11	PO1: Apply(L3) PO2: Analyse (L4) PO3: Design (L3) PO5: Apply (L3) PO11: Thumb rule	2 1 2 2 2
2	9	24%	3	Analyse	L4	PO1 PO2 PO3 PO4 PO5 PO11	PO1: Apply(L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO11: Thumb rule	3 3 3 3 3 3
3	8	18%	2	Understand	L2	PO1 PO2 PO5 PO6	PO1: Apply(L3) PO2: Analyse (L4) PO5: Apply (L3) PO11: Thumb rule	2 1 2 2
4	10	22%	3	Evaluate	L5	PO1 PO2 PO3 PO4 PO5	PO1: Apply(L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3)	3 3 3 3 3
5	9	18%	2	Analyse	L4	PO1 PO2 PO3 PO4 PO5 PO9 PO10	PO1: Apply(L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO9: Thumb rule PO10: Thumb rule	3 3 3 3 3 3 3
	43	100 %						

Justification Statements :

CO1: Understand MANETs and their routing algorithms based on topology, position, and other routing approaches.

Action Verb: **Understand (L2)**

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is medium (2)

PO2: Analyze (L4)

CO1 Action verb is less than as PO2 verb by two level . Therefore, the correlation is low(1)

PO3: Design (L3)

CO1 Action verb is less than PO3 verb by one level. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO1 Action verb is less than PO5 verb by one level. Therefore, the correlation is medium (2)

PO11: Thumb rule

CO1 supports effective communication in documentation and presentation. Therefore, the correlation is medium (2)

CO2: Analyze broadcasting, multicasting, and Geocasting in MANETs, and evaluate TCP issues and solutions in Ad Hoc networks.

Action Verb: **Analyze (L4)**

PO1: Apply (L3)

CO2 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO2 Action verb is greater than PO3 verb by one level. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO2 Action verb is same level as PO4 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO2 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO11: Thumb rule

CO2 Encourages continuous learning due to evolving wireless communication protocols.. Therefore, the correlation is high (3)

CO3: Understand wireless sensor networks in terms of applications, architecture, and protocol layers.

Action Verb: Understand (L2)

PO1: Apply (L3)

CO3 Action verb is less than PO1 verb by one levels. Therefore, the correlation is medium(2).

PO2: Analyze (L4)

CO3 Action verb is less than PO2 verb by two level. Therefore, the correlation is high (1)

PO5: Apply (L3)

CO3 Action verb is greater than PO5 verb by one levels. Therefore, the correlation is medium(2).

PO11: Thumb rule

CO3 Encourages continuous learning due to rapid evolution in IoT and sensor technologies. Therefore, the correlation is medium(2)

CO4: Evaluate data retrieval and protocol support in WSNs and security mechanisms in Ad Hoc and sensor networks.

Action Verb: **Evaluate (L5)**

PO1: Apply (L3)

CO4 Action verb is greater than PO1 verb by two level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is greater than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO4 Action verb is greater than PO3 verb by two level. Therefore, the correlation is high(3).

PO4: Analyze (L4)

CO4 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO4 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

CO5: Analyze sensor network hardware, programming platforms, and simulation tools like TinyOS, nesC, TinyGALS, and ns-2.

Action Verb: **Analyze (L4)**

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO5 Action verb is greater than PO3 verb by one level. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is same level as PO4 verb. Therefore, the correlation is the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO9: Thumb rule

CO5 involves sensor network hardware, programming platforms. Therefore, the correlation is high (3)

PO10: Thumb rule

CO5 involves simulation tools like TinyOS, nesC, TinyGALS, and ns-2. Therefore, the correlation is high
(3)

AK23-CST-ATT



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	NATURAL LANGUAGE PROCESSING (Professional Elective-III)	L	T / CLC	P	C
23APE2511	III-II		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the basic concepts of NLP to build language models

CO2: Apply parsing techniques to study syntactic structure of sentences in natural language

CO3: Analyze grammars and mechanisms of augmented transition network for NLP

CO4: Apply language models and semantic interpretation to NLP

CO5: Analyze machine translation and multi lingual information retrieval approaches to improve system performance

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the basic concepts of NLP		to build language models	L2
CO2	Apply	parsing techniques		to study syntactic structure of sentences in natural language	L3
CO3	Analyze	grammars and mechanisms of		augmented transition network for NLP	L4
CO4	Apply	language models and semantic interpretation		to generate compelling 2D transitions between images	L3
CO5	Analyze	machine translation and multi lingual information retrieval approaches		To improve system performance	L4

UNIT - I	Introduction to Natural language	8 Hrs
Introduction to Natural language: The Study of Language, Applications of NLP, Evaluating Language Understanding Systems, Different Levels of Language Analysis, Representations and Understanding, Organization of Natural language Understanding Systems, Linguistic Background: An outline of English Syntax		
UNIT - II	Grammars and Parsing	9 Hrs
Grammars and Parsing: Grammars and Parsing- Top- Down and Bottom-Up Parsers, Transition Network Grammars, Feature Systems and Augmented Grammars, Morphological Analysis and the Lexicon, Parsing with Features, Augmented Transition Networks, Bayes Rule, Shannon game, Entropy and Cross Entropy.		
UNIT - III	Grammars for Natural Language	8 Hrs
Grammars for Natural Language: Grammars for Natural Language, Movement Phenomenon in Language, Handling questions in Context Free Grammars, Hold Mechanisms in ATNs, Gap Threading, Human Preferences in Parsing, Shift Reduce Parsers, Deterministic Parsers.		
UNIT - IV	Semantic Interpretation	8 Hrs
Semantic Interpretation: Semantic & Logical form, Word senses & ambiguity, The basic logical form language, Encoding ambiguity in the logical Form, Verbs & States in logical form, Thematic roles, Speech acts & embedded sentences, Defining semantics structure model theory. Language Modeling: Introduction, n-Gram Models, Language model Evaluation, Parameter Estimation, Language Model Adaption, Types of Language Models, Language-Specific Modeling Problems, Multilingual and cross lingual language modeling.		
UNIT - V	Machine Translation Survey	9 Hrs
Machine Translation Survey: Introduction, Problems of Machine Translation, Is Machine Translation Possible, Brief History, Possible Approaches, Current Status. Anusaraka or Language Accessor: Background, Cutting the Gordian Knot, The Problem, Structure of Anusaraka System, User Interface, Linguistic Area, Giving up Agreement in Anusarsaka Output, Language Bridges. Multilingual Information Retrieval: Introduction, Document Preprocessing, Monolingual Information Retrieval, CLIR, MLIR, Evaluation in Information Retrieval, Tools, Software and Resources. Multilingual Automatic Summarization: Introduction, Approaches to Summarization, Evaluation, How to Build a Summarizer, Competitions and Datasets.		
Textbooks:		
1. James Allen, Natural Language Understanding, 2nd Edition, 2003, Pearson Education. 2. Multilingual Natural Language Processing Applications : From Theory To Practice Daniel M. Bikel and Imed Zitouni, Pearson Publications.		

3. Natural Language Processing, A paninian perspective, Akshar Bharathi,Vineet chaitanya,Prentice –Hall of India.

Reference Books:

- 1.Charniack, Eugene, Statistical Language Learning, MIT Press, 1993.
2. Jurafsky, Dan and Martin, James, Speech and Language Processing, 2nd Edition, Prentice Hall, 2008.
3. Manning, Christopher and Henrich, Schutze, Foundations of Statistical Natural Language Processing, MIT Press, 1999

Online Learning Resources

- 1.<https://nptel.ac.in/courses/106/105/106105158/>
- 2.<http://www.nptelvideos.in/2012/11/natural-language-processing.html>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3		3								3	2
CO2	3	3		2	3						2	3	2
CO3	3	3		3	3						3		3
CO4	3	3	3								2	2	
CO5	3	3		3		3					3	3	

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL	Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
1	8	19%	2	CO1: Understand	L2	PO1 PO2 PO4	PO1: Apply(L3) PO2: Review(L2) PO4: Interpret(L2)	2 3 3
2	9	21%	3	CO2 : Apply	L3	PO1 PO2 PO4 PO5 PO11	PO1: Apply(L3) PO2: Identify(L3) PO4: Analyze(L4) PO5: Apply(L3) PO11: Thumb rule	3 3 2 3 2
3	8	19%	2	CO3 : Analyze	L4	PO1 PO2 PO4 PO5 PO11	PO1: Apply(L3) PO2: Identify(L3) PO4: Analyze(L4) PO5: Apply(L3) PO11: Thumb rule	3 3 3 3 3
4	8	19%	2	CO4 : Apply	L3	PO1 PO2 PO3 PO11	PO1: Apply(L3) PO2: Identify(L3) PO3: Develop(L3) PO11: Thumb rule	3 3 3 2
5	9	21%	3	CO5 : Analyze	L4	PO1 PO2 PO4 PO6 PO11	PO1: Apply(L3) PO2: Identify(L3) PO4: Analyze(L4) PO6: Thumb rule PO11: Thumb rule	3 3 3 3 3
	42	100%						

Justification Statements :

CO1: Understand the basic concepts of NLP concepts to build language models

Action Verb : Understand(L2)

PO1 Verb : Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore the correlation is medium (2)

PO2 Verb : Review(L2)

CO1 Action verb is same as PO2 verb. Therefore the correlation is high(3)

PO4: Interpret(L2)

CO1 Action verb is same as PO4 verb. Therefore the correlation is high(3)

CO2: Apply parsing techniques to study syntactic structure of sentences in natural language

Action Verb : Apply(L3)

PO1: Apply(L3)

CO2 Action verb is same as PO1 verb .Therefore the correlation is high (3)

PO2: Identify(L3)

CO2 Action verb is same as PO2 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO2 Action verb is less than PO4 verb by one level. Therefore the correlation is medium(2)

PO5: Apply(L3)

CO2 Action verb is same as PO5 verb .Therefore the correlation is high (3)

PO11: Thumb rule

For developing natural language applications, one needs to learn continuously. Therefore the correlation is medium(2)

CO3: Analyze grammars and mechanisms of augmented transition network for NLP

Action Verb : Analyze (L4)

PO1: Apply(L3)

CO3 Action verb is greater than PO1 verb. Therefore the correlation is high (3)

PO2: Identify(L3)

CO3 Action verb is greater than PO2 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO3 Action verb is same as PO4 verb. Therefore the correlation is high(3)

PO5: Apply(L3)

CO3 Action verb is greater than PO5 verb. Therefore the correlation is high (3)

PO11: Thumb rule

For developing natural language applications, one needs to learn continuously. Therefore the correlation is high(3)

CO4: Apply language models and semantic interpretation to NLP

Action Verb : Apply(L3)

PO1: Apply(L3)

CO4 Action verb is same level as PO1 verb. Therefore the correlation is high (3)

PO2: Identify(L3)

CO4 Action verb is same level as PO2 verb. Therefore the correlation is high (3)

PO3: Develop(L3)

CO4 Action verb is same as PO3 verb. Therefore the correlation is high (3)

PO11: Thumb rule

For developing natural language applications, one needs to learn continuously. Therefore the correlation is medium(2)

CO5: Analyze machine translation and multi lingual information retrieval approaches to improve system performance

Action Verb : Analyze (L4)

PO1: Apply(L3)

CO4 Action verb is greater than PO2 verb. Therefore the correlation is high (3)

PO2: Identify(L3)

CO5 Action verb is greater than PO2 verb. Therefore the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is same as PO4 verb. Therefore the correlation is high(3)

PO6: Thumb rule

Information retrieval methods are used in many real time applications. Therefore the correlation is high(3)

PO11: Thumb rule

In language translation retrieval approaches to improve performance gets updated regularly. Therefore the correlation is high(3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	DISTRUBUTED OPERATING SYSTEM (PROFESSIONAL ELECTIVES-III)	L	T / CLC	P	C
23APE2512	III-II		4	2	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** the different types of system architectures in distributed systems and assess their suitability for various application scenarios.

CO2: **Apply** and compare distributed mutual exclusion algorithms and assess their efficiency and reliability.

CO3: **Evaluate** the performance and correctness of centralized, distributed, and hierarchical deadlock detection algorithms.

CO4: **Analyze** the structure and components of multiprocessor operating systems and discuss key design issues such as threads, synchronization, and processor scheduling

CO5: **Evaluate** the key issues and components involved in load distribution within distributed systems.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the different types of system architectures in distributed systems and assess their suitability		For various application scenarios	L2
CO2	Apply	and compare distributed mutual exclusion algorithms and assess their efficiency and reliability.			L3
CO3	Evaluate	the performance and correctness of centralized, distributed, and hierarchical deadlock detection algorithms.			L5
CO4	Analyze	the structure and components of multiprocessor operating systems and discuss key design issues	such as threads, synchronization, and processor scheduling		L4
CO5	Evaluate	the key issues and components involved in load distribution within distributed systems.			L5

UNIT - I	Architectures of Distributed Systems	8 Hrs
System Architecture Types, Distributed Operating Systems, Issues in Distributed Operating Systems, Communication Primitives. Theoretical Foundations: Inherent Limitations of a Distributed System, Lamport's Logical Clocks, Vector Clocks, Causal Ordering of Messages, Termination Detection.		
UNIT - II	Distributed Mutual Exclusion	10 Hrs
The Classification of Mutual Exclusion Algorithms, Non-Token -Based Algorithms: Lamport's Algorithm, The Ricart-Agrawala Algorithm, Maekawa's Algorithm,Token- Based Algorithms: Suzuki-Kasami's Broadcast Algorithm, Singhal's Heuristic Algorithm,Raymond's Heuristic Algorithm.		
UNIT - III	Distributed Deadlock Detection	8 Hrs
Preliminaries, Deadlock Handling Strategies in Distributed Systems, Issues in Deadlock Detection and Resolution, Control Organizations for Distributed Deadlock Detection, Centralized- Deadlock - Detection Algorithms, Distributed Deadlock Detection Algorithms, Hierarchical Deadlock Detection Algorithms		
UNIT - IV	Multiprocessor System Architectures	9 Hrs
Introduction, Motivation for multiprocessor Systems, Basic Multiprocessor System Architectures Multi Processor Operating Systems: Introduction, Structures of Multiprocessor Operating Systems, Operating Design Issues, Threads, Process Synchronization, Processor Scheduling. Distributed File Systems: Architecture, Mechanisms for Building Distributed File Systems, Design Issues		
UNIT - V	Distributed Scheduling	8 Hrs
Issues in Load Distributing, Components of a Load Distributed Algorithm, Stability, Load Distributing Algorithms, Requirements for Load Distributing, Task Migration, Issues in task Migration Distributed Shared Memory: Architecture and Motivation, Algorithms for Implementing DSM, Memory Coherence, Coherence Protocols, Design Issues.		

Textbooks:
1. Advanced Concepts in Operating Systems, Mukesh Singhal, Niranjana G. Shivaratri, Tata Mc Graw- Hill Edition 2001
Reference Books:
Distributed Systems: Andrew S. Tanenbaum, Maarten Van Steen, Pearson Prentice Hall, Edition – 2, 2007

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	2	2	2									
CO2	3	2	3	2	2								
CO3	3	3	2	2									
CO4	3	2	2	2									
CO5	3	3	2	2									

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	8	18%	2	Understand	L2	PO1 PO2 PO5 PO10	PO1: Apply (L3) PO2: Review (L2) PO5: Apply (L3) PO10: Thumb rule	3 2 2 2
2	10	24%	3	Analyse	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO8: Thumb rule PO11: Thumb rule	3 3 2 2 3 3 3
3	8	18%	2	Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO6: Thumb rule PO7: Thumb rule PO8: Thumb rule PO9: Thumb rule PO11: Thumb rule	3 3 3 3 3 3 3 3 3 3
4	9	22%	3	Apply	L3	PO1 PO2 PO3 PO4 PO5 PO8 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO8: Thumb rule PO11: Thumb rule	3 3 2 2 3 2 2
5	8	18%	2	Analyse	L4	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO10 PO11	PO1: Apply (L3) PO2: Analyse (L4) PO3: Design (L3) PO4: Analyse (L4) PO5: Apply (L3) PO6: Thumb rule PO7: Thumb rule PO8: Thumb rule PO9: Thumb rule PO10: Thumb rule PO11: Thumb rule	3 3 3 2 3 3 3 3 3 3 3
	43	100 %						

Justification Statements :

CO1: Understand the fundamental concepts of computer networks and the Internet

Action Verb: Understand (L2)

PO1: Apply (L3)
CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is medium (2)

PO2: Review (L2)
CO1 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)
CO1 Action verb is less than PO5 verb by one level. Therefore, the correlation is medium (2)

PO10: Thumb rule
CO1 supports effective communication in documentation and presentation. Therefore, the correlation is medium (2)
CO2: Analyze the design issues and protocols of the data link layer
Action Verb: Analyze (L4)
PO1: Apply (L3)
CO2 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)
PO2: Analyze (L4)
CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)
PO3: Design (L3)
CO2 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)
PO4: Analyze (L4)
CO2 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)
PO5: Apply (L3)
CO2 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)
PO8: Team Work (L3)
CO2 includes teamwork in LAN/protocol analysis. Therefore, the correlation is high (3)

PO11: Thumb rule
CO2 Action verb is greater than PO11 verb by one level. Therefore, the correlation is high (3)
CO3: Evaluate routing algorithms and internetworking principles
Action Verb: Evaluate (L5)
PO1: Apply (L3)
CO3 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)
PO2: Analyze (L4)
CO3 Action verb is greater than PO2 verb by one level. Therefore, the correlation is high (3)
PO3: Design (L3)
CO3 Action verb is greater than PO3 verb by two levels. Therefore, the correlation is high (3)
PO4: Analyze (L4)
CO3 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3)
PO5: Apply (L3)
CO3 Action verb is greater than PO5 verb by two levels. Therefore, the correlation is high (3)
PO6: Thumb rule
CO3 Action verb is greater than PO6 verb by one level. Therefore, the correlation is high (3)
PO7: Thumb rule
CO3 involves routing decisions with ethical implications. Therefore, the correlation is high (3)
PO8: Thumb rule
CO3 requires collaboration in simulations. Therefore, the correlation is high (3)
PO9: Thumb rule
CO3 supports communication through evaluation reports. Therefore, the correlation is high (3)
PO11: Thumb rule
CO3 supports life-long learning in evolving protocols. Therefore, the correlation is high (3)
CO4: Apply transport protocols including TCP and UDP
Action Verb: Apply (L3)
PO1: Apply (L3)
CO4 Action verb is same level as PO1 verb. Therefore, the correlation is high (3)
PO2: Analyze (L4)
CO4 Action verb is less than PO2 verb by one level. Therefore, the correlation is high (3)
PO3: Design (L3)
CO4 Action verb is same level as PO3 verb. Therefore, the correlation is medium (2)
PO4: Analyze (L4)
CO4 Action verb is less than PO4 verb by one level. Therefore, the correlation is medium (2)
PO5: Apply (L3)
CO4 Action verb is same level as PO5 verb. Therefore, the correlation is high (3)
PO8: Thumb rule
CO4 involves simulation teamwork. Therefore, the correlation is medium (2)
PO11: Thumb rule
CO4 helps in adapting tools. Therefore, the correlation is medium (2)

CO5: Analyze the principles behind network applications

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO5 Action verb is greater than PO3 verb by one level. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO6: Thumb rule

CO5 considers societal/ethical impact. Therefore, the correlation is high (3)

PO7: Thumb rule

CO5 involves ethical aspects in application use. Therefore, the correlation is high (3)

PO8: Thumb rule

CO5 requires teamwork for application development. Therefore, the correlation is high (3)

PO9: Thumb rule

CO5 involves communication in web/email protocols. Therefore, the correlation is high (3)

PO10: Thumb rule

CO5 requires planning and management. Therefore, the correlation is high (3)

PO11: Thumb rule

CO5 supports emerging applications and life-long learning. Therefore, the correlation is high (3)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	CLOUD COMPUTING LAB	L	T	P	C
23APC2519	III-II		0	0	3	1.5

Course Outcomes:

After studying the course, student will be able to

CO1: **Apply** virtualization and development tools by installing virtual machines, operating systems, and compilers to execute basic programs and cloud SDKs.

CO2: **Evaluate** cloud environments by simulating cloud scenarios using CloudSim and implementing custom scheduling algorithms.

CO3: **Apply** virtual machine management techniques by transferring files between VMs and launching cloud instances using TryStack

CO4: **Create** and deploy cloud-based applications using Hadoop, Google App Engine, and AWS cloud services

CO5: **Design** cloud-based solutions for real-world applications such as recommendation systems, traffic management, e-learning, attendance and chatbot systems

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Apply	virtualization and development tools	by installing virtual machines, operating systems, and compilers	to execute basic programs and cloud SDKs	L3
CO2	Evaluate	cloud environments by simulating cloud scenarios	using CloudSim and implementing custom scheduling algorithms.		L5
CO3	Apply	virtual machine management techniques	by transferring files between VMs and launching cloud instances		L3
CO4	Create	deploy cloud-based applications	using Hadoop, Google App Engine, and AWS cloud services		L6
CO5	Design	cloud-based solutions		for real-world applications	L6

List of Experiments:

1. Install Virtual Box/VMware Workstation with different flavours of Linux or windows OS on top of windows operating systems.
2. Install a C compiler in the virtual machine created using virtual box and execute Simple Programs
3. Install Google App Engine. Create hello world app and other simple web applications using python/java.
4. Use GAE launcher to launch the web applications.
5. Simulate a cloud scenario using CloudSim and run a scheduling algorithm that is not present in Cloud Sim.
6. Find a procedure to transfer the files from one virtual machine to another virtual machine.
7. Find a procedure to launch virtual machine using try stack (Online Open stack Demo Version)
8. Install Hadoop single node cluster and run simple applications like word count
9. Establish an AWS account. Use the AWS Management Console to launch an EC2 instance and connect to it.
10. Develop a Guestbook Application using Google App Engine
11. Develop a Server less Web App using AWS
12. Design a Content Recommendation system using AWS
13. Design a Cloud based smart traffic management system
14. Design Cloud based attendance management system
15. Design E-learning cloud-based system
16. Using Amazon Lex build a Chatbot

References

1. <https://www.vmware.com/products/workstation-pro/workstation-pro-evaluation.html>.
2. <http://code.google.com/appengine/downloads.html>
3. <http://code.google.com/appengine/downloads.html>

Online Learning Resources/Virtual Labs:

Google Cloud Computing Foundations Course - Course (nptel.ac.in)

Correlation of COs with the POs & PSOs for B.Tech

Course Outcomes COs											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	2			1			1	1		3
CO2	2		1	1				1			2
CO3	3				1			1			3
CO4			2		1				1		
CO5			3		1			1			

(*3: Highly Correlated, 2: Moderately Correlated, 1: Weakly Correlated)

CO-PO mapping justification:

Unit No.	CO					Program Outcome (PO)	PO(s): Action Verb and BTL (for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	20%	3	CO1: Apply	L3	PO1	PO1: Apply(L3)	3
						PO2	PO2: Review(L2)	2
						PO5	PO5: Apply(L3)	3
						PO8	PO8: Thumb Rule	3
						PO9	PO9: Thumb Rule	3
2	9	20%	2	CO2: Evaluate	L5	PO1	PO1: Apply(L3)	1
						PO3	PO3: Develop(L6)	2

						P04 P08	P04:Design(L6) P08:Thumb Rule	2 3
3	9	20%	2	CO3: Apply	L3	P01 P05 P08	P01:Apply(L3) P05:Apply(L3) P08:Thumb Rule	3 3 3
4	9	20%	2	CO4: Create	L6	P03 P05 P09	P03:Develop(L6) P05:Create(L6) P09:Thumb Rule	3 3 3
5	9	20%	2	CO5: Design	L6	P03 P05 P08	P03:Develop(L6) P05:Create(L6) P08:Thumb Rule	3 3 3
	48	100						

Justification Statements:

CO1: Apply virtualization and development tools by installing virtual machines, operating systems, and compilers to execute basic programs and cloud SDKs

Action Verb: Apply (L3)

PO1 verb:Apply(L3)

CO1 Action Verb is same as PO1 verb. Therefore, the correlation is high(3).

PO2 Verb: Review(L2)

CO1 Action verb is greater than PO2 verb. Therefore, the correlation is moderate (2)

PO5 Verb: Apply(L3)

CO1 Action verb is same as PO5 verb. Therefore the correlation is high(3)

PO8 Verb:Thumb Rule

Installing virtual machines, operating systems and compilers for executing effectively as work individually as a member. Then the correlation is High(3)

PO9 Verb:Thumb Rule

Virtualization and development tools are installing for Communicate effectively within the engineering community and society. Then the correlation is high(3)

CO2: Evaluate cloud environments by simulating cloud scenarios using CloudSim and implementing custom scheduling algorithms.

Action Verb: Evaluate (L5)

PO1 action verb Apply(L3)

CO2 action verb is two level greater than PO1. Then the correlation is low(1)

PO3 action verb:Develop(L6)

CO2 action verb is less than PO2. Then the correlation is moderate(2)

PO4 action verb :Design(L6)

CO2 action verb is less than PO4. Then the correlation is moderate(2)

PO8 action verb:Thumb Rule

Evaluate cloud environments as individual and as a member. Then the correlation is High(3)

CO3: Apply virtual machine management techniques by transferring files between VMs and launching cloud instances using TryStack

Action Verb: Apply (L3)

PO1 verb:Apply(L3)

CO3 Action Verb is same as PO1. Then the correlation is high(3)

PO5 verb:Apply(3)

CO3 action verb is same as PO5. Then the correlation is high(3)

PO8 verb:Thumb Rule

Apply virtual machine management techniques to transfer files between VMs and launching cloud instances effectively work as an individual and as a member. Then the correlation is High(3)

CO4: Create and deploy cloud-based applications using Hadoop, Google App Engine, and AWS cloud

services

Action Verb: Create (L6)

PO3 verb:Develop(L6)

CO4 action verb is same as PO3.Then the correlation is high(3)

PO5 verb:Create(L6)

CO4 action verb is same as PO5.Then the correlation is high(3)

PO9 verb:Thumb Rule

Create and develop cloud based applications effectively within the engineering and society.Then the correlation is High(3)

CO5: Design cloud-based solutions for real-world applications such as recommendation systems,traffic management,e-learning,attendance and chatbot systems

Action Verb: Design(L6)

PO3 verb:Develop(L6)

CO5 Action Verb is same as PO3 .Then the correlation is high(3)

PO5 verb:Create(L6)

CO5 action verb is same as PO5.Then the correlation is high(3)

PO8 verb:Thumb Rule

Designing the cloud based solutions for real world applications as effectively work as an individual and as a member.Then the correlation is High(3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	MACHINE LEARNING LAB	L	T	P	C
23APC2520	III-II		0	0	3	1.5

Course Outcomes:

After studying the course, student will be able to

CO 1: Evaluate the procedures for various learning's to machine learning algorithms.

CO 2: Apply the Python programs for various Learning algorithms using Pandas and Matplotlib.

CO 3: Analyze the different data sets to the Machine Learning algorithm.

CO 4: Analyze the various types of data set for clustering using k-Means algorithm

CO 5: Apply the Machine Learning algorithms to solve real world problems

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Evaluate	the procedures for the various learning		to machine learning	L5
CO2	Apply	the Python programs for various Learning algorithms	using Pandas and Matplotlib		L3
CO3	Analyze	the various types of data set		to the Machine Learning algorithm	L4
CO4	Apply	various types of data set for clustering	using k-Means algorithm		L3
CO5	Apply	the Machine Learning algorithms		to solve real world problems	L3

List of Experiments

Note:

a. The programs can be implemented in either JAVA or Python.

b. For Problems 1 to 6 and 10, programs are to be developed without using the built-in classes or APIs of Java/Python.

c. Datasets can be taken from standard repositories (<https://archive.ics.uci.edu/ml/datasets.html>) or constructed by the students.

1. Implement and demonstrate the FIND-S algorithm for finding the most specific hypothesis based on a given set of training data samples. Read the training data from a .CSV file. **(CO5)**
2. For a given set of training data examples stored in a .CSV file, implement and demonstrate the Candidate-Elimination algorithm to output a description of the set of all hypotheses consistent with the training examples. **(CO5)**
3. Write a program to demonstrate the working of the decision tree based ID3 algorithm. Use an appropriate data set for building the decision tree and apply this knowledge to classify a new sample. **(CO2)**
4. Build an Artificial Neural Network by implementing the Back-propagation algorithm and test the same using appropriate data sets. **(CO1)**
5. Write a program to implement the naïve Bayesian classifier for a sample training data set stored as a .CSV file. Compute the accuracy of the classifier, considering few test data sets. **(CO3)**
6. Assuming a set of documents that need to be classified, use the naïve Bayesian Classifier model to perform this task. Built-in Java classes/API can be used to write the program. Calculate the accuracy, precision, and recall for your data set. **(CO3)**
7. Write a program to construct a Bayesian network considering medical data. Use this model to demonstrate the diagnosis of heart patients using standard Heart Disease Data Set. You can use Java/Python ML library classes/API. **(CO3)**
8. Apply EM algorithm to cluster a set of data stored in a .CSV file. Use the same data set for clustering using k-Means algorithm. Compare the results of these two algorithms and comment on the quality of clustering. You can add Java/Python ML library classes/API in the program. **(CO4)**
9. Write a program to implement k-Nearest Neighbour algorithm to classify the iris data set. Print both correct and wrong predictions. Java/Python ML library classes can be used for this problem. **(CO4)**
10. Implement the non-parametric Locally Weighted Regression algorithm in order to fit data points. Select appropriate data set for your experiment and draw graphs. **(CO4)**

Projects

1. Predicting the Sale price of a house using Linear regression
2. Spam classification using Naïve Bayes algorithm

3. Predict car sale prices using Artificial Neural Networks
4. Predict Stock market trends using LSTM
5. Detecting faces from images
Reference Books:
Python Machine Learning Workbook for beginners, AI Publishing, 2020
Online Learning Resources/ Virtual Labs:
Machine Learning A-Z (Python & R in Data Science Course) Udemy
Machine Learning Coursera

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	2		3									
CO2	3	2	3		3						2		
CO3	3	3	1		3							1	
CO4	3	3									3		
CO5	3	2	3		3						2		

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	Co's Action verb	BTL	Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO11)	Level of Correlation (0-3)
1	CO1: Evaluate	L5	PO1 PO2 PO4	PO1: Apply(L3) PO2: Formulate (L6) PO4: Analysis (L4)	3 2 3
2	CO2: Apply	L3	PO1 PO2 PO3 PO5 PO11	PO1: Apply(L3) PO2: Analyze (L4) PO3: Develop(L3) PO5: Apply (L3) PO11: Thumb rule	3 2 3 3 2
3	CO3: Analyze	L4	PO1 PO2	PO1: Apply(L3) PO2: Review (L2) PO3: Design(L6) PO4: Apply(L3)	3 3 1 3
4	CO4: Analyze	L4	PO1 PO2 PO11	PO1: Apply(L3) PO2: Review (L2) PO11: Thumb rule	3 3 3
5	CO4: Apply	L3	PO1 PO2 PO3 PO5 PO11	PO1: Apply(L3) PO2: Analyze (L4) PO3: Develop(L3) PO5: Apply (L3) PO11: Thumb rule	3 2 3 3 2

Justification Statements:

CO 1: Evaluate the procedures for various learning's to machine learning algorithms.

Action Verb: Evaluate (L5)

PO1: Apply (L3)

CO1 Action verb is more than PO1 verb. Therefore, the correlation is high (3)

PO2: Formulate (L6)

CO1 Action verb is less than PO2 verb by one level. Therefore, the correlation is moderate(2)

PO4: Analysis (L4)

CO1 Action verb is more than PO4 verb. Therefore, the correlation is high (3)

CO 2: Apply the Python programs for various Learning algorithms using Pandas and Matplotlib.

Action Verb: Apply (L3)

PO1: Apply (L3)

CO2 Action verb is same as PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is less than as PO2 verb by one level. Therefore, the correlation is moderate (2)

PO3: Develop (L3)

CO2 Action verb is same as PO3 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO2 Action verb is same as PO5 verb. Therefore, the correlation is high (3)

PO11: Thumb rule

Using orange to visualize real world solutions the correlation is moderate (2)

CO 3: Analyze the different data sets to the Machine Learning algorithm.

Action Verb: Analyze (L4)

PO1 Verb: Apply (L3)

CO3 Action verb is more than PO1 verb. Therefore, the correlation is high (3)

PO2 Verb: Review (L2)

CO3 Action verb is more than PO2 verb. Therefore, the correlation is high (3)

PO3 Verb: Design(L6)

CO3 Action verb is less than PO3 verb by two levels. Therefore, the correlation is low (1)

PO4 Verb: Apply (L3)

CO3 Action verb is more than PO4 verb. Therefore, the correlation is high (3)

CO 4: Analyze the various types of data set for clustering using k-Means algorithm

Action Verb: Analyze (L4)

PO1 Verb: Apply (L3)

CO4 Action verb is more than PO1 verb. Therefore, the correlation is high (3)

PO2 Verb: Review (L2)

CO4 Action verb is more than PO2 verb. Therefore, the correlation is high (3)

PO11: Thumb rule

Using orange to visualize real world solutions . Therefore, the correlation is high (3)

CO5: Apply the Machine Learning algorithms to solve real world problems

Action Verb: Apply (L3)

PO1: Apply (L3)

CO5 Action verb is same as PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is less than as PO2 verb by one level. Therefore, the correlation is moderate (2)

PO3: Develop (L3)

CO5 Action verb is same as PO3 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is same as PO5 verb. Therefore, the correlation is high (3)

PO11: Thumb rule

Using orange to visualize real world solutions. Therefore , the correlation is moderate (2)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	SOFT SKILLS	L	T	P	C
23ASC9901	III-II		0	1	2	2

Course Outcomes:

After studying the course, student will be able to

CO1: Understand the various techniques of soft skills and communication skills.

CO2: Analyze the listening and thinking skills to enhance professional development.

CO3: Apply the critical thinking skills in problem solving and decision making through Discussions.

CO4: Evaluate the emotional intelligence and stress management for individuals and groups.

CO5: Apply the corporate etiquette atmosphere to enhance professional behavior in workplace environment.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the various techniques of soft skills and communication skills			L2
CO2	Analyze	the listening and thinking skills to enhance professional development			L4
CO3	Apply	the critical thinking skills in problem solving and decision making through Discussions .			L3
CO4	Evaluate	the emotional intelligence and stress management to control in themselves and others.			L5
CO5	Apply	the corporate etiquette atmosphere to enhance professional behavior in workplace environment.			L3

UNIT - I	Soft Skills & Communication Skills	8 Hrs
Soft Skills - Introduction, Need - Mastering Techniques of Soft Skills – Communication Skills Significance, process, types - Barriers of communication - Improving techniques.		
Activities:		
Intrapersonal Skills- Narration about self- strengths and weaknesses- clarity of thought – self- expression – articulating with felicity. (The facilitator can guide the participants before the activity citing examples from the lives of the great, anecdotes and literary sources)		
Interpersonal Skills- Group Discussion – Debate – Team Tasks - Book and film Reviews by groups - Group leader presenting views (non- controversial and secular) on contemporary issues or on a given topic. Verbal Communication- Oral Presentations- Extempore- brief addresses and speeches- convincingly negotiating- agreeing and disagreeing with professional grace.		
Non-verbal communication – Public speaking – Mock interviews – presentations with an objective to identify non- verbal clues and remedy the lapses on observation		
UNIT - II	Critical Thinking	10 Hrs
Active Listening – Observation – Curiosity – Introspection – Analytical Thinking – Open-mindedness – Creative Thinking - Positive thinking – Reflection		
Activities:		
Gathering information and statistics on a topic - sequencing – assorting – reasoning – critiquing issues – placing the problem – finding the root cause - seeking viable solution – judging with rationale – evaluating the views of others - Case Study, Story Analysis		
UNIT - III	Problem Solving & Decision Making	8 Hrs
Meaning & features of Problem Solving – Managing Conflict – Conflict resolution – Team building - Effective decision making in teams – Methods & Styles		
Activities:		
Placing a problem which involves conflict of interests, choice and views – formulating the problem – exploring solutions by proper reasoning – Discussion on important professional, career and organizational decisions and initiate debate on the appropriateness of the decision.		
Case Study & Group Discussion		
UNIT - IV	Emotional Intelligence & Stress Management	9 Hrs
Managing Emotions – Thinking before Reacting – Empathy for Others – Self-awareness – Self-Regulation – Stress factors – Controlling Stress – Tips		
Activities:		

Providing situations for the participants to express emotions such as happiness, enthusiasm, gratitude, sympathy, and confidence, compassion in the form of written or oral presentations.
 Providing opportunities for the participants to narrate certain crisis and stress –ridden situations caused by failure, anger, jealousy, resentment and frustration in the form of written and oral presentation,
 Organizing Debates

UNIT - V **Corporate Etiquette** 8 Hrs

Etiquette- Introduction, concept, significance - Corporate etiquette - meaning, modern etiquette, benefits - Global and local culture sensitivity - Gender Sensitivity - Etiquette in interaction- Cell phone etiquette - Dining etiquette - Netiquette - Job interview etiquette -Corporate grooming tips -Overcoming challenges

Activities

Providing situations to take part in the Role Plays where the students will learn about bad and good manners and etiquette - Group Activities to showcase gender sensitivity, dining etiquette etc. - Conducting mock job interviews - Case Study - Business Etiquette Games

Textbooks:

1. Mitra Barun K, Personality Development and Soft Skills, Oxford University Press, Pap/Cdr edition 2012
2. Dr Shikha Kapoor, Personality Development and Soft Skills: Preparing for Tomorrow, I K International Publishing House, 2018

Reference Books:

1. Sharma, Prashant, Soft Skills: Personality Development for Life Success, BPB Publications 2018.
2. Alex K, Soft Skills S.Chand & Co, 2012 (Revised edition)
3. Gajendra Singh Chauhan & Sangeetha Sharma, Soft Skills: An Integrated Approach to Maximise Personality Published by Wiley, 2013
4. Pillai, Sabina & Fernandez Agna, Soft Skills and Employability Skills, Cambridge University Press, 2018
5. Soft Skills for a Big Impact (English, Paperback, Renu Shorey) Publisher: Notion Press
6. Dr. Rajiv Kumar Jain, Dr. Usha Jain, Life Skills (Paperback English) Publisher : Vayu Education of India, 2014

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1										2			
CO2									3	3			
CO3									2				
CO4									3				
CO5									2	2			

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1			CO1	Understand	L2	PO10	Thumb rule	2
2			CO2	Analyse	L4	PO9, PO10	Thumb rule	3,3
3			CO3	Applay	L3	PO9	Thumb rule	2
4			CO4	Evaluate	L5	PO9	Thumb rule	3
5			CO5	Apply	L3	PO9, PO10	Thumb rule	2,2
	43	100 %						

CO1: Understand the various techniques of soft skills and communication skills.

Action Verb: Understand (L2)

CO1 Action Verb Understand is of BTL 2. Using Thumb rule, L2 correlates PO6 to PO12 as moderate (2).

CO2: Analyze the listening and thinking skills to enhance professional development.

Action Verb: Analyze (L4)

CO2 Action Verb Analyze is of BTL 4. Using Thumb rule, L4 correlates PO6 to PO12 as high (3)

CO3: Apply the critical thinking skills in problem solving and decision making through Discussions .

Action Verb: Apply (L3)

CO3 Action Verb Apply is of BTL 3. Using Thumb rule, L3 correlates PO6 to PO12 as moderate (2).

CO4: Evaluate the emotional intelligence and stress management to control themselves and others.

Action Verb: Evaluate (L5)

CO4 Action Verb Evaluate is of BTL 5. Using Thumb rule, L2 correlates PO6 to PO12 as high(3).

CO5: : Apply the corporate etiquette atmosphere to enhance processional behavior in workplace environment.

Action Verb: Create e (L3)

CO5 Action Verb Apply is of BTL 3. Using Thumb rule, L3 correlates PO6 to PO12 as moderate (2).

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**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	TECHNICAL PAPER WRITING AND INTELLECTUAL PROPERTY RIGHTS	L	T	P	C
23AMC9902	III-II		2	0	0	-

Course Outcomes:

After studying the course, student will be able to

CO1: Understand various principles and styles of technical writing by avoiding confusion, repetition, unclear language and plagiarism.

CO2: Apply the fundamentals of technical research paper writing by organizing abstract, objectives, limitations, literature review to frame effective research questions.

CO3: Apply the research process and publication mechanisms and follow citation rules and proofreading techniques for paper writing.

CO4: Evaluate the rights and responsibilities of the holder of Intellectual Property.

CO5: Apply various forms of copy rights and patents at national and international levels.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	various principles and styles of technical writing by avoiding confusion, repetition, unclear language and plagiarism.	by avoiding confusion, repetition, unclear language and plagiarism.		L2
CO2	Apply	the fundamentals of technical research paper writing by organizing abstract, objectives, limitations, literature review to frame effective research questions	by organizing abstract, objectives, limitations, literature review to frame effective research questions.		L4
CO3	Apply	the research process and publication mechanisms and follow citation rules and proofreading techniques		for paper writing.	L3
CO4	Evaluate	rights and responsibilities of holder of Patent, Copyright, trademark, International Trademark etc.			L5
CO5	Apply	various forms of copy rights and patents at national and international levels		At national and international levels	L3

UNIT - I	8 Hrs
Principles of Technical Writing: styles in technical writing; clarity, precision, coherence and logical sequence in writing-avoiding ambiguity- repetition, and vague language - highlighting your findings-discussing your limitations -hedging and criticizing -plagiarism and paraphrasing.	
UNIT - II	8Hrs
Technical Research Paper Writing: Abstract- Objectives-LimitationsReview of Literature- Problems and Framing Research QuestionsSynopsis	
UNIT - III	8 Hrs
Process of research: publication mechanism: types of journals- indexingseminars- conferences- proof reading -plagiarism style; seminar & conference paper writing; Methodology-discussion-results- citation rules	
UNIT - IV	8 Hrs
Introduction to Intellectual property: Introduction, types of intellectual property, international organizations, agencies and treaties, importance of intellectual property rights Trade Marks: Purpose and function of trademarks, acquisition of trade mark rights, protectable matter, selecting technical evaluating trade mark, trade mark registration processes.	
UNIT - V	8 Hrs
Law of copy rights: Fundamentals of copy right law, originality of material, rights of reproduction, rights to perform the work publicly, copy right ownership issues, copy right registration, notice of copy right, international copy right law Law of patents: Foundation of patent law, patent searching process, ownership rights and transfer, Patent law, intellectual property audits	

Textbooks:
1. Deborah. E. Bouchoux, Intellectual Property Rights, Cengage Learning India, 2013
2. Meenakshi Raman, Sangeeta Sharma. Technical Communication: Principles and practices
Reference Books:
1. R.Myneni, Law of Intellectual Property, 9th Ed, Asia law House, 2019.
2. Prabuddha Ganguli, Intellectual Property Rights Tata McGraw Hill, 2001
3. P.Naryan, Intellectual Property Law, 3rd Ed, Eastern Law House, 2007.
4. Adrian Wallwork. English for Writing Research Papers Second Edition. Springer Cham Heidelberg New York ,2016
5. Dan Jones, Sam Dragga, Technical Writing Style

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1									2				
CO2		3											
CO3									2		2		
CO4											3		
CO5											2		

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1			CO1	Understand	L2	PO9	Thumb rule	2
2			CO2	Apply	L4	PO2	Thumb rule	3
3			CO3	Applay	L3	PO9, PO11	Thumb rule	2,2
4			CO4	Evaluate	L5	PO11	Thumb rule	3
5			CO5	Apply	L3	PO11	Thumb rule	2
	43	100 %						

CO1: Understand various principles and styles of technical writing by avoiding confusion, repetition, unclear language and plagiarism.

Action Verb: Understand (L2)

CO1 Action Verb Understand is of BTL 2. Using Thumb rule, L2 correlates PO6 to PO11 as moderate (2).

CO2: Apply the fundamentals of technical research paper writing by organizing abstract, objectives, limitations, literature review to frame effective research questions.

Action Verb: Apply (L3)

CO2 Action Verb Apply is of BTL 3. L3 is equal to PO2, then correlation is high (3)

CO3: Apply the research process and publication mechanisms and follow citation rules and proofreading techniques for paper writing.

Action Verb: Apply (L3)

CO3 Action Verb Apply is of BTL 3. Using Thumb rule, L3 correlates PO6 to PO11 as moderate (2)

CO4: Evaluate the rights and responsibilities of the holder of Intellectual Property.

Action Verb: Evaluate (L5)

CO4 Action Verb Analyze is of BTL 4. Using Thumb rule, L5 correlates PO6 to PO11 as high (3).

CO5: Apply various forms of copy rights and patents at national and international levels.

Action Verb: Apply (L3)

CO5 Action Verb Analyse is of BTL 4. Using Thumb rule, L3 correlates PO6 to PO11 as moderate (2).

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)
(Effective for the batches admitted in 2024-25)

Semester VII (Fourth year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credits	CIE	SEE	Total
				L	T / CLC	P				
1	PC	23APC2521	Deep Learning	2	1	0	3	30	70	100
2	MC-II	23AHMMB04	Business Ethics and Corporate Governance	2	0	0	2	30	70	100
		23AHMMB05	E-Business							
		23AHMMB06	Management Science							
3	PE-IV	23APE2513	Software Architecture and Design Patterns	2	1	0	3	30	70	100
		23APE2514	Blockchain Technology							
		23APE2515	AI in Cyber security							
		23APE2516	Internet of Things							
4	PE-V	23APE2517	Agile methodologies	2	1	0	3	30	70	100
		23APE2518	Metaverse							
		23APE2519	Computer Vision							
		23APE2520	Cyber Physical Systems							
5	OE-III		*Open Elective-III	2	1	0	3	30	70	100
6	OE-IV		*Open Elective-IV	2	1	0	3	30	70	100
7	SC	23ASC2505	Prompt Engineering	0	1	2	2	30	70	100
8	MC	23AMCMB01	Gender Sensitization	2	0	0	-	30		30
9	PR	23APR0502	Industry Internship (Short Term)	-	-	-	2	100		100
Total				14	06	02	21	340	490	830

***Open Elective – III**

S.No.	Course Code	Course Name	Offered by the Dept.
1	23AOE0105	Building Materials and Services	CIVIL
2	23APE0103	Environmental Impact Assessment	
3	23AOE0203	Smart Grid Technologies	EEE
4	23AOE0303	3D Printing Technologies	ME
5	23APC0412	Microprocessors and Microcontrollers	ECE
6	23AOE9904	Wavelet transforms and its applications	Mathematics
7	23AOE9908	Smart Materials and Devices	Physics
8	23AOE9909	Introduction to Quantum Mechanics	
9	23AOE9913	Green Chemistry and Catalysis for Sustainable Environment	Chemistry
10	23AOE9917	Employability Skills	Humanities

***Open Elective – IV**

S.No.	Course Code	Course Name	Offered by the Dept.
1	23AOE0106	Geo-Spatial Technologies	CIVIL
2	23AOE0107	Solid Waste Management	
3	23AOE0204	Electric Vehicles	EEE
4	23AOE0304	Total Quality Management	ME
5	23AOE0403	Transducers and Sensors	ECE
6	23AOE9905	Financial Mathematics	Mathematics
7	23AOE9910	Sensors And Actuators For Engineering Applications	Physics
8	23AOE9914	Chemistry Of Nanomaterials and Applications	Chemistry
9	23AOE9918	Literary Vibes	Humanities



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	Deep Learning	L	T / CLC	P	C
23APC2521	IV - I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** the concepts of linear algebra and probability to structure the data

CO2: **Understand** the foundations of neural networks and deep learning to build learning models

CO3: **Analyze** the common architecture principles of deep networks to make intelligent model.

CO4: **Apply** the CNN models for image classification and object recognition tasks

CO5: **Analyze** the deep generating models to facilitate efficient model training.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the concepts of linear algebra and probability		to structure the data	L2
CO2	Understand	the foundations of neural networks and deep learning		to build learning models	L2
CO3	Analyze	the common architecture principles of deep networks		to make intelligent model	L4
CO4	Apply	the CNN models		for image classification and object recognition tasks	L3
CO5	Analyze	The deep generating models		to facilitate efficient model training	L4

UNIT - I	8 Hrs
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Linear Algebra: Scalars, Vectors, Matrices and Tensors, Matrix operations, types of matrices, Norms, Eigen decomposition, Singular Value Decomposition, Principal Components Analysis.

Probability and Information Theory: Random Variables, Probability Distributions, Marginal Probability, Conditional Probability, Expectation, Variance and Covariance, Bayes' Rule, Information Theory.

Numerical Computation: Overflow and Underflow, Gradient-Based Optimization, Constrained Optimization, Linear Least Squares.

UNIT - II	9 Hrs
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Machine Learning: Basics and Under fitting, Hyper parameters and Validation Sets, Estimators, Bias and Variance, Maximum Likelihood, Bayesian Statistics, Supervised and Unsupervised Learning, Stochastic Gradient Descent, Challenges Motivating Deep Learning.

Deep Feed forward Networks: Learning XOR, Gradient-Based Learning, Hidden Units, Architecture Design, Back-Propagation and other Differentiation Algorithms.

UNIT - III	8 Hrs
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Regularization for Deep Learning: Parameter Norm Penalties, Norm Penalties as Constrained Optimization, Regularization and Under-Constrained Problems, Dataset Augmentation, Noise Robustness, Semi-Supervised Learning, Multi-Task Learning, Early Stopping, Parameter Tying and Parameter Sharing, Sparse Representations, Bagging and Other Ensemble Methods, Dropout, Adversarial Training, Tangent Distance, Tangent Prop and Manifold Tangent Classifier.

Optimization for Training Deep Models: Pure Optimization, Challenges in Neural Network Optimization, Basic Algorithms, Parameter Initialization Strategies, Algorithms with Adaptive Learning Rates, Approximate Second-Order Methods, Optimization Strategies and Meta-Algorithms.

UNIT - IV	9 Hrs
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Convolutional Networks: The Convolution Operation, Pooling, Convolution, Basic Convolution Functions, Structured Outputs, Data Types, Efficient Convolution Algorithms, Random or Unsupervised Features, Basis for Convolutional Networks

UNIT - V	8 Hrs
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Sequence Modeling: Recurrent and Recursive Nets: Unfolding Computational Graphs, Recurrent Neural Networks, Bidirectional RNNs, Encoder-Decoder Sequence-to-Sequence Architectures, Deep Recurrent Networks, Recursive Neural Networks, Echo State Networks, LSTM, Gated RNNs, Optimization for Long-Term Dependencies, Auto encoders, Deep Generative Models.

Textbooks:

1. Ian Goodfellow, Yoshua Bengio, Aaron Courville, —Deep Learning, MIT Press, 2016. 2. Josh Patterson and Adam Gibson, —Deep learning: A practitioner's approach, O'Reilly Media, First Edition, 2017.

Reference Books:

1. Fundamentals of Deep Learning, Designing next-generation machine intelligence algorithms, Nikhil Buduma, O'Reilly, Shroff Publishers, 2019.
2. Deep learning Cook Book, Practical recipes to get started Quickly, DouweOsinga, O'Reilly, Shroff Publishers, 2019.

Online Learning Resources:

1. <https://keras.io/datasets/>
2. <http://deeplearning.net/tutorial/deeplearning.pdf>
3. <https://arxiv.org/pdf/1404.7828v4.pdf>
4. <https://www.cse.iitm.ac.in/~miteshk/CS7015.html>
5. <https://www.deeplearningbook.org>
6. <https://nptel.ac.in/courses/106105215>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2	3									2	3	
CO2	2	3				2					2		2
CO3	3	3	3	3	3	3					3		
CO4	3	3									2	3	
CO5	3	3	3	3	3						3		2

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	8	19%	2	CO1: Understand	L2	PO1 PO2 PO11	PO1: Apply(L3) PO2: Review(L2) PO11: Thumb rule	2 3 2
2	9	21%	3	CO2: Understand	L2	PO1 PO2 PO6 PO11	PO1: Apply(L3) PO2: Review(L2) PO6: Thumb rule PO11: Thumb rule	2 3 2 2
3	8	19%	2	CO3: Analyse	L4	PO1 PO2 PO3 PO4 PO5 PO6 PO11	PO1: Apply(L3) PO2: Analyse(L4) PO3: Develop (L3) PO4: Analyse (L4) PO5: Apply(L3) PO6: Thumb rule PO11: Thumb rule	3 3 3 3 3 3 3
4	9	21%	3	CO4: Apply	L3	PO1 PO2 PO11	PO1: Apply(L3) PO2: Review(L2) PO11: Thumb rule	3 3 2
5	8	19%	2	CO5: Analyse	L4	PO1 PO2 PO3 PO4 PO5 PO11	PO1: Apply(L3) PO2: Analyse(L4) PO3: Develop(L3) PO4: Analyse (L4) PO5: Apply(L3) PO11: Thumb rule	3 3 3 3 3 3
	42	100 %						

Justification Statements:

CO1: understand the concepts of linear algebra and probability to structure the data.

Action Verb: Understand(L2)

PO1 Verb : Apply(L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is Moderate (2)

PO2 Verb : Review(L2)

CO1 Action verb is same as PO2 verb. Therefore the correlation is High (3)

PO11: Thumb rule

New statistical methods were derived and applied to solve various problems related to Deep Learning.

Therefore the correlation is medium (2)

CO2: Understand the foundations of neural networks and deep learning to build learning models

Action Verb : Understand (L2)

PO1: Apply(L3)

CO2 Action verb is less than PO1 verb by one level. Therefore, the correlation is Moderate (2)

PO2: Review(L2)

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is High (3)

PO6: Thumb rule

New innovations with more complex and layered neural networks are applied to address the various societal needs related to Deep Learning applications. Therefore the correlation is medium (2)

PO11: Thumb rule

New innovations with more complex and layered neural networks are derived to address the issues present in new trends of data. Therefore the correlation is medium (2)

CO3: Analyze the common architecture principles of deep networks to make intelligent model.

Action Verb : Analyze (L4)

PO1: Apply(L3)

CO3 Action verb is greater level of PO1 verb. Therefore, the correlation is High (3)

PO2: Analyze (L4)

CO3 Action verb is Same level as PO2 verb. Therefore, the correlation is High (3)

PO3: Develop (L3)

CO3 Action verb is greater level than PO3 verb by one level. Therefore the correlation is High(3)

PO4: Analyze (L4)

CO3 Action verb is same as PO4 verb. Therefore the correlation is High(3)

PO5: Apply(L3)

CO3 Action verb is less than PO5 verb by one level. Therefore the correlation is High(3)

PO6 : Thumb rule

New versions of architecture principles of deep networks were applied to address the societal needs. Therefore, the correlation is high(3)

PO11: Thumb rule

New innovations with more complex and layered deep networks are derived to address issues present in data set. Therefore the correlation is high(3)

CO4: Apply the CNN models for image classification and object recognition tasks

Action Verb : Apply (L3)

PO1: Apply(L3)

CO4 Action verb is same level of PO1 verb. Therefore the correlation is High (3)

PO2: Review(L2)

CO4 Action verb is less than PO2 verb by one level. Therefore the correlation is High (3)

PO11: Thumb rule

New research models are derived to address issues present in data set. Therefore the correlation is medium (2)

CO5: Analyze the deep generating models to facilitate efficient model training.

Action Verb : Analyze(L4)

PO1: Apply(L3)

CO5 Action verb is greater than PO1 verb by one level. Therefore the correlation is High (3)

PO2: Analyze (L4)

CO5 Action verb is same level as PO2 verb. Therefore the correlation is High (3)

PO3: Develop(L3)

CO5 Action verb is greater than one level as PO3 verb. Therefore the correlation is High (3)

PO4: Analyze (L4)

CO5 Action verb is same as PO4 verb. Therefore the correlation is High(2)

PO5: Apply(L3)

CO5 Action verb is greater than PO5 verb by one level. Therefore the correlation is High(2)

PO11: Thumb rule

New sets of generative models are derived to address issues present in data set. Therefore the correlation is



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
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COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	Business Ethics and Corporate Governance	L	T / CLC	P	C
	IV - I		2	0	0	2

Course Outcomes:

AK23-CSIT-AIT



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
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COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	E-Business	L	T / CLC	P	C
	IV - I		2	0	0	2

Course Outcomes:



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
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COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	Management Science (Common to ALL branches of Engineering)	L	T / CLC	P	C
23AHMMB06	IV – I		2	0	0	2

Course Outcomes:

CO1: Understand the concepts of management and organizational structures to interpret managerial practices in organizations.

CO2: Analyze how to manage the stock efficiently in the organization by using inventory control techniques like EOQ, ABC analysis.

Understand various marketing concepts to market the products of an organization in the competitive market. CO3 Apply various functions of human resource management effectively to manage the employees of an organization.

CO4 Apply the concepts of strategic management and environmental scanning to form company strategies.

Evaluate PERT and CPM techniques for project management.

CO5 Analyze modern management practices to improve organizational performance and sustainability.

CO	Action Verb	Knowledge Statement	Condition	Criteria	BL
CO1	Understand	the concepts of management and organizational structures		to interpret managerial practices in organizations.	L2
CO2	Analyze	how to manage the stock efficiently in the organization	by using inventory control techniques like EOQ, ABC analysis.		L4
	Understand	various marketing concepts		of an organization in the competitive market	L2
CO3	Apply	various functions of human resource management effectively		to manage the employees of an organization.	L3
CO4	Apply	the concepts of strategic management and environmental scanning		to form company strategies.	L3
	Evaluate	PERT and CPM techniques for project management.			L5
CO5	Analyze	modern management practices		to improve organizational performance and sustainability.	L4

UNIT- I INTRODUCTION TO MANAGEMENT Management - Concept and meaning - Nature-Functions – Management as a Science and Art and both. Schools of Management Thought - Taylor’s Scientific Theory- Henry Fayol’s principles - Elton Mayo’s Human relations - **Organizational Designs** - Line organization – Line & Staff Organization - Functional Organization - Matrix Organization - Project Organization – Committee form of Organization - Social responsibilities of Management.

UNIT - II OPERATIONS MANAGEMENT Principles and Types of Plant Layout - Methods of Production (Job, batch and Mass Production), Work Study - Statistical Quality Control- Material Management - Objectives - Inventory-Functions - Types, Inventory Techniques - EOQ-ABC Analysis - Marketing

Management - Concept - Meaning - Nature-Functions of Marketing - Marketing Mix - Channels of Distribution- Advertisement and Sales Promotion - Marketing Strategies based on Product Life Cycle.

UNIT - III HUMAN RESOURCES MANAGEMENT (HRM) HRM - Definition and Meaning – Nature – Managerial and Operative functions - Job Analysis - Human Resource Planning(HRP) – Employee Recruitment- Sources of Recruitment - Employee Selection - Process – Employee Training and Development - methods - Performance Appraisal Concept – Methods of Performance Appraisal – Placement - Employee Induction - Wage and Salary Administration

UNIT - IV STRATEGIC & PROJECT MANAGEMENT Definition & Meaning - Setting of Vision – Mission - Goals - Corporate Planning Process - Environmental Scanning – Steps in Strategy Formulation and Implementation - SWOT Analysis – Project Management - Network Analysis - Programme Evaluation and Review Technique (PERT) – Critical Path Method (CPM) Identifying Critical Path – Probability of Completing the project within given time - Project Cost- Analysis – Project Crashing (Simple problems).

UNIT - V CONTEMPORARY ISSUES IN MANAGEMENT Customer Relations Management(CRM) - Total Quality Management (TQM) - Six Sigma Concept - Supply Chain Management(SCM) - Enterprise Resource Planning (ERP) - Performance Management – employee engagement and retention - Business Process Re-engineering and Bench Marking - Knowledge Management – change management –sustainability and corporate social responsibility.

Text books:

1. Frederick S. Hillier, Mark S. Hillier. *Introduction to Management Science*, October 26, 2023

2. A.R Aryasri, *Management Science*, TMH, 2019

Reference Books:

1. Stoner, Freeman, Gilbert. *Management*, Pearson Education, New Delhi, 2019.

2. Koontz & Weihrich, *Essentials of Management*, 6/e, TMH, 2005.

3. Thomas N. Duening & John M. Ivancevich, *Management Principles and Guidelines*, Biztantra.

4. Kanishka Bedi, *Production and Operations Management*, Oxford University Press, 2004.

5. Samuel C. Certo, *Modern Management*, 9/e, PHI, 2005

Online Learning Resources:

<https://www.classcentral.com/course/youtube-principles-of-management-14-principles-of-management-great-learning-98686>

<https://www.youtube.com/watch?v=33f1X3iY54M>

<https://www.youtube.com/watch?v=U-nHVGNDmV8>

Course Title	COs	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	PS01	PS02
Management science	C01										2			
	C02					3					2			
	C03								2					
	C04		2								3			
	C05										3			

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s): Action Verb and BTL	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	12	17%	2	CO1: Understand	L2	PO10	Thumb Rule	2

2	12	17%	2	CO2: Analyse Understand	L4 L2	PO5 PO10	Apply Thumb Rule	3 2
3	18	25%	3	CO3: Apply	L3	PO8	Thumb Rule	2
4	15	21%	3	CO4: Apply Evaluate	L3 L5	PO2 PO10	Analyse Thumb Rule	2 3
5	15	21%	3	CO5: Analyze	L4	PO10	Thumb Rule	3
total	72	100						

Justification Statements:

CO1: Understand the concepts of management and organizational structures to interpret managerial practices in organizations.

Action Verb: Understand (L2)

PO10: Thumb rule

As using thumb rule, L2 correlates with PO10, Therefore the correlation is medium (2)

CO2: Analyze how to manage the stock efficiently in the organization by using inventory control techniques like EOQ, ABC analysis.

Action Verb: Analyze (L4)

PO5: Apply (L3)

CO2 Action verb is more than PO5 verb by one level. Therefore the correlation is high (3)

Understand various marketing concepts to market the products of an organization in the competitive market.

Action Verb: Understand (L2)

PO10: Thumb rule

As using thumb rule, L2 correlates with PO10, Therefore the correlation is medium (2)

CO3: Apply various functions of human resource management effectively to manage the employees of an organization.

Action Verb: Apply (L3) PO8:

Thumb rule

As using thumb rule, L3 correlates with PO8, Therefore the correlation is medium (2)

CO4: Apply the concepts of strategic management and environmental scanning to form company strategies.

Action Verb: Apply (L3) PO2:

Analyse (L4)

CO4 Action verb is less than PO2 verb by one level. Therefore the correlation is medium (2)

Evaluate PERT and CPM techniques for project management.

Action Verb: Evaluate (L5)

PO10: Thumb rule

As using thumb rule, L5 correlates with PO10, Therefore the correlation is high (3)

CO5: Analyze modern management practices to improve organizational performance and sustainability.

Action Verb: Analyze (L4)

PO10: Thumb rule

As using thumb rule, L4 correlates with PO10, Therefore the correlation is high (3)



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COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	Software Architecture and Design Patterns (Professional Elective-IV)	L	T / CLC	P	C
23APE2513	IV - I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand software architecture concepts, styles, and quality attributes.

CO2: Analyze architectural designs and decision-making techniques.

CO3: Apply creational and structural design patterns.

CO4: Evaluate behavioral design patterns.

CO5: Analyze real-world architectural case studies.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	software architecture concepts, styles, and quality attributes	Given questions	Correct understanding	L2
CO2	Analyze	architectural designs and decision-making techniques	Given scenarios	Proper analysis	L4
CO3	Apply	creational and structural design patterns	Given problems	Correct application	L3
CO4	Evaluate	behavioral design patterns	Given design situations	Appropriate evaluation	L5
CO5	Analyze	real-world architectural case studies	Given case studies	Clear analysis	L4

UNIT - I

Envisioning Architecture: The Architecture Business Cycle, What is Software Architecture, Architectural patterns, reference models, reference architectures, architectural structures and views. Creating an Architecture: Quality Attributes, Achieving qualities, Architectural styles and patterns, designing the Architecture, Documenting software architectures, Reconstructing Software Architecture.

UNIT - II

Analyzing Architectures: Architecture Evaluation, Architecture design decision making, ATAM, CBAM. Moving from one system to many: Software Product Lines, Building systems from off the shelf components, Software architecture in future.

UNIT - III

Patterns: Pattern Description, Organizing catalogs, role in solving design problems, Selection and usage. Creational and Structural patterns: Abstract factory, builder, factory method, prototype, singleton, adapter, bridge, composite, façade, flyweight.

UNIT - IV

Behavioural patterns: Chain of responsibility, command, Interpreter, iterator, mediator, memento, observer, state, strategy. template method, visitor.

UNIT - V

Case Studies: A-7E – A case study in utilizing architectural structures, The World Wide Web - a case study in interoperability, Air Traffic Control – a case study in designing for high availability, Celsius Tech – a case study in product line development.

Textbooks:

1. Software Architecture in Practice, second edition, Len Bass, Paul Clements & Rick Kazman, Pearson Education, 2003.
2. Design Patterns, Erich Gamma, Pearson Education.

Reference Books:

1. Beyond Software architecture, Luke Hohmann, Addison wesley, 2003.
2. Software architecture, David M. Dikel, David Kane and James R. Wilson, Prentice Hall PTR, 2001
3. Software Design, David Budgen, second edition, Pearson education, 2003
4. Head First Design patterns, Eric Freeman & Elisabeth Freeman, O'REILLY, 2007.
5. Design Patterns in Java, Steven John Metsker & William C. Wake, Pearson education, 2006
6. J2EE Patterns, Deepak Alur, John Crupi & Dan Malks, Pearson education, 2003.
7. Design Patterns in C#, Steven John metsker, Pearson education, 2004.

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
C01	3	3	2	2	3			2			2		
C02	3	3	2	2	3			3			3	2	
C03	3	3	2	2	3			3			3	2	
C04	3	3	3	3	3	3	3	3	3		3	3	2
C05	3	3	3	3	3	3	3	3	3		3	3	2

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	8	16	Understand	Apply	L3	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 2 2
2	12	24	Analyze	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
3	10	20	Analyze	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
4	10	20	Evaluate	Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule Thumb rule Thumb rule Thumb rule	3 3 3 3 3 3 3 3 3 3
5	10	20	Analyze	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule Thumb rule Thumb rule Thumb rule	3 3 3 3 3 3 3 3 3 3
	50	100						

Justification Statements :

CO1: Understand software architecture concepts, styles, and quality attributes.

Action Verb: Understand (L2)

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore, the correlation is high (3)

PO3: Design (L3)

CO1 Action verb is less than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO1 Action verb is less than PO4 verb by two levels. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO1 Action verb is less than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO1 provides foundational architectural understanding. Therefore, the correlation is medium (2)

PO11: Thumb rule

CO1 supports continuous learning of architectural concepts. Therefore, the correlation is medium (2)

CO2: Analyze architectural designs and decision-making techniques.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO2 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO2 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO2 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO2 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO2 requires collaborative evaluation discussions. Therefore, the correlation is high (3)

PO11: Thumb rule

CO2 strengthens architectural decision-making skills. Therefore, the correlation is high (3)

CO3: Apply creational and structural design patterns.

Action Verb: Apply (L3)

PO1: Apply (L3)

CO3 Action verb is same level as PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is less than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO3 Action verb is same level as PO3 verb. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO3 Action verb is less than PO4 verb by one level. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO3 Action verb is same level as PO5 verb. Therefore, the correlation is high (3)

PO8: Thumb rule

CO3 involves teamwork in pattern implementation. Therefore, the correlation is high (3)

PO11: Thumb rule

CO3 improves adaptability to evolving design techniques. Therefore, the correlation is high (3)

CO4: Evaluate behavioral design patterns.

Action Verb: Evaluate (L5)

PO1: Apply (L3)

CO4 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is greater than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO4 Action verb is greater than PO3 verb by two levels. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO4 Action verb is greater than PO5 verb by two levels. Therefore, the correlation is high (3)

PO6: Thumb rule

CO4 supports professional evaluation practices. Therefore, the correlation is high (3)

PO7: Thumb rule

CO4 encourages ethical evaluation of design solutions. Therefore, the correlation is high (3)

PO8: Thumb rule

CO4 requires collaborative assessment activities. Therefore, the correlation is high (3)

PO9: Thumb rule

CO4 improves technical communication through evaluation reports. Therefore, the correlation is high (3)

PO11: Thumb rule

CO4 enhances lifelong learning in evolving design patterns. Therefore, the correlation is high (3)

CO5: Analyze real-world architectural case studies.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyse (L4)

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO5 Action verb is greater than PO3 verb by one level. Therefore, the correlation is high (3)

PO4: Analyse (L4)

CO5 Action verb is same level as PO4 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO6: Thumb rule

CO5 promotes ethical considerations during case study analysis. Therefore, the correlation is high (3)

PO7: Thumb rule

CO5 evaluates environmental and societal implications. Therefore, the correlation is high (3)

PO8: Thumb rule

CO5 involves teamwork in case study discussions. Therefore, the correlation is high (3)

PO9: Thumb rule

CO5 improves communication through analytical presentations. Therefore, the correlation is high (3)

PO11: Thumb rule

CO5 enhances project-level analytical and management skills. Therefore, the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
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COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	Blockchain Technology (Professional Elective-IV)	L	T / CLC	P	C
23APE2514	IV - I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: Understand blockchain fundamentals, evolution, ecosystem, and applications.

CO2: Analyze core blockchain concepts including hashing, consensus, mining, and smart contracts.

CO3: Analyze blockchain solution architectures and enterprise implementation strategies.

CO4: Evaluate Ethereum blockchain implementation and smart contract development tools.

CO5: Analyze Hyperledger Fabric implementation and advanced blockchain technologies.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	blockchain fundamentals, evolution, ecosystem and applications	Given questions	Correct understanding	L2
CO2	Analyze	blockchain concepts, hashing, consensus, mining and smart contracts	Given scenarios	Proper analysis	L4
CO3	Analyze	blockchain solution architectures and enterprise frameworks	Given case studies	Clear architectural analysis	L4
CO4	Evaluate	Ethereum implementation and smart contract development tools	Given development tasks	Appropriate evaluation	L5
CO5	Analyze	Hyperledger Fabric and advanced blockchain technologies	Given implementation cases	Clear technical analysis	L4

UNIT - I	Introduction
Introduction, Scenarios, Challenges Articulated, Block chain, Block chain Characteristics, Opportunities Using Block chain, History of Block chain. Evolution of Block chain: Evolution of Computer Applications, Centralized Applications, Decentralized Applications, Stages in Block chain Evolution, Consortia, Forks, Public Block chain Environments, Type of Players in Block chain Ecosystem, Players in Market.	
UNIT - II	Block chain Concepts
Block chain Concepts: Introduction, Changing of Blocks, Hashing, Merkle-Tree, Consensus, Mining and Finalizing Blocks, Currency aka tokens, security on block chain, data storage on block chain, wallets, coding on block chain: smart contracts, peer-to-peer network, types of block chain nodes, risk associated with block chain solutions, life cycle of block chain transaction.	
UNIT - III	Architecting Block chain solutions
Architecting Block chain solutions: Introduction, Obstacles for Use of Block chain, Block chain Relevance Evaluation Framework, Block chain Solutions Reference Architecture, Types of Block chain Applications. Cryptographic Tokens, Typical Solution Architecture for Enterprise Use Cases, Types of Block chain Solutions, Architecture Considerations, Architecture with Block chain Platforms, Approach for Designing Block chain Applications.	
UNIT - IV	Ethereum Blockchain Implementation
Ethereum Block chain Implementation: Introduction, Tuna Fish Tracking Use Case, Ethereum Ecosystem, Ethereum Development, Ethereum Tool Stack, Ethereum Virtual Machine, Smart Contract Programming, Integrated Development Environment, Truffle Framework, Ganache, Unit Testing, Ethereum Accounts, My Ether Wallet, Ethereum Networks/Environments, Infura, Etherscan, Ethereum Clients, Decentralized Application, Metamask, Tuna Fish Use Case Implementation, Open Zeppelin Contracts	
UNIT - V	Hyper ledger Block chain Implementation
Introduction, Use Case–Car Ownership Tracking, Hyper ledger Fabric, Hyper ledger Fabric Transaction Flow, Fab Car Use Case Implementation, nvoking Chain code Functions Using Client Application. Advanced Concepts in Block chain: Introduction, Inter Planetary File System (IPFS), Zero- Knowledgeroots, Oracles, Self-Sovereign Identity, Block chain with IoT and AI/ML Quantum Computing and Block chain, Initial Coin Offering, Block chain Cloud Offerings, Block chain and its Future Potential.	
Textbooks:	
1. Ambadas, Arshad SarfarzAriff, Sham –Block chain for Enterprise Application Developersl, Wiley	
2. Andreas M. Antonopoulos, –Mastering Bitcoin: Programming the Open Block chainl , O'Reilly	

Reference Books:													
1. Block chain: A Practical Guide to Developing Business, Law, and Technology Solutions, Joseph Bambara, Paul R. Allen, Mc Graw Hill.													
2. Block chain: Blueprint for a New Economy, Melanie Swan, O'Reilly													
Online Learning Resources:													
1. https://github.com/blockchainedindia/resources													
2. Hyperledger Fabric - https://www.hyperledger.org/projects/fabric													
Zero to Block chain –An IBM Redbooks course, by Bob Dill, David Smits													
3. https://www.redbooks.ibm.com/Redbooks.nsf/RedbookAbstracts/crse0401.html													
4. https://nptel.ac.in/courses/106105184													
5. https://onlinecourses.nptel.ac.in/noc22_cs44/preview													

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	3	2	2	3			2			2		
CO2	3	3	2	2	3			3			3	2	
CO3	3	3	2	2	3			3			3	2	
CO4	3	3	3	3	3	3	3	3	3		3	3	2
CO5	3	3	3	3	3	3	3	3	3		3	3	2

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO		Correlation	Co's Action verb	BTL	Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%						
1	8	16	2	Understand	L2	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 2 2
2	12	24	2	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
3	10	20	2	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
4	10	20	2	Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule Thumb rule Thumb rule Thumb rule	3 3 3 3 3 3 3 3 3 3
5	10	20	3	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO6 PO7	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 3 3 3 3 3

						PO8	Thumb rule	3
						PO9	Thumb rule	3
						PO11	Thumb rule	3
	50	100						

Justification Statements :

CO1: Understand blockchain fundamentals, evolution, ecosystem, and applications.

Action Verb: Understand (L2)

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore, the correlation is high (3)

PO3: Design (L3)

CO1 Action verb is less than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO1 Action verb is less than PO4 verb by two levels. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO1 Action verb is less than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO1 provides foundational blockchain knowledge. Therefore, the correlation is medium (2)

PO11: Thumb rule

CO1 supports continuous learning of blockchain concepts. Therefore, the correlation is medium (2)

CO2: Analyze core blockchain concepts including hashing, consensus, mining, and smart contracts.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO2 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO2 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO2 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO2 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO2 requires collaborative technical discussions. Therefore, the correlation is high (3)

PO11: Thumb rule

CO2 strengthens blockchain analytical skills. Therefore, the correlation is high (3)

CO3: Analyze blockchain solution architectures and enterprise implementation strategies.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO3 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO3 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO3 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO3 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO3 involves teamwork in architectural planning. Therefore, the correlation is high (3)

PO11: Thumb rule

CO3 improves project-level design capability. Therefore, the correlation is high (3)

CO4: Evaluate Ethereum blockchain implementation and smart contract development tools.

Action Verb: Evaluate (L5)

PO1: Apply (L3)

CO4 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is greater than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO4 Action verb is greater than PO3 verb by two levels. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO4 Action verb is greater than PO5 verb by two levels. Therefore, the correlation is high (3)

PO6: Thumb rule

CO4 supports professional implementation practices. Therefore, the correlation is high (3)

PO7: Thumb rule

CO4 encourages ethical smart contract development. Therefore, the correlation is high (3)

PO8: Thumb rule

CO4 requires collaborative development activities. Therefore, the correlation is high (3)

PO9: Thumb rule

CO4 improves technical communication skills. Therefore, the correlation is high (3)

PO11: Thumb rule

CO4 enhances lifelong learning in blockchain technologies. Therefore, the correlation is high (3)

CO5: Analyze Hyperledger Fabric implementation and advanced blockchain technologies.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyse (L4)

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO5 Action verb is greater than PO3 verb by one level. Therefore, the correlation is high (3)

PO4: Analyse (L4)

CO5 Action verb is same level as PO4 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO6: Thumb rule

CO5 promotes ethical enterprise blockchain deployment. Therefore, the correlation is high (3)

PO7: Thumb rule

CO5 evaluates societal impact of blockchain solutions. Therefore, the correlation is high (3)

PO8: Thumb rule

CO5 involves teamwork in enterprise implementation. Therefore, the correlation is high (3)

PO9: Thumb rule

CO5 improves communication through technical documentation. Therefore, the correlation is high (3)

PO11: Thumb rule

CO5 enhances project management and analytical skills. Therefore, the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	AI in Cyber security (Professional Elective-IV)	L	T/CLC	P	C
23APE2515	IV-I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** the fundamentals of AI in cyber security, cyber threats and its applications, and AI-based security techniques.

CO2: **Apply** machine learning algorithms to identify and detect cyber threats and network attacks.

CO3: **Analyze** how deep learning techniques are used for malware detection, anomaly detection, and cyber security applications

CO4: **Evaluate** AI applications in various cyber security domain using AI-based security techniques.

CO5: **Apply** the challenges, ethics, and future trends of AI in cyber security.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Bloom's level
CO1	Understand	the fundamentals of AI in cyber security, cyber threats and its applications		AI Based Cyber Security techniques.	L2
CO2	Apply	machine learning algorithms		to identify and detect cyber threats and network attacks.	L3
CO3	Analyze	how deep learning techniques are used		for malware detection, anomaly detection, and cyber security applications.	L4
CO4	Evaluate	AI applications in various cyber security domain	using AI-based security techniques		L5
CO5	Apply	the challenges, ethics, and future trends		in AI cyber security	L3

UNIT - I	Introduction to AI in	9Hrs
Role of AI in Modern , Overview of Cyber Threats and Attack Vectors, Fundamentals of Machine Learning for Security, AI vs Traditional Security Techniques, AI-Based Cyber Defense Lifecycle, Threat Intelligence with AI, Data Types and Challenges, Case Studies of AI-Driven Attacks and Defenses		
UNIT - II	Machine Learning for Cyber Threat Detection	9Hrs
Supervised Learning for Intrusion Detection, Unsupervised Learning for Anomaly Detection, Feature Engineering from Network Traffic, Classification Algorithms: SVM, Decision Trees, Random Forests, Clustering Techniques: K-Means, DBSCAN, Ensemble Models and Model Evaluation Metrics, Real-Time Threat Detection Pipelines, Data Imbalance and Adversarial Sampling		
UNIT - III	Deep Learning in Threat Classification	9Hrs
Neural Networks for Threat Classification, CNNs for Malware Detection from Binary Files, RNNs/LSTMs for Sequential Log Analysis, Autoencoders for Anomaly Detection, GANs in Malware Evasion and Defense, Transfer Learning for Threat Signature Extraction, Deep Learning vs Traditional Models: A Comparative Study, Real-World Use Cases and Limitations		
UNIT - IV	AI for Specific Security Domains	9Hrs
AI for Phishing and Spam Detection, AI in Cloud Security and Edge Devices, Botnet and DDoS Attack Detection, AI-Driven Endpoint Security, Natural Language Processing for Threat Intelligence, Behavioral Biometrics and Fraud Detection, AI in Social Engineering Attack Prevention, Security Information and Event Management (SIEM) with AI		
UNIT - V	Challenges, Ethics & Future of AI in- Cyber security	9 Hrs
Explainable AI (XAI) in Cyber security, Adversarial Attacks and Defenses in AI Systems, Data Privacy and Federated Learning, Legal and Ethical Issues in AI Security Solutions, AI Model Bias and Fairness in Security Decisions, Securing AI Models Against Manipulation, Building Scalable AI-Powered SOC's, Future Trends: Autonomous Security, AI-Augmented Threat Hunting		

Textbooks:

1. Clarence Chio& David Freeman, "Machine Learning and Security", O'Reilly Media.
2. Xiaofeng Chen et al., "Artificial Intelligence and Big Data Analytics for ", Springer.
3. Mark Stamp, "Information Security: Principles and Practice", Wiley.

Reference Books:

1. SumeetDua& Xian Du, "Data Mining and Machine Learning in ", CRC Press.
2. ShaiShalev-Shwartz&Shai Ben-David, "Understanding Machine Learning", Cambridge University Press.
3. Zhiwei Lin & Yang Xiang, "Cyber Security Intelligence and Analytics", Springer.
4. BhavaniThuraisingham, "Data Mining for Malware Detection", CRC Press.

Correlation of COs with the POs & PSOs for B.Tech

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	2			2							2	1
CO2	3	3	2	2	3							3	2
CO3	2	3	2	3	3							3	3
CO4	2	3	3	2	3			1				2	3
CO5	2	2			2			1				2	2

(*3: Highly Correlated, 2: Moderately Correlated, 1: Weakly Correlated)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	INTERNET OF THINGS (Professional Elective-IV)	L	T / CLC	P	C
23APE2516	IV-I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** the application and characteristics of IoT

CO2: **Apply** design concept to build IoT solutions

CO3: **Analyze** various M2M and IoT architectures to optimize device communication

CO4: **Analyze** design issues to address the challenges in IoT applications

CO5: **Create** IoT solutions using sensors, actuators and Devices

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the application and characteristics of IoT	Given questions	Correct understanding	L2
CO2	Apply	design concept to build IoT solutions	Given problems	Correct application	L3
CO3	Analyze	various M2M and IoT architectures to optimize device communication	Given scenarios	Proper analysis	L4
CO4	Analyze	design issues to address the challenges in IoT applications	Given situations	Clear analysis	L4
CO5	Create	IoT solutions using sensors, actuators and Devices	Given development problems	Effective creation	L6

UNIT – I	8 Hrs
Introduction to IoT Definition and Characteristics of IoT, physical design of IoT, IoT protocols, IoT communication models, IoT Communication APIs, Communication protocols, Embedded Systems, IoT Levels and Templates.	
UNIT – II	9 Hrs
Prototyping IoT Objects using Microprocessor/Microcontroller: Working principles of sensors and actuators, setting up the board – Programming for IoT, Reading from Sensors, Communication: communication through Bluetooth, Wi-Fi.	
UNIT – III	8 Hrs
IoT Architecture and Protocol: Architecture Reference Model- Introduction, Reference Model and architecture, IoT reference Model, Protocols- 6LowPAN, RPL, CoAP, MQTT, IoT frameworks- Thing Speak	
UNIT – IV	8 Hrs
Device Discovery and Cloud Services for IoT: Introduction, Apache Hadoop, Using Hadoop Map Reduce for Batch Data Analysis. IEEE 802.15.4: The IEEE 802 committee family of protocols, The physical layer, The Media Access control layer, Uses of 802.15.4, The Future of 802.15.4: 802.15.4e and 802.15.4g.	
UNIT – V	10 Hrs
UAV IoT : Introduction to Unmanned Aerial Vehicles/Drones, Drone Types. Applications: Defense, Civil, Environmental Monitoring; UAV elements and sensors- Arms, motors, Electronic Speed Controller(ESC), GPS, IMU, Ultra sonic sensors; UAV Software –Arudpilot, Mission Planner, Internet of Drones(IoD)- Case study FlytBase.	
Textbooks: 1. Vijay Madiseti and ArshdeepBahga, –Internet of Things (A Hands-on-Approach)l, 1st Edition, VPT, 2014. 2. Handbook of unmanned aerial vehicles, K Valavanis; George J Vachtsevanos, New York, Springer, Boston, Massachusetts : Credo Reference, 2014. 2016.	
Reference Books:	

1. Jan Holler, VlasiosTsiatsis, Catherine Mulligan, Stefan Avesand, Stamatis Karnouskos, David Boyle, – From Machine-to-Machine to the Internet of Things: Introduction to a New Age of Intelligence, 1st Edition, Academic Press, 2014.
2. Arshdeep Bahga, Vijay Madiseti - Internet of Things: A Hands-On Approach, Universities Press, 2014.
3. The Internet of Things, Enabling technologies and use cases – Pethuru Raj, Anupama C. Raman, CRC Press.
4. Francis daCosta, –Rethinking the Internet of Things: A Scalable Approach to Connecting Everything, 1st Edition, Apress Publications, 2013
5. CunoPfister, Getting Started with the Internet of Things, O'Reilly Media, 2011, ISBN: 9781-4493- 9357-1
6. DGCA RPAS Guidance Manual, Revision 3 – 2020
7. Building Your Own Drones: A Beginners' Guide to Drones, UAVs, and ROVs, John Baichtal

Online Learning Resources:

1. <https://www.arduino.cc/>
2. <https://www.raspberrypi.org/>
3. <https://nptel.ac.in/courses/106105166/5>
4. <https://nptel.ac.in/courses/108108098/4>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	3	2	2	3			2			2		
CO2	3	3	2	2	3			3			3	2	
CO3	3	3	2	2	3			3			3	2	
CO4	3	3	3	3	3	3	3	3	3		3	3	2
CO5	3	3	3	3	3	3	3	3	3		3	3	2

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation Matrix

Unit No.	CO		Correlation	Co's Action verb	BTL	Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%						
1	8	19	2	Understand	L2	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Create (L6) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 2 2
2	9	21	3	Apply	L3	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Create (L6) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
3	8	19	2	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Create (L6) Analyse (L4) Apply (L3) Thumb rule	3 3 2 2 3 3 3

							rule Thumb rule	
4	8	19	2	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	Apply (L3) Analyse (L4) Create (L6) Analyse (L4) Apply (L3) Thumb rule Thumb rule Thumb rule Thumb rule	3 3 3 3 3 3 3 3 3 3
5	10	22	3	Create	L6	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	Apply (L3) Analyse (L4) Create (L6) Analyse (L4) Apply (L3) Thumb rule Thumb rule Thumb rule Thumb rule	3 3 3 3 3 3 3 3 3 3
	43	100						

Justification Statements :

CO1: Understand the application and characteristics of IoT.

Action Verb: Understand (L2)

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore, the correlation is high (3)

PO3: Create (L6)

CO1 Action verb is less than PO3 verb by four levels. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO1 Action verb is less than PO4 verb by two levels. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO1 Action verb is less than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO1 provides foundational IoT understanding. Therefore, the correlation is medium (2)

PO11: Thumb rule

CO1 supports continuous learning of IoT technologies. Therefore, the correlation is medium (2)

CO2: Apply design concept to build IoT solutions.

Action Verb: Apply (L3)

PO1: Apply (L3)

CO2 Action verb is same level as PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is less than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Create (L6)

CO2 Action verb is less than PO3 verb by three levels. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO2 Action verb is less than PO4 verb by one level. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO2 Action verb is same level as PO5 verb. Therefore, the correlation is high (3)

PO8: Thumb rule

CO2 requires collaborative IoT solution development. Therefore, the correlation is high (3)

PO11: Thumb rule

CO2 strengthens IoT system implementation skills. Therefore, the correlation is high (3)

CO3: Analyze various M2M and IoT architectures to optimize device communication.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO3 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Create (L6)

CO3 Action verb is less than PO3 verb by two levels. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO3 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO3 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO3 involves teamwork in IoT architecture analysis. Therefore, the correlation is high (3)

PO11: Thumb rule

CO3 improves analytical skills in IoT communication systems. Therefore, the correlation is high (3)

CO4: Analyze design issues to address the challenges in IoT applications.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO4 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Create (L6)

CO4 Action verb is less than PO3 verb by two levels. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is same level as PO4 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO4 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO6: Thumb rule

CO4 supports professional IoT evaluation practices. Therefore, the correlation is high (3)

PO7: Thumb rule

CO4 encourages ethical evaluation of IoT solutions. Therefore, the correlation is high (3)

PO8: Thumb rule

CO4 requires collaborative problem solving. Therefore, the correlation is high (3)

PO9: Thumb rule

CO4 improves technical communication through evaluation reports. Therefore, the correlation is high (3)

PO11: Thumb rule

CO4 enhances lifelong learning in emerging IoT technologies. Therefore, the correlation is high (3)

CO5: Create IoT solutions using sensors, actuators and devices.

Action Verb: Create (L6)

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by three levels. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is greater than PO2 verb by two levels. Therefore, the correlation is high (3)

PO3: Create (L6)

CO5 Action verb is same level as PO3 verb. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is greater than PO4 verb by two levels. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by three levels. Therefore, the correlation is high (3)

PO6: Thumb rule

CO5 promotes ethical considerations in IoT system design. Therefore, the correlation is high (3)

PO7: Thumb rule

CO5 evaluates environmental and societal impact of IoT devices. Therefore, the correlation is high (3)

PO8: Thumb rule

CO5 involves teamwork in IoT solution development. Therefore, the correlation is high (3)

PO9: Thumb rule

CO5 improves communication through IoT system demonstrations. Therefore, the correlation is high (3)

PO11: Thumb rule

CO5 enhances project-level IoT design and management skills. Therefore, the correlation is high (3)

AK23-CST-AT



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	AGILE METHODOLOGIES (Professional Elective-V)	L	T / CLC	P	C
23APE2517	IV – I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** Agile methodology concepts, principles, and project management practices.

CO2: **Analyze** Agile processes such as Scrum, Crystal, FDD, ASD, and Extreme Programming.

CO3: **Analyze** knowledge management practices and knowledge sharing in Agile environments.

CO4: **Evaluate** Agile requirements engineering techniques for managing dynamic requirements.

CO5: **Create** Agile quality assurance practices using metrics, TDD, and Agile product development approaches.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	Agile methodology concepts, principles, and project management practices	Given questions	Correct understanding	L2
CO2	Analyze	Agile processes such as Scrum, Crystal, FDD, ASD, and Extreme Programming	Given scenarios	Proper analysis	L4
CO3	Analyze	knowledge management practices and knowledge sharing in Agile environments	Given situations	Clear analysis	L4
CO4	Evaluate	Agile requirements engineering techniques for managing dynamic requirements	Given requirement cases	Appropriate evaluation	L5
CO5	Create	Agile quality assurance practices using metrics, TDD, and Agile product development approaches	Given development problems	Effective creation	L6

UNIT - I	AGILE METHODOLOGY	9 Hrs
Theories for Agile Management – Agile Software Development – Traditional Model vs. Agile Model – Classification of Agile Methods – Agile Manifesto and Principles – Agile Project Management – Agile Team Interactions – Ethics in Agile Teams – Agility in Design, Testing – Agile Documentations – Agile Drivers, Capabilities and Values		
UNIT - II	AGILE PROCESSES	8Hrs
Lean Production - SCRUM, Crystal, Feature Driven Development- Adaptive Software Development - Extreme Programming: Method Overview – Lifecycle – Work Products, Roles and Practices.		
UNIT - III	AGILITY AND KNOWLEDGE MANAGEMENT	8Hrs
Agile Information Systems – Agile Decision Making - Earl_S Schools of KM – Institutional Knowledge Evolution Cycle – Development, Acquisition, Refinement, Distribution, Deployment, Leveraging – KM in Software Engineering – Managing Software Knowledge – Challenges of Migrating to Agile Methodologies – Agile Knowledge Sharing – Role of Story-Cards – Story-Card Maturity Model (SMM).		
UNIT - IV	AGILITY AND REQUIREMENTS ENGINEERING	9 Hrs
Impact of Agile Processes in RE–Current Agile Practices – Variance – Overview of RE Using Agile Managing Unstable Requirements – Requirements Elicitation – Agile Requirements Abstraction Model – Requirements Management in Agile Environment, Agile Requirements Prioritization – Agile Requirements Modeling and Generation – Concurrency in Agile Requirements Generation.		
UNIT - V	AGILITY AND QUALITY ASSURANCE	9 Hrs
Agile Product Development – Agile Metrics – Feature Driven Development (FDD) – Financial and Production Metrics in FDD – Agile Approach to Quality Assurance - Test Driven Development – Agile Approach in Global Software Development.		

Textbooks:

- David J. Anderson and Eli Schragenheim, –Agile Management for Software Engineering: Applying the Theory of Constraints for Business Results, Prentice Hall, 2003.
- Hazza and Dubinsky, –Agile Software Engineering, Series: Undergraduate Topics in Computer Science, Springer, 2009.

Reference Books:													
1. Craig Larman, –Agile and Iterative Development: A Manager_s Guidel, Addison-Wesley, 2004.													
2. Kevin C. Desouza, –Agile Information Systems: Conceptualization, Construction, and Managementl, Butterworth-Heinemann, 2007.													
Online Learning Resources:													
https://www.nptelvideos.com/video.php?id=904													

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	3	2	2	3			2			2		
CO2	3	3	2	2	3			3			3	2	
CO3	3	3	2	2	3			3			3	2	
CO4	3	3	3	3	3	3	3	3	3		3	3	2
CO5	3	3	3	3	3	3	3	3	3		3	3	2

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	21		Understand	L2	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 2 2
2	8	19		Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
3	8	19		Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
4	9	21		Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule Thumb rule Thumb rule Thumb rule	3 3 3 3 3 3 3 3 3 3
	9	21		Create	L6	PO1 PO2 PO3	Apply (L3) Analyse (L4) Design (L3)	3 3 3

5						PO4	Analyse (L4)	3
						PO5	Apply (L3)	3
						PO6	Thumb rule	3
						PO7	Thumb rule	3
						PO8	Thumb rule	3
						PO9	Thumb rule	3
						PO11	Thumb rule	3
	43	100						

Justification Statements :

CO1: Understand Agile methodology concepts, principles, and project management practices.

Action Verb: Understand (L2)

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore, the correlation is high (3)

PO3: Design (L3)

CO1 Action verb is less than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO1 Action verb is less than PO4 verb by two levels. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO1 Action verb is less than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO1 provides foundational Agile methodology understanding. Therefore, the correlation is medium (2)

PO11: Thumb rule

CO1 supports continuous learning of Agile concepts. Therefore, the correlation is medium (2)

CO2: Analyze Agile processes such as Scrum, Crystal, FDD, ASD, and Extreme Programming.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO2 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO2 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO2 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO2 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO2 requires collaborative Agile process discussions. Therefore, the correlation is high (3)

PO11: Thumb rule

CO2 strengthens Agile development decision-making skills. Therefore, the correlation is high (3)

CO3: Analyze knowledge management practices and knowledge sharing in Agile environments.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO3 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO3 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO3 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO3 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO3 involves teamwork in Agile knowledge sharing. Therefore, the correlation is high (3)

PO11: Thumb rule

CO3 improves knowledge management practices in Agile teams. Therefore, the correlation is high (3)

CO4: Evaluate Agile requirements engineering techniques for managing dynamic requirements.

Action Verb: Evaluate (L5)

PO1: Apply (L3)

CO4 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is greater than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO4 Action verb is greater than PO3 verb by two levels. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO4 Action verb is greater than PO5 verb by two levels. Therefore, the correlation is high (3)

PO6: Thumb rule

CO4 supports professional evaluation practices. Therefore, the correlation is high (3)

PO7: Thumb rule

CO4 encourages ethical evaluation of requirements. Therefore, the correlation is high (3)

PO8: Thumb rule

CO4 requires collaborative assessment activities. Therefore, the correlation is high (3)

PO9: Thumb rule

CO4 improves technical communication through evaluation discussions. Therefore, the correlation is high (3)

PO11: Thumb rule

CO4 enhances lifelong learning in Agile requirements practices. Therefore, the correlation is high (3)

CO5: Create Agile quality assurance practices using metrics, TDD, and Agile product development approaches.

Action Verb: Create (L6)

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by three levels. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is greater than PO2 verb by two levels. Therefore, the correlation is high (3)

PO3: Design (L3)

CO5 Action verb is greater than PO3 verb by three levels. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is greater than PO4 verb by two levels. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by three levels. Therefore, the correlation is high (3)

PO6: Thumb rule

CO5 promotes professional Agile quality assurance practices. Therefore, the correlation is high (3)

PO7: Thumb rule

CO5 supports ethical quality assurance activities. Therefore, the correlation is high (3)

PO8: Thumb rule

CO5 involves teamwork in Agile testing and development. Therefore, the correlation is high (3)

PO9: Thumb rule

CO5 improves communication through Agile development reviews. Therefore, the correlation is high (3)

PO11: Thumb rule

CO5 enhances project-level Agile development capabilities. Therefore, the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	METaverse (Professional Elective-V)	L	T	P	C
23APE2518	IV-I		2	1	0	3

Pre-Requisites

Semester

Course Outcomes (CO): Student will be able to

- CO1 Understand** Metaverse fundamentals and communication concepts.
CO2 Analyze Metaverse layers and supporting technologies.
CO3 Analyze enabling technologies and design principles in Metaverse.
CO4 Evaluate Metaverse platforms, tools and interaction technologies.
CO5 Analyze Metaverse applications, security risks and challenges.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	Metaverse fundamentals and communication concepts	Given questions	Correct understanding	L2
CO2	Analyze	Metaverse layers and supporting technologies	Given scenarios	Proper analysis	L4
CO3	Analyze	Enabling technologies and design principles in Metaverse	Given problems	Clear analysis	L4
CO4	Evaluate	Metaverse platforms, tools and interaction technologies	Given design situations	Appropriate evaluation	L5
CO5	Analyze	Metaverse applications, security risks and challenges	Given case studies	Clear analysis	L4

UNIT - I	9 Hrs
Metaverse fundamentals: Metaverse evolution, Metaverse importance and characteristics, the interdisciplinary nature of the Metaverse, Metaverse opportunities and risks, Computer-mediated communication (social presence theory, social information processing theory, media richness theory, cyborg theory), Avatar-mediated communication	
UNIT - II	9 Hrs
The seven layers of Metaverse: ExperienceDiscovery, Creator economy, Spatial computing, Decentralization, Human interface, Infrastructure Metaverse Technologies part I: AR/VR/MR/XR, 3D reconstruction, Game engines, Smart glasses, wearables, haptic devices, headsets and headwear.	
UNIT - III	9 Hrs
Metaverse technologies part II: Blockchain, smart contracts, tokens, NFTs, Cryptography, Artificial Intelligence (AI), Internet of Things (IoT), Edge computing and 5G, 6G.Design theories and practices: Social presence and co-presence, Motion sickness and cybersickness, Uncanny valley, Sense of self- location, sense of agency and sense of body ownership, Universal simulation principle, Prototyping, Evaluation techniques (qualitative and quantitative	
UNIT - IV	9 Hrs
Tools and technologies for Metaverse UX and UI: Tools and services for avatar systems, Spatial user interface design, Cross-platform user experience design, Multimodal user interface, Technologies and devices for human computer interaction in Metaverse, Metaverse platforms: Decentral and, SANDBOX, Roblox, Axie Infinity, uHive, Hyper Nation, Nakamoto (NAKA), Metahero (HERO), Star Atlas (ATLAS), Bloktopia (BLOK), Stageverse, Spatial, PalkaCity, Viverse, Sorare, Illuvium, Upland, Second Life, Sansar, Sensorium Galaxy	
UNIT - V	9 Hrs
Metaverse applications - part I: Gaming and entertainment, Travel and tourism, Education and learning, Remote working, Commerce and business, Metaverse applications - part II: Real estate, Banking and Finance, Healthcare, Social media, Fashion, Metaverse and cyber security: Cyber security concerns in Metaverse: Social engineering attacks, Data theft, Decentralization vs vulnerabilities, Cyber security risks in Metaverse: process, people, technology, Metaverse and cybercrime: Scam and theft, Rug pull, Money	

manipulation and wash trading, Money laundering, Metaverse challenges and open issues: Persistency, Interoperability and scalability, Maturity, Regulation, Usefulness and ease-of-use, Privacy and data security, Content creation, NFTs and creator economy, Social, legal and ethical issues in the Metaverse.

Textbooks:

1. The Metaverse, Terry Winters, Independently published, 2021, ISBN: 979-8450959283

Reference Books:

1. Ball, M., 2022, –The Metaverse and How It Will Revolutionize Everything–, Live right, ISBN: 978-1324092032
2. Damar, M. (2021). Metaverse shape of your life for future: A bibliometric snapshot. Journal of Metaverse, 1(1), 1–8.
3. Day, J. (2022) Metaverse will see cyberwarfare attacks unlike anything before Massively elevated, February 28, <https://www.express.co.uk/news/science/1570844/metaverse-news-cyber-warfare-attacks-virtual-worlds-russia-china-spt>.
4. Polyviou, A., Sharma K., Pappas, I.O.(2023). Training in the metaverse: Employing physiological data to improve how we build metaverses for businesses. The next generation internet: The role of metaverses, AR, VR, MR, and digital twins, Temple University Institute for Business and Information Technology
Link: <https://ibit.temple.edu/nextgenerationinternet>
6. Qu Harrison T., Keeney, S., 2022, –The Metaverse Handbook: Innovating for the Internet's Next Tectonic Shift, Wiley, ISBN: 978-1119892526
7. Themistocleous, M., Christodoulou, K., & Katelaris, L. (2023). An Educational Metaverse Experiment: The first on-chain and in-Metaverse academic course. Information Systems. EMCIS 2022. Lecture Notes in Business Information Processing, Springer, Cham.
8. Stephenson, N., 1992, –Snow Crash, ISBN: 978-055338

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	3	2	2	3			2			2		
CO2	3	3	2	2	3			3			3	2	
CO3	3	3	2	2	3			3			3	2	
CO4	3	3	3	3	3	3	3	3	3		3	3	2
CO5	3	3	3	3	3	3	3	3	3		3	3	2

(*3: Highly Correlated, 2: Moderately Correlated, 1: Weakly Correlated)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	9	21		Understand	L2	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 2 2
2	8	19		Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3

3	8	19		Analyze	L4	PO1	Apply (L3)	3
						PO2	Analyse (L4)	3
						PO3	Design (L3)	2
						PO4	Analyse (L4)	2
						PO5	Apply (L3)	3
						PO8	Thumb rule	3
						PO11	Thumb rule	3
4	9	21		Evaluate	L5	PO1	Apply (L3)	3
						PO2	Analyse (L4)	3
						PO3	Design (L3)	3
						PO4	Analyse (L4)	3
						PO5	Apply (L3)	3
						PO6	Thumb rule	3
						PO7	Thumb rule	3
						PO8	Thumb rule	3
						PO9	Thumb rule	3
						PO11	Thumb rule	3
5	9	21		Analyze	L4	PO1	Apply (L3)	3
						PO2	Analyse (L4)	3
						PO3	Design (L3)	3
						PO4	Analyse (L4)	3
						PO5	Apply (L3)	3
						PO6	Thumb rule	3
						PO7	Thumb rule	3
						PO8	Thumb rule	3
						PO9	Thumb rule	3
						PO11	Thumb rule	3
	43	100						

Justification Statements :

CO1: Understand Metaverse fundamentals and communication concepts.

Action Verb: Understand (L2)

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore, the correlation is high (3)

PO3: Design (L3)

CO1 Action verb is less than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO1 Action verb is less than PO4 verb by two levels. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO1 Action verb is less than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO1 provides basic understanding of Metaverse concepts. Therefore, the correlation is medium (2)

PO11: Thumb rule

CO1 supports continuous learning of emerging technologies. Therefore, the correlation is medium (2)

CO2: Analyze Metaverse layers and supporting technologies.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO2 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO2 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO2 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO2 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO2 requires collaborative discussion of technologies. Therefore, the correlation is high (3)

PO11: Thumb rule

CO2 strengthens analytical understanding of Metaverse systems. Therefore, the correlation is high (3)

CO3: Analyze enabling technologies and design principles in Metaverse.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO3 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO3 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO3 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO3 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO3 involves teamwork in technology analysis. Therefore, the correlation is high (3)

PO11: Thumb rule

CO3 improves adaptability to new technologies. Therefore, the correlation is high (3)

CO4: Evaluate Metaverse platforms, tools and interaction technologies.

Action Verb: Evaluate (L5)

PO1: Apply (L3)

CO4 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is greater than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO4 Action verb is greater than PO3 verb by two levels. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO4 Action verb is greater than PO5 verb by two levels. Therefore, the correlation is high (3)

PO6: Thumb rule

CO4 supports professional evaluation practices. Therefore, the correlation is high (3)

PO7: Thumb rule

CO4 encourages ethical technology evaluation. Therefore, the correlation is high (3)

PO8: Thumb rule

CO4 requires collaborative assessment activities. Therefore, the correlation is high (3)

PO9: Thumb rule

CO4 improves technical communication through evaluation reports. Therefore, the correlation is high (3)

PO11: Thumb rule

CO4 enhances lifelong learning in emerging technologies. Therefore, the correlation is high (3)

CO5: Analyze Metaverse applications, security risks and challenges.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO5 Action verb is greater than PO3 verb by one level. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is same level as PO4 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO6: Thumb rule

CO5 promotes ethical considerations during technology analysis. Therefore, the correlation is high (3)

PO7: Thumb rule

CO5 evaluates societal implications of technology. Therefore, the correlation is high (3)

PO8: Thumb rule

CO5 involves teamwork in application analysis. Therefore, the correlation is high (3)

PO9: Thumb rule

CO5 improves communication through analytical presentations. Therefore, the correlation is high (3)

PO11: Thumb rule

CO5 enhances project-level analytical skills. Therefore, the correlation is high (3)

AK23-CST-ATT



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	COMPUTER VISION (Professional Elective-V)	L	T/CLC	P	C
23APE2519	IV - I		2	1	0	3

Course Outcomes:

After studying the course, Student will able to

CO1: Understand linear filters and convolution techniques in computer vision.

CO2: Analyze edge detection methods and noise handling techniques.

CO3: Analyze texture representation and synthesis techniques.

CO4: Evaluate image segmentation and clustering methods.

CO5: Analyze object recognition using template relations and probabilistic models.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	linear filters and convolution techniques in computer vision	Given questions	Correct understanding	L2
CO2	Analyze	edge detection methods and noise handling techniques	Given scenarios	Proper analysis	L4
CO3	Analyze	texture representation and synthesis techniques	Given problems	Clear analysis	L4
CO4	Evaluate	image segmentation and clustering methods	Given situations	Appropriate evaluation	L5
CO5	Analyze	object recognition using template relations and probabilistic models	Given case studies	Clear analysis	L4

Unit I	LINEAR FILTERS	8 Hrs
Introduction to Computer Vision, Linear Filters and Convolution, Shift Invariant Linear Systems, Spatial Frequency and Fourier Transforms, Sampling and Aliasing Filters as Templates, Technique: Normalized Correlation and Finding Patterns, Technique: Scale and Image Pyramids.		
Unit II	EDGE DETECTION	9 Hrs
Noise- Additive Stationary Gaussian Noise, Why Finite Differences Respond to Noise, Estimating Derivatives - Derivative of Gaussian Filters, Why Smoothing Helps, Choosing a Smoothing Filter, Why Smooth with a Gaussian? Detecting Edges-Using the Laplacian to Detect Edges, Gradient-Based Edge Detectors, Technique: Orientation Representations and Corners.		
Unit III	TEXTURE	9 Hrs
Representing Texture –Extracting Image Structure with Filter Banks, Representing Texture using the Statistics of Filter Outputs, Analysis (and Synthesis) Using Oriented Pyramids –The Laplacian Pyramid, Filters in the Spatial Frequency Domain, Oriented Pyramids, Application: Synthesizing Textures for Rendering, Homogeneity, Synthesis by Sampling Local Models, Shape from Texture, Shape from Texture for Planes.		
UNIT-IV	SEGMENTATION BY CLUSTERING	8 Hrs
What is Segmentation, Human Vision: Grouping and Gestalt, Applications: Shot Boundary Detection and Background Subtraction. Image Segmentation by Clustering Pixels, Segmentation by Graph-Theoretic Clustering. The Hough Transform, Fitting Lines, Fitting Curves		
UNIT-V	RECOGNIZATION BY RELATIONS BETWEEN TEMPLATES	8 Hrs
Finding Objects by Voting on Relations between Templates, Relational Reasoning Using Probabilistic Models and Search, Using Classifiers to Prune Search, Hidden Markov Models, Application: HMM and Sign Language Understanding, Finding People with HMM.		
Textbooks:		
1. David A. Forsyth, Jean Ponce, Computer Vision – A modern Approach, PHI, 2003.		

Reference Books:

1. Geometric Computing with Clifford Algebras: Theoretical Foundations and Applications in Computer Vision and Robotics, Springer; 1 edition, 2001 by Sommer.
2. Digital Image Processing and Computer Vision, 1/e, by Sonka.
3. Computer Vision and Applications: Concise Edition (With CD) by Jack Academy Press, 2000.

Online Learning Resources:

1. <https://nptel.ac.in/courses/106105216>
2. <https://nptel.ac.in/courses/108103174>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	2					2						2	
CO2		2		3		2							3
CO3	3	3		3		3				3		2	
CO4				3	3	3					3		3
CO5	3	3				2					2	3	

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit no	CO					Program Outcome (PO)	PO(s) : Action Verb and BTL (for PO1 to PO11)	Level of Correlation (0-3)
	Lesson Plan (Hrs)	%	Correlation	Co's Action verb	BTL			
1	8	19%	2	Understand	L2	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 2 2
2	9	21%	3	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
3	9	21%	3	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
4	8	19%	2	Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule Thumb rule Thumb rule Thumb rule	3 3 3 3 3 3 3 3 3 3
5	8	19%	2	Analyze	L4	PO1	Apply (L3)	3

						PO2	Analyse (L4)	3
						PO3	Design (L3)	3
						PO4	Analyse (L4)	3
						PO5	Apply (L3)	3
						PO6	Thumb rule	3
						PO7	Thumb rule	3
						PO8	Thumb rule	3
						PO9	Thumb rule	3
						PO11	Thumb rule	3
	42	100 %						

Justification Statements

CO1: Understand linear filters and convolution techniques in computer vision.

Action Verb: Understand (L2)

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore, the correlation is high (3)

PO3: Design (L3)

CO1 Action verb is less than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO1 Action verb is less than PO4 verb by two levels. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO1 Action verb is less than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO1 provides foundational understanding of vision techniques. Therefore, the correlation is medium (2)

PO11: Thumb rule

CO1 supports continuous learning of computer vision concepts. Therefore, the correlation is medium (2)

CO2: Analyze edge detection methods and noise handling techniques.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO2 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO2 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO2 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO2 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO2 requires collaborative analysis of detection techniques. Therefore, the correlation is high (3)

PO11: Thumb rule

CO2 strengthens analytical understanding of vision algorithms. Therefore, the correlation is high (3)

CO3: Analyze texture representation and synthesis techniques.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO3 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO3 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO3 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO3 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO3 involves teamwork in texture analysis. Therefore, the correlation is high (3)

PO11: Thumb rule

CO3 improves adaptability to advanced vision techniques. Therefore, the correlation is high (3)

CO4: Evaluate image segmentation and clustering methods.

Action Verb: Evaluate (L5)

PO1: Apply (L3)

CO4 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is greater than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO4 Action verb is greater than PO3 verb by two levels. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO4 Action verb is greater than PO5 verb by two levels. Therefore, the correlation is high (3)

PO6: Thumb rule

CO4 supports professional evaluation practices. Therefore, the correlation is high (3)

PO7: Thumb rule

CO4 encourages ethical evaluation of image analysis methods. Therefore, the correlation is high (3)

PO8: Thumb rule

CO4 requires collaborative assessment activities. Therefore, the correlation is high (3)

PO9: Thumb rule

CO4 improves technical communication through evaluation reports. Therefore, the correlation is high (3)

PO11: Thumb rule

CO4 enhances lifelong learning in computer vision technologies. Therefore, the correlation is high (3)

CO5: Analyze object recognition using template relations and probabilistic models.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO5 Action verb is greater than PO3 verb by one level. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is same level as PO4 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO6: Thumb rule

CO5 promotes ethical considerations during algorithm analysis. Therefore, the correlation is high (3)

PO7: Thumb rule

CO5 evaluates societal impact of recognition systems. Therefore, the correlation is high (3)

PO8: Thumb rule

CO5 involves teamwork in recognition model discussions. Therefore, the correlation is high (3)

PO9: Thumb rule

CO5 improves communication through analytical presentations. Therefore, the correlation is high (3)

PO11: Thumb rule

CO5 enhances project-level analytical and management skills. Therefore, the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	CYBER PHYSICAL SYSTEMS (Professional Elective-V)	L	T / CLC	P	C
23APE2520	IV – I		2	1	0	3

Course Outcomes:

After studying the course, student will be able to

CO1: **Understand** symbolic synthesis methods in cyber-physical systems.

CO2: **Analyze** security requirements, attacks, and countermeasures in CPS.

CO3: **Analyze** synchronization techniques in distributed CPS.

CO4: **Evaluate** real-time scheduling techniques in CPS.

CO5: **Analyze** model integration and semantics in cyber-physical systems.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	symbolic synthesis methods in cyber-physical systems	Given questions	Correct understanding	L2
CO2	Analyze	security requirements, attacks, and countermeasures in CPS	Given scenarios	Proper analysis	L4
CO3	Analyze	synchronization techniques in distributed CPS	Given problems	Clear analysis	L4
CO4	Evaluate	real-time scheduling techniques in CPS	Given situations	Appropriate evaluation	L5
CO5	Analyze	model integration and semantics in cyber-physical systems	Given case studies	Clear analysis	L4

UNIT - I **Symbolic Synthesis for Cyber-Physical Systems**

Introduction and Motivation, Basic Techniques - Preliminaries, Problem Definition, Solving the Synthesis Problem, Construction of Symbolic Models, Advanced Techniques: Construction of Symbolic Models, Continuous-Time Controllers, Software Tools.

UNIT - II **Security of Cyber-Physical Systems**

Introduction and Motivation, Basic Techniques - Cyber Security Requirements, Attack Model, Countermeasures, Advanced Techniques: System Theoretic Approaches.

UNIT - III **Synchronization in Distributed Cyber-Physical Systems**

Challenges in Cyber-Physical Systems, A Complexity-Reducing Technique for Synchronization, Formal Software Engineering, Distributed Consensus Algorithms, Synchronous Lockstep Executions, Time-Triggered Architecture, Related Technology, Advanced Techniques.

UNIT - IV **Real-Time Scheduling for Cyber-Physical Systems**

Introduction and Motivation, Basic Techniques - Scheduling with Fixed Timing Parameters, Memory Effects, Multiprocessor/Multicore Scheduling, Accommodating Variability and Uncertainty

UNIT - V **Model Integration in Cyber-Physical Systems**

Introduction and Motivation, Causality, Semantic Domains for Time, Interaction Models for Computational Processes, Semantics of CPS DSMLs, Advanced Techniques, For Spec, The Syntax of CyPhyML, Formalization of Semantics, Formalization of Language Integration.

Textbooks:

1. Raj Raj kumar, Dion is io De Niz, and Mark Klein, Cyber-Physical Systems, Addison- Wesley Professional.
2. Rajeve Alur, Principles of Cyber-Physical Systems, MIT Press, 2015

Reference Books:

Online Learning Resources:

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	3	2	2	3			2			2		
CO2	3	3	2	2	3			3			3	2	
CO3	3	3	2	2	3			3			3	2	
CO4	3	3	3	3	3	3	3	3	3		3	3	2
CO5	3	3	3	3	3	3	3	3	3		3	3	2

(Levels of Correlation, viz., 1-Low, 2-Moderate, 3 High)

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s) :Action Verb and BTL(for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan(Hrs)	%	Correlation	Co's Action verb	BTL			
1	10	20	2	Understand	L2	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 2 2
2	10	20	2	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
3	10	20	2	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
4	10	20	2	Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule Thumb rule Thumb rule Thumb rule	3 3 3 3 3 3 3 3 3 3
5	10	20	2	Analyze	L4	PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule Thumb rule Thumb rule Thumb rule	3 3 3 3 3 3 3 3 3 3
	50	100						

Justification Statements :

CO1: Understand symbolic synthesis methods in cyber-physical systems.

Action Verb: Understand (L2)

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore, the correlation is high (3)

PO3: Design (L3)

CO1 Action verb is less than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO1 Action verb is less than PO4 verb by two levels. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO1 Action verb is less than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO1 provides foundational CPS knowledge. Therefore, the correlation is medium (2)

PO11: Thumb rule

CO1 supports continuous learning of CPS concepts. Therefore, the correlation is medium (2)

CO2: Analyze security requirements, attacks, and countermeasures in CPS.

Action Verb: Analyze (L4)**PO1: Apply (L3)**

CO2 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO2 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO2 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO2 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO2 requires collaborative security analysis. Therefore, the correlation is high (3)

PO11: Thumb rule

CO2 strengthens CPS security decision-making skills. Therefore, the correlation is high (3)

CO3: Analyze synchronization techniques in distributed CPS.

Action Verb: Analyze (L4)**PO1: Apply (L3)**

CO3 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO3 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO3 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO3 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO3 involves teamwork in distributed system analysis. Therefore, the correlation is high (3)

PO11: Thumb rule

CO3 improves understanding of distributed CPS synchronization. Therefore, the correlation is high (3)

CO4: Evaluate real-time scheduling techniques in CPS.

Action Verb: Evaluate (L5)**PO1: Apply (L3)**

CO4 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is greater than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO4 Action verb is greater than PO3 verb by two levels. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO4 Action verb is greater than PO5 verb by two levels. Therefore, the correlation is high (3)

PO6: Thumb rule

CO4 supports professional evaluation practices. Therefore, the correlation is high (3)

PO7: Thumb rule

CO4 encourages ethical system evaluation. Therefore, the correlation is high (3)

PO8: Thumb rule

CO4 requires collaborative scheduling analysis. Therefore, the correlation is high (3)

PO9: Thumb rule

CO4 improves technical communication through evaluation reports. Therefore, the correlation is high (3)

PO11: Thumb rule

CO4 enhances lifelong learning in CPS scheduling techniques. Therefore, the correlation is high (3)

CO5: Analyze model integration and semantics in cyber-physical systems.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyse (L4)

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO5 Action verb is greater than PO3 verb by one level. Therefore, the correlation is high (3)

PO4: Analyse (L4)

CO5 Action verb is same level as PO4 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO6: Thumb rule

CO5 promotes ethical considerations in CPS integration. Therefore, the correlation is high (3)

PO7: Thumb rule

CO5 evaluates societal and environmental implications. Therefore, the correlation is high (3)

PO8: Thumb rule

CO5 involves teamwork in CPS model integration. Therefore, the correlation is high (3)

PO9: Thumb rule

CO5 improves communication through analytical presentations. Therefore, the correlation is high (3)

PO11: Thumb rule

CO5 enhances project-level analytical and management skills. Therefore, the correlation is high (3)



ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI

(AUTONOMOUS)

COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	Microprocessors and Microcontrollers	L	T / CLC	P	C
23AOE0107	IV – I	(Open Elective – IV)	2	1	0	3

Course Outcomes:

AK23-CSIT-AIT



ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
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COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	Prompt Engineering (Skill Enhancement Course)	L	T	P	C
23ASC2505	IV-I		0	1	2	2

Course Outcomes:

- CO1: **Understand** foundations and significance of prompt engineering.
CO2: **Analyze** different types of prompts and their applications.
CO3: **Apply** prompting strategies to improve model performance.
CO4: **Evaluate** prompt optimization and fine-tuning techniques.
CO5: **Analyze** prompt evaluation methods and bias mitigation strategies.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms Level
CO1	Understand	foundations and significance of prompt engineering	Given questions	Correct understanding	L2
CO2	Analyze	types of prompts and their applications	Given scenarios	Proper analysis	L4
CO3	Apply	prompting strategies to improve model performance	Given tasks	Correct application	L3
CO4	Evaluate	prompt optimization and fine-tuning techniques	Given problems	Appropriate evaluation	L5
CO5	Analyze	prompt evaluation methods and bias mitigation strategies	Given case studies	Clear analysis	L4

Module 1:	Introduction to Prompt Engineering	
Lesson 1: Foundations of Prompt Engineering - Overview of prompt engineering and its significance in NLP and ML. - Historical context and evolution of prompt-based approaches.		
Module 2:	Types of Prompts and Their Applications	
Lesson 2: Closed-Ended Prompts - Under standing and creating prompts for specific answers. - Applications in question- answering systems. Lesson 3: Open-Ended Prompts - Crafting prompts for creative responses. - Applications in language generation models.		
Module 3:	Strategies for Effective Prompting	
Lesson 4: Probing Prompts - Designing prompts to reveal model biases. - Ethical considerations in using probing prompts. Lesson 5: Adversarial Prompts - Creating prompts to stress-test models. - Enhancing robustness through adversarial prompting.		
Module 4:	Fine-Tuning and Optimizing with Prompts	
Lesson 6: Fine-Tuning Models with Prompts - Techniques for incorporating prompts during model training. - Balancing prompt influence and generalization. Lesson 7: Optimizing Prompt Selection - Methods for selecting optimal prompts for specific tasks. - Customizing prompts based on model behavior.		
Module 5:	Evaluation and Bias Mitigation	
Lesson 8: Evaluating Prompt Performance - Metrics and methodologies for assessing model performance with prompts. - Interpreting and analyzing results. Lesson 9: Bias Mitigation in Prompt Engineering - Strategies to identify and address biases introduced by prompts. - Ensuring fairness and inclusivity in prompt-based models.		
Module 6:	Real-World Applications and Case Studies	
Lesson 10: Case Studies in Prompt Engineering		

- Exploration of successful implementations and challenges in real-world scenarios.
- Guest lectures from industry experts sharing their experiences

Textbooks:

1. "Prompt Engineering in Action" – Danny D. Sullivan
2. "The Art of Prompt Engineering with Chat GPT: A Hands-On Guide" – Nathan Hunter.

Reference Books:

1. "Prompt Engineering in Practice" – Michael F. Lewis
2. "Mastering AI Prompt Engineering: The Ultimate Guide for Chat GPT Users" – Adriano Damiao
3. "Writing AI Prompts For Dummies" – Stephanie Diamond and Jeffrey Allan
4. "Prompt Engineering Guide" (Online Resource) – promptingguide.ai

Online Learning Resources:

1. <https://www.udemy.com/course/understanding-prompt-engineering/?couponCode=NVDINCTA35TRT>
2. <https://www.udemy.com/course/understanding-prompt-engineering/?couponCode=NVDINCTA35TRT>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1	3	3	2	2	3			2			2		
CO2	3	3	2	2	3			3			3	2	
CO3	3	3	2	2	3			3			3	2	
CO4	3	3	3	3	3	3	3	3	3		3	3	2
CO5	3	3	3	3	3	3	3	3	3		3	3	2

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s): Action Verb and BTL (for PO1 to PO11)	Level of Correlation (0-3)
	Lesson Plan(Hrs)	%	Correlation	CO's Action Verb	BTL			
1	10	20		Understand	L2	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 2 2
2	10	20		Analyse	L4	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
3	10	20		Apply	L3	PO1 PO2 PO3 PO4 PO5 PO8 PO11	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule Thumb rule	3 3 2 2 3 3 3
4	10	20		Evaluate	L5	PO1 PO2 PO3 PO4 PO5 PO6	Apply (L3) Analyse (L4) Design (L3) Analyse (L4) Apply (L3) Thumb rule	3 3 3 3 3 3

						PO7	Thumb rule	3
						PO8	Thumb rule	3
						PO9	Thumb rule	3
						PO11	Thumb rule	3
5	10	20		Analyze	L4	PO1	Apply (L3)	3
						PO2	Analyse (L4)	3
						PO3	Design (L3)	3
						PO4	Analyse (L4)	3
						PO5	Apply (L3)	3
						PO6	Thumb rule	3
						PO7	Thumb rule	3
						PO8	Thumb rule	3
						PO9	Thumb rule	3
						PO11	Thumb rule	3
Total	50	100						

Justification Statements:

CO1: Understand foundations and significance of prompt engineering.

Action Verb: Understand (L2)

PO1: Apply (L3)

CO1 Action verb is less than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO1 Action verb is less than PO2 verb by two levels. Therefore, the correlation is high (3)

PO3: Design (L3)

CO1 Action verb is less than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO1 Action verb is less than PO4 verb by two levels. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO1 Action verb is less than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO1 provides understanding of prompt engineering foundations. Therefore, the correlation is medium (2)

PO11: Thumb rule

CO1 supports continuous learning of prompt engineering concepts. Therefore, the correlation is medium (2)

CO2: Analyze different types of prompts and their applications.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO2 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO2 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO2 Action verb is greater than PO3 verb by one level. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO2 Action verb is same level as PO4 verb. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO2 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO8: Thumb rule

CO2 involves collaborative discussions on prompts. Therefore, the correlation is high (3)

PO11: Thumb rule

CO2 improves analytical skills in prompt engineering. Therefore, the correlation is high (3)

CO3: Apply prompting strategies to improve model performance.

Action Verb: Apply (L3)

PO1: Apply (L3)

CO3 Action verb is same level as PO1 verb. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO3 Action verb is less than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO3 Action verb is same level as PO3 verb. Therefore, the correlation is medium (2)

PO4: Analyze (L4)

CO3 Action verb is less than PO4 verb by one level. Therefore, the correlation is medium (2)

PO5: Apply (L3)

CO3 Action verb is same level as PO5 verb. Therefore, the correlation is high (3)

PO8: Thumb rule

CO3 involves teamwork in prompting activities. Therefore, the correlation is high (3)

PO11: Thumb rule

CO3 improves adaptability in prompt engineering practices. Therefore, the correlation is high (3)

CO4: Evaluate prompt optimization and fine-tuning techniques.

Action Verb: Evaluate (L5)

PO1: Apply (L3)

CO4 Action verb is greater than PO1 verb by two levels. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO4 Action verb is greater than PO2 verb by one level. Therefore, the correlation is high (3)

PO3: Design (L3)

CO4 Action verb is greater than PO3 verb by two levels. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO4 Action verb is greater than PO4 verb by one level. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO4 Action verb is greater than PO5 verb by two levels. Therefore, the correlation is high (3)

PO6: Thumb rule

CO4 supports professional evaluation practices. Therefore, the correlation is high (3)

PO7: Thumb rule

CO4 encourages ethical evaluation of prompt techniques. Therefore, the correlation is high (3)

PO8: Thumb rule

CO4 requires collaborative evaluation activities. Therefore, the correlation is high (3)

PO9: Thumb rule

CO4 improves communication through evaluation reports. Therefore, the correlation is high (3)

PO11: Thumb rule

CO4 enhances lifelong learning in prompt optimization techniques. Therefore, the correlation is high (3)

CO5: Analyze prompt evaluation methods and bias mitigation strategies.

Action Verb: Analyze (L4)

PO1: Apply (L3)

CO5 Action verb is greater than PO1 verb by one level. Therefore, the correlation is high (3)

PO2: Analyze (L4)

CO5 Action verb is same level as PO2 verb. Therefore, the correlation is high (3)

PO3: Design (L3)

CO5 Action verb is greater than PO3 verb by one level. Therefore, the correlation is high (3)

PO4: Analyze (L4)

CO5 Action verb is same level as PO4 verb. Therefore, the correlation is high (3)

PO5: Apply (L3)

CO5 Action verb is greater than PO5 verb by one level. Therefore, the correlation is high (3)

PO6: Thumb rule

CO5 promotes ethical considerations in prompt evaluation. Therefore, the correlation is high (3)

PO7: Thumb rule

CO5 evaluates societal implications of prompts. Therefore, the correlation is high (3)

PO8: Thumb rule

CO5 involves teamwork in prompt evaluation activities. Therefore, the correlation is high (3)

PO9: Thumb rule

CO5 improves communication through analytical presentations. Therefore, the correlation is high (3)

PO11: Thumb rule

CO5 enhances analytical and management skills. Therefore, the correlation is high (3)



**ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)**

COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)

Course Code	Year & Sem	Gender Sensitization (Mandatory Course)	L	T / CLC	P	C
23AMCMB01	IV – I		2	0	0	-

Course Outcomes:

Course Outcomes: After the completion of the course Student should be able to

CO1: Understand the fundamental concepts, construction, and socialization of gender in the context of gender identity for social development.

CO2: Apply gender roles, relationships, discrimination in the context of sex selection, declining sex ratio for addressing social and demographic consequences.

CO3: Analyze the division, valuation of labour in the context of unrecognized work and gender development for awareness of gender-related issues in society

CO4: Analyze the gender-based violence in the context of its causes, impacts and consequences considering the human rights perspective.

CO5: Analyze gender-sensitive approaches by integrating gender-sensitive language and just relationship principles for media and everyday life.

CO	Action Verb	Knowledge Statement	Condition	Criteria	Blooms level
CO1	Understand	the fundamental concepts, construction, and socialization	in the context of gender identity	for social development.	L2
CO2	Apply	gender roles, relationships, discrimination	in the context of sex selection	for addressing social and demographic consequences.	L3
CO3	Analyze	the division, valuation of labour	in the context of unrecognized work and gender development	for awareness of gender-related issues in society	L4
CO4	Analyze	the gender-based violence	in the context of its causes, impacts and consequences	considering the human rights perspective.	L4
CO5	Analyze	gender-sensitive approaches	by integrating gender-sensitive language and just relationship principles	for media and everyday life	L4

Unit-1 UNDERSTANDING GENDER

Introduction: Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men - Preparing for Womanhood. Growing up Male. First lessons in Caste.

Unit-2 GENDER ROLES AND RELATIONS

Two or Many? -Struggles with Discrimination-Gender Roles and Relations-Types of Gender Roles- Gender Roles and Relationships Matrix-Missing Women-Sex Selection and its Consequences- Declining Sex Ratio- Demographic Consequences-Gender Spectrum -

Unit-3 GENDER AND LABOUR

Division and Valuation of Labour-Housework: The Invisible Labor- —My Mother doesn't Work. |

—Share the Load. | -Work: Its Politics and Economics -Fact and Fiction- Unrecognized and Unaccounted work -Gender Development Issues-Gender, Governance and Sustainable Development-Gender and Human Rights-Gender and Mainstreaming

Unit-4 GENDER-BASED VIOLENCE

The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment - Domestic Violence - Different forms of violence against women - Causes of violence, impact of violence against women - Consequences of gender-based violence

Unit-5 GENDER AND CULTURE

Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature- Gender Development Issues-Gender Issues- Gender Sensitive Language- Just Relationships

Textbooks:

1.A. Suneetha, Uma Bhugubanda, et al. *Towards a World of Equals: A Bilingual Textbook on Gender*, Telugu Akademi, Telangana, 2015.

2. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. UK Paperback Edn. March 1990.

Reference Books:

1. Wtatt, Robin and Massood, Nazia, *Broken Mirrors: The dowry Problems in India*, London : Sage Publications, 2011
2. Datt, R. and Kornberg, J.(eds), *Women in Developing Countries, Assessing Strategies for Empowerment*, London: Lynne Rienner Publishers, 2002
3. Brush, Lisa D., *Gender and Governance*, New Delhi, Rawat Publication, 2007
4. Singh, Direeti, *Women and Politics World Wide*, New Delhi, Axis Publications, 2010
5. Raj Pal Singh, Anupama Sihag, *Gender Sensitization: Issues and Challenges* (English, Hardcover), Raj Publications, 2019.
6. A. Revathy & Murali, Nandini, *A Life in Trans Activism* (Lakshmi Narayan Tripathi). The University of Chicago Press, 2016.

Online Learning Resources:

1. **Understanding Gender:**
chrome-extension://kdpelmjpfafjppnhbloffcjpeomlnpah/https://www.arvindguptatoys.com/arvindgupta/kamla-gender1.pdf
https://onlinecourses.swayam2.ac.in/nou24_hs53/preview
2. **Gender Roles and Relations**
<https://www.plannedparenthood.org/learn/gender-identity/sex-gender-identity/what-are-gender-roles-and-stereotypes>
<https://www.verywellmind.com/understanding-gender-roles-and-their-effect-on-our-relationships-7499408>
https://onlinecourses.swayam2.ac.in/cec23_hs29/preview
3. **Gender and Labour**
<https://www.economicsobservatory.com/what-explains-the-gender-division-of-labour-and-how-can-it-be-redressed>
https://onlinecourses.nptel.ac.in/noc23_mg67/preview
4. **Gender-Based Violence**
https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence?language_content_entity=en
<https://www.worldbank.org/en/topic/socialsustainability/brief/violence-against-women-and-girls>
https://onlinecourses.swayam2.ac.in/nou25_ge38/preview
5. **Gender And Culture**
<https://gender.study/psychology-of-gender/culture-impact-gender-roles-identities/>
<https://sociology.iresearchnet.com/sociology-of-culture/gender-and-culture/>
<https://archive.nptel.ac.in/courses/109/106/109106136/>
<http://www.thealternative.in/lifestyle/i-fought-for-my-lifeand-won-sohaila-abdual/>

Mapping of course outcomes with program outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2
CO1						2		2					
CO2						2		2					
CO3						3		3					
CO4						3		3					
CO5						3		3					

Correlation matrix

Unit No.	CO					Program Outcome (PO)	PO(s): Action Verb and BTL (for PO1 to PO11)	Level of Correlation (0-3)
	Lesson plan (Hrs)	%	Correlation	Co's Action verb	BTL			
1	6	20%	3	Understand	L2	PO6, PO8	PO6: Thumb Rule PO8: Thumb Rule	2 2
2	6	20%	2	Apply	L3	PO6, PO8	PO6: Thumb Rule	3 3

							PO8: Rule	Thumb	
3	6	20%	2	Analyze	L4	PO6, PO8	PO6: Rule PO8: Rule	Thumb Thumb	3 3
4	6	20%	2	Analyze	L4	PO6, PO8	PO6: Rule PO8: Rule	Thumb Thumb	3 3
5	6	20%	3	Analyze	L4	PO6, PO8	PO6: Rule PO8: Rule	Thumb Thumb	3 3
	30	100 %							

Justification Statements:

CO1: Understand the fundamental concepts, construction, and socialization of gender in the context of gender identity for social development

Action Verb: Understand (L2)

PO6 Verbs: Using Thumb Rule, CO1 correlates to PO6 as moderate (2).

PO8 Verbs: Using Thumb Rule, CO1 correlates to PO8 as moderate (2).

CO2: Apply gender roles, relationships, discrimination in the context of sex selection, declining sex ratio for addressing social and demographic consequences.

Action Verb: Apply (L4)

PO6 Verbs: Using Thumb Rule, CO2 correlates to PO6 as high (3).

PO8 Verbs: Using Thumb Rule, CO2 correlates to PO8 as high (3).

CO3: Analyze the division, valuation of labour in the context of unrecognized work and gender development for awareness of gender-related issues in society

Action Verb: Analyze (L4)

PO6 Verbs: Using Thumb Rule, CO3 correlates to PO6 as high (3).

PO8 Verbs: Using Thumb Rule, CO3 correlates to PO8 as high (3).

CO4: Analyze the gender-based violence in the context of its causes, impacts and consequences considering the human rights perspective.

Action Verb: Analyze (L4)

PO6 Verbs: Using Thumb Rule, CO4 correlates to PO6 as high (3).

PO8 Verbs: Using Thumb Rule, CO4 correlates to PO8 as high (3).

CO5: Analyze gender-sensitive approaches by integrating gender-sensitive language and just relationship principles for media and everyday life.

Action Verb: Analyze (L4)

PO6 Verbs: Using Thumb Rule, CO5 correlates to PO6 as high (3).

PO8 Verbs: Using Thumb Rule, CO5 correlates to PO8 as high (3).

ANNAMACHARYA INSTITUTE OF TECHNOLOGY AND SCIENCES, TIRUPATI
(AUTONOMOUS)
COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CSIT)
 (Effective for the batches admitted in 2024-25)

Semester VIII (Fourth year)

Sl. No.	Category	Course Code	Course Title	Hours per week			Credits	CIE	SEE	Total
				L	T / CLC	P				
1	PR	23APR2503	Industry Internship (Long term)	0	0	8	4	100		100
2	PR	23APR2504	Project Work	0	0	16	8	60	140	200
			TOTAL			24	12	160	140	300