

# CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)

NATIONALLY ACCREDITED (III CYCLE) WITH "A" GRADE BY NAAC

ISO 9001:2015 Certified

**TIRUCHIRAPPALLI – 18**

DEPARTMENT OF COMPUTER APPLICATIONS



## *Bachelor of Computer Applications*

*2023-2024 onwards*

*SYLLABUS*

# **CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)**

## **DEPARTMENT OF COMPUTER APPLICATIONS**

### **VISION**

- ❖ To produce globally competent computer professionals by providing high quality education and also focus on developing the skills of technical competency.
- ❖ To make an incorporated framework that meets the higher instructive necessities of the community.
- ❖ To prepare the students for technical training with revolutionary vision so they can create employment opportunities for themselves as well as for others.

### **MISSION**

- ❖ To produce a quality learning environment that helps students to enhance problem solving skills and practical knowledge.
- ❖ To provide technical education to the students through well-equipped labs.
- ❖ Giving personal attention to slow learners consequently, allowing them to cope-up with other wards.
- ❖ To impart the professional and communication skills training to the students to get better placement.

## PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEOs	Statements
<b>PEO 1</b>	<b>LEARNING ENVIRONMENT</b> To facilitate value-based holistic and comprehensive learning by integrating innovative learning practices to match the highest quality standards and train the students to be effective leaders in their chosen fields.
<b>PEO 2</b>	<b>ACADEMIC EXCELLENCE</b> To provide a conducive environment to unleash their hidden talents and to nurture the spirit of critical thinking and encourage them to achieve their goal.
<b>PEO 3</b>	<b>EMPLOYABILITY</b> To equip students with the required skills in order to adapt to the changing global scenario and gain access to versatile career opportunities in multidisciplinary domains.
<b>PEO 4</b>	<b>PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY</b> To develop a sense of social responsibility by formulating ethics and equity to transform students into committed professionals with a strong attitude towards the development of the nation.
<b>PEO 5</b>	<b>GREEN SUSTAINABILITY</b> To understand the impact of professional solutions in societal and environmental contexts and demonstrate the knowledge for an overall sustainable development.

**PROGRAMME OUTCOMES for B.Sc Computer Science,**

**B.Sc Computer Science with Cognitive Systems , BCA and**

**B.Sc Information Technology PROGRAMME**

<b>PO NO.</b>	On completion of B. Sc Computer Science / B. Sc Computer Science with Cognitive Systems / BCA/ B. Sc Information Technology Programme, the students will be able to
<b>PO 1</b>	<b>ACADEMIC SKILLS &amp; SOCIAL RESPONSIBILITY</b> Apply Computing, Mathematical and Scientific Knowledge in Various disciplines by understanding the concerns of the society.
<b>PO 2</b>	<b>CRITICAL THINKING AND INNOVATIVE PROGRESS</b> Design the software applications with varying intricacies using programming languages for innovative learning in techno world to meet the changing demands.
<b>PO 3</b>	<b>PERSONALITY DEVELOPMENT</b> Perceive Leadership skills to accomplish a common goal with effective communication and understanding of professional, ethical, and social responsibilities.
<b>PO 4</b>	<b>LIFELONG LEARNING</b> Identify resources for professional development and apply the skills and tools necessary for computing practice to gain real life experiences.
<b>PO 5</b>	<b>CREATIVITY AND HOLISTIC APPROACH</b> Create a scientific temperament and novelties of ideas to support research and development in Computer Science to uphold scientific integrity and objectivity.

## **PROGRAMME SPECIFIC OUTCOMES FOR BCA**

<b>PSO NO.</b>	<b>The students of Bachelor of Computer Applications will be able to</b>	<b>POs Addressed</b>
PSO 1	Understand the concepts of logical and critical thinking with adequate practical skills.	PO1 PO2 PO4 PO5
PSO 2	Adopt necessary technical, scientific, managerial and financial knowledge to be employable or pursue higher education.	PO1 PO2 PO4
PSO 3	Apply neoteric technology in various domains and evaluate the method of implementing it.	PO1 PO2 PO4
PSO 4	Design and create innovative ideas that meet the requirements of an entrepreneur and software industry.	PO1 PO2 PO4 PO5
PSO 5	Explore the ethical values, sustainability and productivity.	PO3 PO4 PO5



**CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)  
DEPARTMENT OF COMPUTER APPLICATIONS**

**BCA**

**LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (CBCS – LOCF)  
(For the Candidates admitted from the Academic year 2023-2024 and onwards)**

Semester	Part	Course	Course Title	Course Code	Inst. Hrs./ week	Credits	Exam			Total		
							Hrs.	Marks				
								Int	Ext			
I	I	Language Course - I(LC)	Podhu Tamil – 1	23ULT1	6	3	3	25	75	100		
			Hindi ka Samanya Gyan aur Nibandh	23ULH1								
			Poetry, Grammar and History of Sanskrit Literature	23ULS1								
			Foundation Course: Paper I- French I	23ULF1								
	II	English Language Course - I (ELC)	General English –I	23UE1	6	3	3	25	75	100		
	III	Core Course – I (CC)	Python Programming	Python Programming	23UCA1CC1	5	5	3	25	75	100	
				Core Practical - I (CP)	Python Programming Lab (P)	23UCA1CC1P	3	3	3	40	60	100
				First Allied Course - I (AC)	Numerical Methods	23UCA1AC1	4	3	3	25	75	100
				First Allied Course - II (AC)	Statistical Methods and its Application-I	23UCA1AC2	4	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course -I(AECC)	Value Education	23UGVE	2	2	-	100	-	100		
<b>Total</b>					<b>30</b>	<b>22</b>				<b>700</b>		
II	I	Language Course – II (LC)	Podhu Tamil –II	23ULT2	6	3	3	25	75	100		
			Hindi Literature & Grammar – II	22ULH2								
			Prose, Grammer and History of Sanskrit literature	23ULS2								
			Basic French–II	22ULF2								
	II	English Language Course - II (ELC)	General English -II	23UE2	6	3	3	25	75	100		
	III	Core Course – II (CC)	Programming in C++	Programming in C++	23UCA2CC2	4	4	3	25	75	100	
				Core Practical - II (CP)	Programming in C++ (P)	23UCA2CC2P	3	3	3	40	60	100
				Core Course -III (CC)	Data Structures	22UCA2CC3	3	3	3	25	75	100
				First Allied Course – III (AC)	Operations Research	22UCA2AC3	4	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course - II (AECC)	Environmental Studies	Environmental Studies	22UGEVS	2	2	-	100	-	100	
Innovation and Entrepreneurship				22UGIE	2	1	-	100	-	100		
Extra Credit Course			SWAYAM	As per UGC Recommendation								
<b>Total</b>					<b>30</b>	<b>22</b>				<b>800</b>		

		<b>Total</b>					<b>30</b>	<b>24</b>			<b>800</b>
<b>Semester</b>	<b>Part</b>	<b>Course</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Inst. Hrs. / week</b>	<b>Credits</b>	<b>Exam</b>			<b>Total</b>	
							<b>Hrs.</b>	<b>Marks</b>			
								<b>Int</b>	<b>Ext</b>		
III	I	Language Course - III (LC)	Podhu Tamil – III	23ULT3	6	3	3	25	75	100	
			Hindi Literature & Grammar -III	22ULH3							
			Drama, Grammar and History of Sanskrit Literature	23ULS3							
			Intermediate French-I	22ULF3							
	II	English Language Course - III (ELC)	Learning Grammar Through Literature – I	23UE3	6	3	3	25	75	100	
	III	Core Course – IV (CC)	Database Management Systems	23UCA3CC4	6	5	3	25	75	100	
			Database Management Systems (P)	22UCA3CC3P	3	3	3	40	60	100	
			Second Allied Course – I (AC)	Financial Accounting	22UCA3AC4	4	3	3	25	75	100
			Second Allied Course – II (AP)	Computer Applications in Business (P)	23UCA3AC5P	3	3	3	40	60	100
	IV	Generic Elective Course - I (GEC)	Animation Tools - I (P)	22UCA3GEC1P	2	2	3	40	60	100	
			Basic Tamil - I	22ULC3BT1				25	75		
			Special Tamil - I	22ULC3ST1							
		Extra Credit Course	SWAYAM	As per UGC Recommendation							
<b>Total</b>					<b>30</b>	<b>22</b>				<b>700</b>	

15 Days INTERNSHIP during Semester Holidays

<b>Semeste</b>	<b>Part</b>	<b>Course</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Inst. Hrs.</b>	<b>Credits</b>	<b>Exam</b>			<b>Total</b>
							<b>Hrs.</b>	<b>Marks</b>		
								<b>Int</b>	<b>Ext</b>	
IV	I	Language Course - IV (LC)	Podhu Tamil – IV	23ULT4	6	3	3	25	75	100
			Hindi Literature & Functional Hindi	22ULH4						
			Alankara, Didactic and Modern Literatures and Translation	23ULS4						
			Intermediate French – II	22ULF4						
	II	English Language Course – IV (ELC)	Learning Grammar Through Literature - II	23UE4	6	3	3	25	75	100
	III	Core Course – V(CC)	Programming in Java	23UCA4CC5	6	5	3	25	75	100
			Java Programming (P)	23UCA4CC4P	4	4	3	40	60	100
			Business Communication	22UCA4AC6	4	3	3	25	75	100
			Internship	Internship	22UCA4INT	-	2	-	100	-
	IV	Generic Elective Course - II (GEC)	Animation Tools - II (P)	22UCA4GEC2P	2	2	3	40	60	100
			Basic Tamil - II	22ULC4BT2				25	75	
			Special Tamil - II	22ULC4ST2						
		Skill Enhancement Course – I (SEC)	Documentation and Presentation Tools (P)	22UCA4SEC1P	2	2	3	40	60	100
	Extra Credit Course	SWAYAM	As per UGC Recommendation							

V	III	Core Course – VI (CC)	Programming in PHP	23UCA5CC6	6	5	3	25	75	100
		Core Practical – V (CP)	PHP with MYSQL (P)	23UCA5CC5P	4	3	3	40	60	100
		Core Course – VII (CC)	Software Engineering	23UCA5CC7	6	5	3	25	75	100
		Core Course – VIII (CC)	Data Mining	22UCA5CC8	5	5	3	25	75	100
		Discipline Specific Elective – I (DSE)	MATLAB (P)	23UCA5DSE1AP	5	3	3	40	60	100
	Data Mining (P)		23UCA5DSE1BP							
	R Programming (P)		23UCA5DSE1CP							
	IV	Ability Enhancement Compulsory Course – IV (AECC)	UGC Jeevan Kaushal - Professional Skills	22UGPS	2	2	-	100	-	100
		Skill Enhancement Course – II (SEC)	Data Analytics using Excel (P)	22UCA5SEC2P	2	2	3	40	60	100
	Extra Credit Course		SWAYAM		As per UGC Recommendation					
<b>Total</b>				<b>30</b>	<b>25</b>					<b>700</b>
VI	III	Core Course – IX (CC)	Computer Networks	23UCA6CC9	6	5	3	25	75	100
		Core Course – X (CC)	Operating Systems	23UCA6CC10	5	4	3	25	75	100
		Core Practical– VI (CP)	.Net Programming (P)	22UCA6CC6P	3	3	3	40	60	100
		Core Course – XI (CC)	Cyber Security	22UGCS	5	4	3	25	75	100
		Discipline Specific Elective – II (DSE)	Internet of Things	23UCA6DSE2A	5	3	3	25	75	100
			Artificial Intelligence	23UCA6DSE2B						
			Cloud Computing	23UCA6DSE2C						
	Project	Project Work	22UCA6PW	5	4	-	-	100	100	
	IV	Ability Enhancement Compulsory Course-V (AECC)	Gender Studies	22UGGS	1	1	-	100	-	100
	V	Extension Activity		22UGEA	0	1	0	-	-	-
<b>Total</b>				<b>30</b>	<b>25</b>					<b>700</b>
<b>Grand Total</b>				<b>180</b>	<b>140</b>					<b>4400</b>



The Internal and external marks for theory and practical papers are as follows:

<b>Subject</b>	<b>Internal Marks</b>	<b>External Marks</b>
Theory	25	75
Practical	25	75

#### **For Theory:**

The passing minimum for CIA shall be 40% out of 25 marks (i.e. 10 marks).

The passing minimum for End Semester Examinations shall be 40 % out of 75 marks(i.e. 30 marks).

#### **For Practical:**

The passing minimum for CIA shall be 40 % out of 25 marks (i.e. 10 marks).

The passing minimum for End Semester Examinations shall be 40 % out of 75 marks(i.e. 30 marks).

#### **Internal Component (Theory)**

<b>Component</b>	<b>Marks</b>
Attendance	03
Library	03
Seminar/ Quiz/ Assignment	4
CIA –I	7.5
CIA-II	7.5
<b>Total</b>	<b>25</b>

#### **Internal Component (Practical)**

<b>Component</b>	<b>Marks</b>
Observation	05
Record	05
Continual performance in practical	05
Model	10
<b>Total</b>	<b>25</b>

#### **Question Paper Pattern**

Answer all the questions

PART A (20 X 1 = 20)

Answer all the questions

PART B (5 X 5 = 25)

Answer any three questions

PART C (3 X 10 = 30)

# **SEMESTER - I**

Semester I	Internal Marks:25		External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23UCA1CC1 / 23UCS1CC1	PYTHON PROGRAMMING	CORE	5	5

### Course Objectives

- To make students understand the concepts of Python programming
- To apply the OOPs concept in Python programming
- To make the students learn best practices in Python programming

### Course Outcome and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
	On the successful completion of the course, students will be able to	
CO1	Recall the fundamental concepts of Python	K1
CO2	Demonstrate the problem-solving approach using Python statements	K2
CO3	Construct the Python program using functions and modules	K3
CO4	Analyze the Python programming concepts to develop programs	K4
CO5	Develop a Python program to solve real-time problems	K5

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	1	1	3	3	2	3	2
CO2	3	2	3	1	1	3	2	2	3	3
CO3	3	3	3	2	2	3	3	2	3	2
CO4	3	2	3	2	2	3	3	2	3	2
CO5	3	3	3	2	2	3	3	2	2	3

“1”-Slight (Low) Correlation

“2”-Moderate (Medium) Correlation

“3” –Substantial (High) Correlation

“-” - Indicates there Is no Correlation

## Syllabus

UNIT	Contents	HOURS	COs	COGNITIVE LEVEL
I	<b>Basics of Python Programming:</b> Features of Python -History of Python- Literal Constants-Variables and Identifiers–Data Types- Input Operation- Comments– Reserved Words- Indentation- Operators and Expressions –Other Data Types- Type Conversion.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	<b>Decision Control Statements:</b> Selection/Conditional Branching statements: if, if-else, nested if and if-elif-else statements. <b>Basic Loop Structures / Iterative Statements:</b> while loop, for loop- Nested Loops- The break Statement- The continue Statement.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<b>Functions and Modules:</b> Function Definition – <b>Function Call:</b> Function Parameters – <b>Variable Scope and Lifetime:</b> Local and Global Variables- Using the Global Statement-Resolution of Names. The return Statement. <b>More on Defining Functions:</b> Required Arguments, Keyword Arguments, Default Arguments and Variable Length Arguments. <b>Python Strings:</b> Strings are Immutable- Built-in String Methods and Functions – Comparing Strings. <b>Modules:</b> The from...import statement- Name of Module – The dir() function – Modules and Namespace.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>Lists:</b> Access values in List-Updating values in Lists- Nested lists -Basic list operations-List Methods. <b>Tuple:</b> Creating, Accessing, Updating and Deleting Elements in a tuple – Nested tuples. <b>Dictionaries:</b> Creating a dictionary, Accessing values, Modifying an Entry -Deleting items – Built-in Dictionary Functions and Methods - Difference between a List and a Dictionary.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<b>File Handling:</b> Types of files in Python - Opening and Closing files- <b>Reading and Writing files:</b> write() and writelines() methods- append() method – read() and readlines() methods – Splitting words –File Positions.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Self Study for Enrichment (Not to be included for End Semester Examination)</b> Difference between lists and tuples - Defining our own modules- Renaming and deleting files.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

## **Textbook**

1. Reema Thareja. (2017), Python Programming using problem solving approach, 1<sup>st</sup> Edition, Oxford University Press.

## **References**

1. Dr. R. Nageswara Rao. (2017), Core Python Programming, 1<sup>st</sup> Edition, Dream tech Publishers.
2. VamsiKurama. (2017), Python Programming: A Modern Approach, 1<sup>st</sup> Edition, Pearson Education.
3. Mark Lutz. (2013), Learning Python, Fifth Edition, Orielly.
4. Adam Stewarts. (2017), Python Programming, Online.
5. Fabio Nelli. (2015), Python Data Analytics, 1<sup>st</sup> Edition, APress.
6. Kenneth A. Lambert. (2019), Fundamentals of Python – First Programs, 2<sup>nd</sup> Edition, CENGAGE Publication.

## **Web References**

1. <https://www.programiz.com/python-programming>
2. <https://www.guru99.com/python-tutorials.html>
3. [https://www.w3schools.com/python/python\\_intro.asp](https://www.w3schools.com/python/python_intro.asp)
4. <https://www.geeksforgeeks.org/python-programming-language/>
5. [https://en.wikipedia.org/wiki/Python\\_\(programming\\_language\)](https://en.wikipedia.org/wiki/Python_(programming_language))

## **Pedagogy**

Chalk & Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar

## **Course Designer**

Dr.K.Akila, Associate Professor, Department of Computer Applications

<b>Semester I</b>	<b>Internal Marks:25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>23UCA1CC1P</b>	<b>Python Programming Lab (P)</b>	<b>CORE</b>	<b>3</b>	<b>3</b>

### Course Objectives

- To provide programming knowledge in Python.
- To create loops and decision statements in Python.
- To build and package Python modules for reusability.
- To read and write files in Python.

### Course Outcome and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b> On the successful completion of the course, students will be able to	<b>Cognitive Level</b>
CO1	Recall the syntax and semantics of Python.	K1
CO2	Identify the problem and solve using Python programming techniques.	K2
CO3	Identify suitable programming constructs for problem solving.	K3
CO4	Analyze various concepts of Python language to solve the problem in an efficient way.	K4
CO5	Develop a Python program for a given problem and test for its correctness.	K5

### Mapping of CO with PO and PSO

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	2	3	2	1	1	3	3	2	3	2
<b>CO2</b>	3	2	3	1	1	3	2	2	3	3
<b>CO3</b>	3	3	3	2	2	3	3	2	3	2
<b>CO4</b>	3	2	3	2	2	3	3	2	3	2
<b>CO5</b>	3	3	3	2	2	3	3	2	2	3

“1”-Slight(Low)Correlation

“2”-Moderate(Medium)Correlation

“3” -Substantial(High)Correlation

“-”- Indicates there Is no Correlation

## **List of Practicals**

1. Program using variables, constants, I/O statements in Python.
  2. Program using Operators in Python.
  3. Program using Conditional Statements.
    4. Program using Loops.
  5. Program using Jump Statements.
    6. Program using Functions.
    7. Program using Recursion.
    8. Program using Arrays.
    9. Program using Strings.
    10. Program using Modules.
      11. Program using Lists.
      12. Program using Tuples.
  13. Program using Dictionaries.
  14. Program for File Handling.

## **Web References**

1. <https://www.programiz.com/python-programming>
2. <https://www.guru99.com/python-tutorials.html>
3. [https://www.w3schools.com/python/python\\_intro.asp](https://www.w3schools.com/python/python_intro.asp)
4. <https://www.geeksforgeeks.org/python-programming-language/>
5. [https://en.wikipedia.org/wiki/Python\\_\(programming\\_language\)](https://en.wikipedia.org/wiki/Python_(programming_language))

## **Pedagogy**

Chalk & Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar

## **Course Designer**

Dr.K.Akila, Associate Professor, Department of Computer Applications

Semester I	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	Hrs/Week	CREDITS
23UCG1AC1/ 23UCS1AC1/ 23UCA1AC1/ 23UIT1AC1	NUMERICAL METHODS	ALLIED	4	3

### Course Objective

- **Learn** the various topics in Numerical methods.
- **Understand** the fundamentals of algebraic equations, interpolation, numerical differentiation and integration.
- **Develop** skills in solving problems of numerical techniques.

### Course Outcomes

#### Course Outcome and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
	On the successful completion of the course, students will be able to	
CO1	Remember the basic concepts of numerical methods.	K1
CO2	Illustrate the various notions of computational numerical streams.	K2
CO3	Apply the different techniques of numerical problems	K3
CO4	Classify the methods of numerical techniques.	K4
CO5	Examine the solutions of numerical problems.	K4

### Mapping of CO with PO and PSO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	3	3	3	3	2	3
CO2	3	2	3	3	3	3	3	3	3	2
CO3	3	2	3	3	3	3	3	3	2	2
CO4	3	2	2	3	3	3	3	3	3	2
CO5	3	2	3	3	3	3	3	3	2	2

“1” – Slight (Low) Correlation – “2” – Moderate (Medium) Correlation –

“3” – Substantial (High) Correlation – “-” indicates there is no correlation.



## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Solution of Algebraic and Transcendental Equations:</b> Introduction – Bisection Method –The Iteration Method – The Method of False Position – Newton Raphson Method. (Simple Problems Only).	12	CO1, CO2, CO3, CO4, CO5	K1 K2, K3, K4
II	<b>Interpolation:</b> Finite differences – Forward differences – Backward differences – Central differences – Newton’s Formulae for interpolation–Interpolation with Unevenly Spaced Points – Lagrange’s Interpolation Formula. (Simple Problems Only)	12	CO1, CO2, CO3, CO4, CO5	K1 K2, K3, K4
III	<b>Numerical Differentiation and Integration:</b> Introduction – Numerical Differentiation – Numerical Integration – Trapezoidal Rule – Simpson’s 1/3 Rule – Simpson’s 3/8 Rule (Simple Problems Only)	12	CO1, CO2, CO3, CO4, CO5	K1 K2, K3, K4
IV	<b>Numerical Linear Algebra:</b> Solution of Linear Systems – Direct Methods – Gauss - Elimination – Gauss -Jordan method. Solution of Linear Systems – Iterative Methods. (Simple Problems Only)	12	CO1, CO2, CO3, CO4, CO5	K1 K2, K3, K4
V	<b>Numerical Solution of Ordinary Differential Equations:</b> Introduction – Solution by Taylor’s Series – Euler’s Method – Modified Euler’s Method – Runge-Kutta Method–Predictor-Corrector Methods – Adams-Moulton Method – Milne’s Method(Simple Problems Only)	12	CO1, CO2, CO3, CO4, CO5	K1 K2, K3, K4
VI	<b>Self-Study for Enrichment (Not included for End Semester Examination)</b> Ramanujan’s Method – Bessel’s Formula – Newton- Cotes Integration Formulae –The QR Method – Picard’s Method of Successive Approximations	-	CO1, CO2, CO3, CO4, CO5	K1 K2, K3, K4

## Text Books

Sastry.S.S (2004), *Introductory Methods of Numerical Analysis* (Third Edition), Prentice Hall of India Private Ltd, New Delhi.

## **Chapters and Sections**

- UNIT-I Chapter 2: Sections: 2.1 – 2.5 (Omit 2.3.1 & 2.5.1)
- UNIT II Chapter 3: Sections: 3.3 : 3.3.1 – 3.3.3, 3.6, 3.9 : 3.9.1
- UNIT-III Chapter 5: Sections: 5.1, 5.2 (only), 5.4 : 5.4.1 – 5.4.3
- UNIT-IV Chapter 6: Sections: 6.3: 6.3.2, 6.4
- UNIT-V Chapter 7: Sections: 7.1,7.2, 7.4: 7.4.2, 7.5,7.6

## **Reference Books**

1. Venkataraman, M.K. (2003). *Numerical Methods in Science and Engineering*, The National Publishing Company.
2. Iyengar S.R.K, Jain R.K, (2009). *Numerical Methods*, New Age International Publishers.
3. Subramanian,N. (2007). *Numerical Methods*, SCM Publisher, Erode.

## **Web References**

1. <https://tinyurl.com/4v7knvm9>
2. <https://tinyurl.com/t29nicv5>
3. <https://www.youtube.com/watch?v=TIWRyzzFUYO>
4. <https://www.youtube.com/watch?v=iviiGB5vxLA>
5. [https://www.youtube.com/watch?v=j\\_4MVZ3VADU](https://www.youtube.com/watch?v=j_4MVZ3VADU)

## **Pedagogy**

Assignment, Seminar, Lecture, Quiz, Group discussion, Brain storming, e-content.

## **Course Designer**

1. Dr. V. Geetha
2. Dr. S. Sasikala

**ALLIED COURSE-II (AC)**  
**STATISTICAL METHODS AND ITS APPLICATION-I**  
**(For BCA Students)**  
**(2023-2024 Onwards)**

Semester I	Internal Marks:25		External Marks:75	
COURSECODE	COURSETITLE	CATEGORY	Hrs/Week	CREDITS
23UCA1AC2	STATISTICAL METHODS AND ITS APPLICATION - I	ALLIED	4	3

### Course Objective

- **Enable** the short historical development of Statistics.
- **Provide** the knowledge to interpret and solve the statistical problems.
- **Explore** the ideas of statistical tools.

### Course Outcomes

#### Course Outcome and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
	On the successful completion of the course, students will be able to	
CO1	Remember and recall the basic concepts of statistics.	K1
CO2	Illustrate the various notions in the respective stream.	K2
CO3	Apply the different terminologies of statistics.	K3
CO4	Classify the solution of statistical methods using various techniques.	K4
CO5	Explain the solution of statistical problems.	K4

#### Mapping of CO with PO and PSO

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	2	2	3	2	2	2	3
CO2	2	2	3	2	2	2	2	2	2	3
CO3	3	2	3	2	2	3	2	2	3	3
CO4	3	2	2	2	2	2	2	2	2	2
CO5	2	2	2	2	3	2	3	1	2	2

“1”–Slight(Low)Correlation □

“2”–Moderate(Medium) Correlation

“3”–Substantial(High) Correlation

“-” indicates there is no correlation

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Measures of Central Tendency:</b> Averages–Arithmetic Mean – Median – Mode – Geometric Mean.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<b>Dispersion:</b> Dispersion – Measures of Dispersion – Coefficients of Dispersion (Simple Problems Only).	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<b>Correlation:</b> Introduction – Meaning of Correlation – Scatter Diagram – Karl Pearson’s Co-efficient of Correlation. <b>Rank Correlation:</b> Spearman’s Rank Correlation Coefficient – Tied Ranks (Derivations not needed and Simple Problems Only).	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	<b>Linear Regression:</b> Introduction–Linear Regression–Regression Coefficients–Properties of Regression Coefficients–Angle between Two Lines of Regression–Correlation Coefficient between Observed and Estimated Values(Derivations not needed and Simple Problems Only).	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	<b>Skewness, Kurtosis, Moments:</b> Introduction –Meaning-Skewness- Test of Skewness- Dispersion and Skewness- Measures-Objective-Karlpearson’s Coefficient of Skewness-Bowley’s Coefficient of Skewness – Kelly’s Coefficient of Skewness – Moments- Meaning – Kurtosis - Meaning(Simple Problems Only).	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<b>Self Study for Enrichment:</b> (Not included for End Semester Examination) HarmonicMean–Range– Repeated Ranks(Continued)– Standard Error of Estimate or Residual Variance- Sheppard’s Correction for moments.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

## Text Books

1. Gupta.S.C. &V.K.Kapoor. (2014). *Fundamentals of Mathematical Statistics*. Sultan Chand&Sons, New Delhi.
2. Pillai.R.S.N & Bhagavathi (2008).*Statistics Theory and Practice*. S.Chand & Sons, New Delhi.

## Chapters and Sections

- UNIT-I Chapter 2: Sections 2.4 – 2.8 [1]  
UNIT-II Chapter 2: Sections 2.12–2.14[1]  
UNIT-III Chapter 10: Sections 10.1 to 10.4 and 10.7(10.7.1, 10.7.2)[1]  
UNIT-IV Chapter 11: Sections 11.1 to 11.2 (11.2.1, 11.2.2, 11.2.3, 11.2.5)[1]  
UNIT-V Chapter 11: Pages : 338–363[2]

## Reference Books

1. Gupta. S.C. & Kapoor. V.K.(2004). *Elements of Mathematical Statistics*. Sultan Chand & Sons, NewDelhi.
2. Veerarajan.T.(2010). *Probability, Statistics and Random Processes*. Tata Mc Graw Education Private.
3. Bhisma Rao.G.S.S. (2011). *Probability and Statistics*. Scitech Publications (India) Private Limited.

## Web References:

1. <https://www.youtube.com/watch?v=6DYtC7lrVuY>
2. <https://youtu.be/64ELhoTvzk0>
3. [https://www.youtube.com/watch?v=xZ\\_z8KWkbXE](https://www.youtube.com/watch?v=xZ_z8KWkbXE)
4. [https://www.youtube.com/watch?v=nk2COUtm\\_eo](https://www.youtube.com/watch?v=nk2COUtm_eo)
5. <https://rcub.ac.in/econtent/ug/bcom/sem4/Business%20Statistics%20Unit%204%20Correlation%20and%20Regression.pdf>
6. <https://youtu.be/Gp6dqDLchbk>

## Pedagogy

Power Point Presentation, Group Discussion, Seminar, Assignment.

## Course Designer

Dr. P. Geethanjali

# **SEMESTER - II**

<b>Semester II</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>23UCA2CC2</b>	<b>Programming in C++</b>	<b>CORE</b>	<b>4</b>	<b>4</b>

### Course Objectives

- To make the student learn a programming language.
- To learn problem solving techniques.
- To teach the student to write programs in C++ and to solve the problems.

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statements</b> On the successful completion of the course, students will be able to	<b>Cognitive Level</b>
CO1	Define the fundamental concepts of object-oriented program	K1
CO2	Illustrate the components of C++ program	K2
CO3	Build algorithms and data structures swiftly and faster computation using programs	K3
CO4	Apply programming knowledge to develop programs	K4
CO5	Solve real time problems using C++ concepts	K5

### Mapping of CO with PO and PSO

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	3	3	3	3	3	3	2
<b>CO2</b>	3	3	3	3	3	3	3	3	3	2
<b>CO3</b>	3	3	3	3	3	3	3	3	3	2
<b>CO4</b>	3	3	3	2	3	3	3	2	3	2
<b>CO5</b>	3	3	2	2	2	3	2	2	3	2

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” – Moderate (Medium) Correlation

“-” indicates there is no correlation.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Principles of OOPS:</b> Basic Concepts of Object - Oriented Programming - Benefits of OOP. <b>Beginning with C++:</b> Structure of C++ Program - Compiling and linking – Tokens - Control Structures – Keywords – Identifiers and Constants – Basic Data Types – User-Defined Data Types – Storage Classes – Derived Data Types – Symbolic Constants – Type Compatibility – Declaration of Variables – Dynamic Initialization of Variables – Reference Variable – Scope Resolution Operator – Member Dereferencing Operators – Manipulators - Type Cast Operator – Expressions and Their Types – Implicit Conversions – Control Structures	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	<b>Function in C++:</b> The Main Function – Function Prototyping – Call by Reference – Return by Reference – Inline Function – Default Arguments – Const Arguments – Recursion – Function Overloading – Friend and Virtual Function – Math Library Function. <b>Classes and Objects:</b> Specifying a Class – Defining Member Functions – Making an Outside Function Inline – Nesting of Member Functions – Private Member Functions – Arrays within a Class – Static Data Members – Static Member Functions – Arrays of Objects – Objects as Function Arguments – Friendly Functions – Returning Objects – Const Member Functions – Local Classes	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<b>Constructors and Destructors:</b> Constructors – Parameterized Constructors – Multiple Constructors in a Class – Constructors with Default Arguments – Dynamic Initialization of Objects – Copy Constructors – Dynamic Constructors – Constructing Two-Dimensional Array – Const Objects – Destructors. <b>Operator Overloading and Type Conversion:</b> Defining Operator Overloading – Overloading Unary Operator - Overloading Binary Operator - Overloading Binary Operator using Friends – Manipulation of Strings using Operators – Rule for Overloading Operators	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>Inheritance:</b> Defining Derived Classes – Single Inheritance – Making a Private Member Inheritable – Multilevel Inheritance - Multiple Inheritance – Hierarchical Inheritance – Hybrid Inheritance – Virtual Base Classes – Abstract Classes – Constructors in Derived Classes – Member Classes: Nesting of Classes	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<b>Pointers, Virtual Functions and Polymorphism:</b> Pointers – Pointers to Objects – this Pointer – Polymorphism – Pointers to Derived Classes – Virtual Functions – Pure Virtual Functions – Virtual Constructors and Destructors. <b>Managing Console I/O Operations:</b> Unformatted I/O Operations – Formatted Console I/O Operations	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5



<b>VI</b>	<b>Self Study for Enrichment (Not to be included for External Examination)</b> Software Crisis – Software Evolution – Application of OOP – Application of C++ - Operators in C++ - C Structures Revisited	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
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### **Textbook**

1. Balagurusamy. E. (2022). Object Oriented Programming with C++, 8<sup>th</sup> Edition, Tata McGraw Hill Education Pvt.Ltd.

### **References**

1. Robert Lafore (2018). Object-Oriented Programming in C++, 6<sup>th</sup> Edition, Pearson Education, New Delhi.
2. Bjarne Stroustrup (2012). The C++ Programming Language, 4<sup>th</sup> Edition, Pearson Education and Dorling Kindersley.
3. Herbert Schildt (2009). The Complete Reference C++, 4<sup>th</sup> Edition, Tata Mc-Graw Hill Edition, New Delhi.

### **Web References**

1. <https://cplusplus.com/doc/tutorial/>
2. <https://www.w3schools.com/cpp/>
3. <https://www.tutorialspoint.com/cplusplus/index.htm>

### **Pedagogy**

Chalk & Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar.

### **Course Designer**

Ms. V. Infine Sinduja, Assistant Professor, Department of Computer Applications.

	<b>Internal Marks: 40</b>		<b>External Marks: 60</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>23UCA2CC2P</b>	<b>Programming in C++ (P)</b>	<b>CORE</b>	<b>3</b>	<b>3</b>

### Course Objective

- To make the student learn a programming knowledge.
- To teach the student to write programs to solve the problems.

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statements</b> On the successful completion of the course, students will be able to	<b>Cognitive Level</b>
CO1	Identify the logic for a given problem	K1
CO2	Recognize the syntax and construction of C++ programming code	K2
CO3	Apply the steps involved in compiling, linking and debugging C++ code	K3
CO4	Analyze the concepts of overloading, friend function, inheritance, abstract class and polymorphism	K4
CO5	Create C++ programs using all the concepts that have been covered in the theory course	K5

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	2	2	3	2	2	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” – Moderate (Medium) Correlation

“-” indicates there is no correlation.

### List of Practical

1. Simple Program.
2. Condition Statements.
3. Looping Statements.
4. Friend Function.
5. Constructor and Destructor.
6. Operator Overloading.
7. Function Overloading.
8. Inheritance.
9. Abstract Class.
10. Polymorphism.

### Web References

1. <https://www.programiz.com/cpp-programming/examples>

2. <https://www.geeksforgeeks.org/cpp-programming-examples/>
3. <https://www.geeksforgeeks.org/cpp-programming-examples/>
4. [https://www.w3schools.com/cpp/cpp\\_examples.asp](https://www.w3schools.com/cpp/cpp_examples.asp)

### **Pedagogy**

PowerPoint Presentation, Demonstration, Discussion and Practical Session.

### **Course Designer**

Ms. V. Infine Sinduja, Assistant Professor, Department of Computer Applications.

<b>Semester II</b>	<b>Internal Mark: 25</b>		<b>External Mark: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hrs/Week</b>	<b>CREDITS</b>
<b>22UCA2CC3</b>	<b>DATA STRUCTURES</b>	<b>CORE</b>	<b>3</b>	<b>3</b>

### Course Objectives

- To understand the basic concepts of various data structures
- To demonstrate a familiarity with data structures
- To articulate the essential components and operations of the data structures

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
	On the successful completion of the course, the students will be able to	
CO1	Define the basic concepts of Data Structure	K1
CO2	Demonstrate the operations of Linear and Non-Linear Structure	K2
CO3	Examine the Data Structure operations	K3
CO4	Analyse the various types of Data Structure	K4
CO5	Solve the problem using Different Structures	K5

### Mapping of CO with PO and PSO

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	2	2	2	1	1	2	2	2	2	2
<b>CO2</b>	3	2	2	2	1	2	2	2	2	2
<b>CO3</b>	3	3	3	2	2	2	3	2	3	2
<b>CO4</b>	3	3	3	2	2	2	3	2	3	2
<b>CO5</b>	3	3	3	2	2	2	3	2	2	3

“1” – Slight (Low) Correlation

“2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Basic Terminology: Introduction and Overview:</b> Definition-Concept of Data Structures- Overview of Data Structures-Implementation of Data Structures. <b>Arrays:</b> Definition-Terminology-One-dimensional Array– Two-dimensional Arrays.	9	CO1, CO2, CO3, CO4, CO5	K1, K2, K3
II	<b>Stack &amp; Queue :</b> Overview of Stacks and Queues-Operations on Stack-ADD and DELETE Procedure-Operations on Queue- ADD and DELETE Procedure - Circular Queue – Evaluation of Expressions	9	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<b>Linked Lists :</b> Overview of Linked list – Representation of Linked List in Memory –Operations: Creating a Linked List-Insertion into a Linked List – Deletion from a Linked List-Polynomial addition – Linked Stacks and Queues.	9	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>Trees &amp; Graphs :</b> Trees Terminology – Binary tree representations – Tree Traversal –Graph Terminology – Memory Representations of Graphs – Traversals.	9	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<b>Sorting &amp; Searching :</b> Searching : Sequential Search – Binary Search. Sorting : Insertion Sort- Heap Sort-Quick Sort.	9	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Self Study for Enrichment :</b> <b>(Not to be included for End Semester Examination)</b> Multiple Stacks and Queues - Threaded Binary Trees – Connected Components and Spanning Trees.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

## Textbook

1. Debasis Samanta (2018). Classic Data Structures, Second Edition, PHI Learning Private Limited, New Delhi. (Unit I)
2. Ellis Horowitz, Sartaj Sahni (2008). Fundamentals of Data Structure, Golgotia Publications, New Delhi.(Unit II,III,IV, V)

## References

1. Seymour Lipschutz (2011). Data Structures with C, McGraw Hill Education, New York.
2. Ashok N. Kamthane (2011).Introduction to Data Structure in C, Pearson Education, Singapore.

## **Web References**

1. <https://www.geeksforgeeks.org/data-structures/>
2. [https://www.tutorialspoint.com/data\\_structures\\_algorithms/index.htm](https://www.tutorialspoint.com/data_structures_algorithms/index.htm)

## **Pedagogy**

Chalk and Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar.

## **Course Designer**

1. Dr. R. Brendha, Associate Professor, Department of Computer Applications.

## FIRST ALLIED COURSE –III (AC)

### OPERATIONS RESEARCH

(For B.Sc Computer Science, Computer Science with Cognitive Systems, BCA & B.Sc Information Technology)

(2022-2023 and Onwards)

Semester II	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	Hrs/Week	CREDITS
22UCS2AC3/ 22UCG2AC3/ 22UCA2AC3/ 22UIT2AC3	OPERATIONS RESEARCH	ALLIED	4	3

#### Course Objective

- **Understand** the various features of Operations research.
- **Analyze** the optimum solutions using Operations research.
- **Explore** the concepts of Operations research in real life problems.

#### Course Outcomes

#### Course Outcome and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
	On the successful completion of the course, students will be able to	
CO1	Define the various techniques of Operations research.	K1
CO2	Illustrate the various notions in the respective streams.	K2
CO3	Identify the different terminologies of Operations research	K3
CO4	Analyze the solutions of mathematical problem using specific techniques.	K4
CO5	Simplify the optimum solutions of a mathematical problem.	K4

#### Mapping of CO with PO and PSO

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	2	3	3	3	2	3
CO2	3	2	3	3	2	3	3	3	3	2
CO3	3	2	3	3	2	3	2	3	2	2
CO4	3	2	2	2	2	3	3	2	3	2
CO5	3	2	3	2	2	3	3	3	2	2

“1” – Slight (Low) Correlation →

“2” – Moderate (Medium) Correlation →

“3” – Substantial (High) Correlation →

“-” indicates there is no correlation.

#### Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Operations Research</b> Introduction-Origin and Development of O.R.- Nature and Features of O.R.- Scientific Method in O.R.- Modelling in Operations Research - Advantage and	12	CO1, CO2, CO3, CO4,	K1, K2, K3, K4

	<p>Limitation of Models- General Solution Methods for O.R. Models- Methodology of Operations Research- Operations Research and Decision Making</p> <p><b>Linear Programming Problem- Mathematical Formulation</b></p> <p>Introduction-Linear programming Problem-Mathematical Formulation of the problem -Illustrations on Mathematical Formulation of LPPs.(simple problems only)</p> <p><b>Linear programming problem-graphical Solution and Extension</b></p> <p>Introduction- Graphical Solution Method- General Linear Programming Problem- Canonical and Standard Forms of LPP.</p>		CO5	
II	<p><b>Linear Programming Problem-Simplex Method</b></p> <p>Introduction-Fundamental Properties of Solutions- The computational Procedure- The Simplex Algorithm-Use of Artificial Variables-Big M method.(simple problems only).</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<p><b>Transportation problem</b></p> <p>Introduction-LP Formulation of the Transportation Problem- Existence of Solution in T.P-TheTransportation Table-Loops in Transportation Table-Solution of a Transportation Problem-Finding an Initial Basic Feasible Solution-Test for Optimality-Economic interpretation of <math>u_j</math>'s and <math>v_j</math>'s - Degeneracy in Transportation Problem-Transportation Algorithm (MODI method), (simple problems only).</p> <p><b>Assignment Problem</b></p> <p>Introduction-Mathematical Formulation of the Problem- Solution Methods of Assignment Problem-Special Cases in Assignment Problems(simple problems only).</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	<p><b>Sequencing problem</b></p> <p>Introduction-Problem of Sequencing-Basic Terms Used in Sequencing- Processing <math>n</math> Jobs through Two Machines- Processing <math>n</math> Jobs through <math>k</math> Machines(problems only).</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	<p><b>Network Scheduling by PERT/CPM</b></p> <p>Introduction- Network: Basic Components- Logical Sequencing- Rules of Network Construction-Concurrent Activities - Critical Path Analysis - Probability Considerations in PERT.</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<p><b>Self-Study for Enrichment</b> <b>(Not included for End Semester Examination)</b></p> <p>Application of Operations Research. – Two-Phase method – The Travelling Salesman problem – Processing 2 Jobs through <math>k</math> Machines –. Inventory Models(without shortage)</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4



## **Text Books**

1. Kanti Swarup, P.K. Gupta, Manmohan.(2019). *Operations research, Sultan Chand Publications.*

## **Chapters and Sections**

- UNIT-I Chapter 1: Sections 1:1 – 1:9  
Chapter 2: Sections 2:1 – 2:4  
Chapter 3: Sections 3:1 – 3:5
- UNIT II Chapter 4: Sections 4:1 – 4:4
- UNIT-III Chapter 10: Sections 10:1 – 10:3, 10:5, 10:6, 10:8 – 10:13  
Chapter 11: Sections 11:1 – 11:4
- UNIT-IV Chapter 12: Sections 12:1 – 12:5
- UNIT-V Chapter 25: Sections 25:1 – 25:7

## **Reference Books**

1. Hamdy A.Taha (2017),*Operations Research An Introduction*, Pearson India Education services PVT Ltd.
2. Premkumar Gupta, Hira D.S.(2004), *Operations Research*, S.Chand & Company Ltd, New Delhi.
3. Chandrasekhara Rao.K,Shanti Lata Mishra(2008), *Operations Research*, Narosa Publishing House PVT Ltd, New Delhi.

## **Web References**

1. <https://www.britannica.com/topic/operations-research>
2. <https://byjus.com/maths/linear-programming/>
3. <https://www.gatexplore.com/transportation-problem-study-notes/>
4. <https://youtu.be/rowWM-MijXU>
5. <https://youtu.be/TQvxWaQnrqI>
6. [https://youtu.be/RTX-ik\\_8i-k](https://youtu.be/RTX-ik_8i-k)
7. <https://youtu.be/s5KZw1EpBEo>

## **Pedagogy**

Power point presentation, Group discussion, Seminar, Assignment.

## **Course Designers**

1. Dr. V. Geetha
2. Dr. S. Sasikala

# **SEMESTER - III**

<b>Semester III</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hrs/Week</b>	<b>CREDITS</b>
<b>23UCA3CC4 / 23UCS4CC4</b>	<b>Database Management Systems</b>	<b>CORE</b>	<b>6</b>	<b>5</b>

### Course Objectives

- To understand the basic concepts and the applications of database systems
- To provide the basics of SQL and construct queries using SQL, E-R model and Normalization

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statements</b> On the successful completion of the course, students will be able to	<b>Cognitive Level</b>
CO1	Define the basic concepts of database design, architecture and its data model	K1
CO2	Illustrate the structure of Relational database	K2
CO3	Apply the various queries in the database	K3
CO4	Examine the database design and E-R model	K4
CO5	Explain the concepts of Relational Database Design	K2,K5

### Mapping of CO with PO and PSO

<b>COs</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	2	3	2	1	1	3	3	2	3	2
<b>CO2</b>	3	2	3	1	1	3	2	2	3	3
<b>CO3</b>	3	3	3	2	2	3	3	2	3	2
<b>CO4</b>	3	2	3	2	2	3	3	2	3	2
<b>CO5</b>	3	3	3	2	2	3	3	2	2	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” – Moderate (Medium) Correlation

“-” indicates there is no correlation.

### Syllabus

<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>COGNITIVE LEVEL</b>
<b>I</b>	<b>Introduction to Database System Concepts:</b> Introduction – Database-System Applications – Purpose of Database Systems – View of Data: Data Abstraction – Instances and Schemas – Data Models – <b>Relational Databases:</b> Tables – Data-Manipulation Language – Data-Definition Language – Database Design: Design Process – The Entity – Relationship Model – Normalization – <b>Data Storage and Querying:</b> Storage Manager – The Query Processor – Transaction Management – Database Architecture –	<b>18</b>	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

	Database Users and Administrators: Database Users and User Interfaces – Database Administrator.			
II	<b>Introduction to Relational Model and SQL:</b> Structure of Relational Databases – Database Schema – Keys – Schema Diagrams – Relational Query Languages – Relational Operations - <b>Introduction to SQL:</b> Overview of the SQL Query Language – <b>SQL Data Definition:</b> Basic Types – Basic Schema Definition – Basic Structure of SQL Queries: Queries on Single Relation – Queries on Multiple Queries - The Natural Join.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<b>Introduction to SQL: Additional Basic Operations:</b> The Rename Operation – String Operations – Attributes Specification in Select Clause – Ordering the Display of Tuples – Where clause Predicates – Set Operations: The Union Operation – The Intersect Operation - Except Operation – Null Values – <b>Aggregate Functions:</b> Basic Aggregation – Aggregation with Grouping - The Having Clause - Nested Sub queries: Set Membership – Set Comparison – Modification of the Database.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>Database Design and E-R Model : The Entity – Relationship Model:</b> Entity Sets – Relationship Sets – Attributes – Constraints: Mapping Cardinalities – Keys – <b>Entity-Relationship Diagrams:</b> Basic Structure – Mapping Cardinality - Complex Attributes - Weak Entity Sets – <b>Design Alternative:</b> Smaller Schemas - Atomic Domains and First Normal Form Decomposition using Functional Dependencies: Keys and Functional Dependencies - Boyce-Codd Normal Form - BCNF and Dependency Preservation – Third Normal Form	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<b>Relational Database Design: Functional Dependency Theory:</b> Closure of a set of Functional Dependencies - Closure of Attribute Sets - Canonical Cover – Lossless Decomposition – Dependency Preservation. <b>Transaction Management:</b> Transaction Concepts-A Simple Transaction Model-Storage Structure-Transaction Atomicity & Durability-Transaction Isolation.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Self-Study for Enrichment (Not to be included for End Semester Examination)</b>  SQL data types and Schemas - Reduction to Relational Schemas - ER design issues - E-R diagram for the University Enterprise.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

### Textbook

Abraham Sliberschatz, Henry F Korth & Sudharsan. (2013). Database System Concepts, 6<sup>th</sup> Edition , McGraw Hill Education (India) Private Limited.

### References

1. Alexis Leon, Mathews Leon. (2009). Essentials of Database Management Systems, McGraw Hill Education India Pvt Ltd.
2. Peter Rob, Carlos Coronel (2009). Database System Concepts, Lengage Learning.

### Web References

1. <https://beginnersbook.com/2015/04/dbms-tutorial/>

2. <https://www.studytonight.com/dbms/>
3. <https://www.tutorialspoint.com/dbms/>

### **Pedagogy**

Chalk and Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar.

### **Course Designer**

Dr. Lakshna Arun, Associate Professor, Department of Computer Applications.

<b>Semester III</b>	<b>Internal Mark: 40</b>		<b>External Mark: 60</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hrs/Week</b>	<b>CREDITS</b>
22UCA3CC3P	Database Management Systems (P)	CORE	3	3

### Course Objective

- To provide in depth programming knowledge in MYSQL

### Course Outcomes and Cognitive Level Mapping

COs	CO STATEMENTS On the successful completion of the course, students will be able to	COGNITIVE LEVEL
CO1	Recall DDL and DML Commands	K1
CO2	Apply Arithmetic, Logical and Set operators	K3
CO3	Implement string operations	K3
CO4	Use Join operations in SQL Queries	K3
CO5	Create Bank Database	K5

### Mapping of CO with PSO and PO

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	1	1	3	3	2	3	2
CO2	3	2	3	1	1	3	2	2	3	3
CO3	3	3	3	2	2	3	3	2	3	2
CO4	3	2	3	2	2	3	3	2	3	2
CO5	3	3	3	2	2	3	3	2	2	3

“1” – Slight (Low) Correlation

“2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no correlation.

### List of Practical

- Create a table and perform the following DDL operations
  - Set the primary key
  - Check Constraints
  - Alter the structure of the table
  - Drop the table
- Create a table and perform the following DML operations
  - Insert Values
  - Update and Delete records based on constraints
  - Display values using various forms of select clause

3. Perform Arithmetic, Logical and Set Operations
  - a. Arithmetic Operators
  - b. AND, OR, NOT Operators
  - c. UNION, INTERSECTION, MINUS
4. JOIN and SUB Queries
5. Implement Grouping and Ordering Commands in a Table.
6. Develop MYSQL queries to implement String operations using % and “\_”  
[Note: create necessary tables for the above questions (1 to 8) with required attributes]
7. Consider the following relations for a Banking enterprise database  
BRANCH (branch-name:string, branch-city:string, assets:real)  
ACCOUNT (accno:int, branch-name:string, balance:real)  
DEPOSITOR (customer-name:string, accno:int)  
CUSTOMER (customer-name: string, customer-street: string, customer-city:string)  
Perform the following operations:
  - a. Create the above relations by properly specifying the primary keys and the Foreign keys
  - b. Enter at least five tuples for each relation
  - c. Find all the customers who have at least two accounts at the main branch
  - d. Find all the customers who have an account at all the branches located in a specific city.
  - e. Generate suitable reports

#### **Web References**

1. <https://beginnersbook.com/2015/04/dbms-tutorial/>
2. <https://www.studytonight.com/dbms/>
3. <https://www.tutorialspoint.com/dbms/>

#### **Pedagogy**

Demonstration, Discussion, Assignment, and Seminar.

#### **Course Designer**

Dr. Lakshna Arun, Associate Professor, Department of Computer Applications.

<b>SemesterIII</b>	<b>Internal Marks:25</b>	<b>External Marks: 75</b>		
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hrs. /Week</b>	<b>CREDITS</b>
<b>22UCA3AC4</b>	<b>FINANCIAL ACCOUNTING</b>	<b>ALLIED</b>	<b>4</b>	<b>3</b>

### Course Objective

- To equip the students with fundamental knowledge and acquire analytical skills on the accounting concepts.

### Course Outcome and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
	On the successful completion of the course, students will be able to	
<b>CO1</b>	Define the basic concepts of Accounting	<b>K1</b>
<b>CO2</b>	Explain the accounting rules required for business enterprise	<b>K2</b>
<b>CO3</b>	Make use of accounting concepts to interpret the performance of business	<b>K3</b>
<b>CO4</b>	Analyze the financial statement of the firm	<b>K4</b>

### Mapping of CO with PO and PSO

<b>COs/ PSOs</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	2	3	3	3	3	3	2	3	3	2
<b>CO2</b>	2	3	3	3	3	3	2	3	3	2
<b>CO3</b>	3	3	3	3	2	3	2	3	3	2
<b>CO4</b>	2	3	3	3	3	3	2	3	3	2
<b>CO5</b>	2	3	3	3	3	3	2	3	3	2

“1” – Slight (Low) Correlation –

“2” – Moderate (Medium) Correlation –

“3” – Substantial (High) Correlation –

“-” indicate there is no correlation.

### Syllabus

<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>COGNITIVE LEVEL</b>
<b>I</b>	Accounting Meaning – Definition of Accounting – Need for Accounting – Meaning of Book Keeping Book Keeping Vs Accounting – Accounting Principles – Accounting Cycle – Accounting Equation. Double Entry: Meaning – Nature and principle of Double Entry. Journal: Meaning and Need – Steps in Journalizing – Exercises of Journal Entry	<b>12</b>	<b>CO1, CO2, CO3, CO4</b>	<b>K1, K2, K3, K4</b>



II	Ledger: Meaning – Utility – Format – Posting – Balancing an Account – Preparation of Trial Balance – Total Method – Balance Method – Comprehensive Problems on Journal, Ledger and Trial Balance	12	CO1, CO2, CO3, CO4	K1, K2, K3, K4
III	Subsidiary Books – Meaning – Cash Book – Simple cash book – Two Column cash book with Bank and Discount Columns – Three Column cash book – Petty Cash Book – Imprest System – Analytical petty cash book- Problems on Triple Column Cash Book and Petty cash book	12	CO1, CO2, CO3, CO4	K1, K2, K3, K4
IV	Pass Book – need for Bank Reconciliation statement – Methods of Preparation of Bank Reconciliation Statement – Favorable and Unfavorable Balances – Problems on BRS Depreciation – Meaning – Straight Line Method, Diminishing Balance Method and Annuity Method. (Simple Problems only)	12	CO1, CO2, CO3, CO4	K1, K2, K3, K4
V	Meaning – Need for Preparation – Components of Final Accounts – Trading Account – Profit and Loss Account – Balance sheet – Adjustments – Problems with adjustments	12	CO1, CO2, CO3, CO4	K1, K2, K3, K4
IV	<b>Self Study for Enrichment (Not to be included for External Examination)</b> Distinction between Journal and Ledger – Objective of Preparing Trial Balance – Benefits of subsidiary book System – Causes for the differences between cash book and pass book- Differences Between Trial Balance and Balance sheet – Need for Providing Depreciation		CO1, CO2, CO3, CO4	K1, K2, K3, K4

### **Text Book**

1. S.P.Jain and K.L.Narang (2016), Fundamentals of Accounting, Kalyani Publishers, 2017
2. T.S. Reddy & Murthy (2020), Financial Accounting, Margham Publications, 2017

### **Reference Books**

1. Dalston L. Cecil and Jenitra L. Merwin. (2015). Business Accounting. 4th Edition, Learn Tech Publishers.
2. R.L. Gupta & Radhaswamy M. (2018). Financial Accounting. 8th Edition, Sultan Chand Sons
3. Shukla & Grewal. (2018). Advanced Accountancy. Sultan Chand Sons.

### **Web Reference**

1. [www.accountingcoach.com](http://www.accountingcoach.com)
2. [www.accountingstudyguide.com](http://www.accountingstudyguide.com)
3. [www.futureaccountant.com](http://www.futureaccountant.com)
4. [www.onlinelibrary.wiley.com](http://www.onlinelibrary.wiley.com)

### **Pedagogy**

Chalk and Talk, PPT, Discussion, Assignment, Demo, Quiz and Seminar.

### **Course Designer**

Ms. G. Kanagavalli

<b>Semester III</b>	<b>Internal Marks:40</b>	<b>External Marks: 60</b>		
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hrs. / Week</b>	<b>CREDITS</b>
<b>23UCA3AC5P</b>	<b>COMPUTER APPLICATIONS IN BUSINESS (P)</b>	<b>ALLIED</b>	<b>3</b>	<b>3</b>

### Course Objective

- The primary objective of this course is to expose the students with the Accounting Software Tally ERP9 with GST

### Course Outcome and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
	On the successful completion of the course, students will be able to	
<b>CO1</b>	Recall the basic concepts of components of computer	<b>K1</b>
<b>CO2</b>	Understand the basic features of Tally ERP 9	<b>K2</b>
<b>CO3</b>	Prepare different types of financial reports	<b>K3</b>
<b>CO4</b>	Analyze stock group, stock category, stock item and compare stockcategorysummary with godown summary.	<b>K4</b>
<b>CO5</b>	Explain the procedure for GST Registration	<b>K5</b>

### Mapping of CO with PO and PSO

<b>COs/ PSOs</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	3	2	3	2	3	3	2
<b>CO2</b>	3	3	3	3	2	3	2	3	3	2
<b>CO3</b>	3	3	3	3	3	3	2	3	3	2
<b>CO4</b>	3	3	3	3	2	3	2	3	3	2
<b>CO5</b>	3	3	3	3	3	3	2	3	3	2

“1”–Slight (Low) Correlation

“2”– Moderate (Medium) Correlation

“3”–Substantial (High) Correlation

“-”indicates there is no correlation.

### Syllabus

<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>	<b>COs</b>	<b>COGNITIVE LEVEL</b>
<b>I</b>	Introduction to computerized Accounting – Features – Advantages –Manual Accounting Vs .Computerized Accounting – Accounting transaction.	<b>9</b>	<b>CO1,CO2, CO3,CO4, CO5</b>	<b>K1, K2, K3, K4, K5</b>

<b>II</b>	Introduction to Tally ERP 9 – Features of Tally – Creation of Company – Selecting a Company – Altering / Modifying existing company – Configuration of Tally – Tally screen and Menu – Accounting Features – Accounting Groups – User defined groups – Ledger creation, alteration and deletion	<b>9</b>	<b>CO1,CO2, CO3,CO4, CO5</b>	<b>K1, K2, K3, K4, K5</b>
<b>III</b>	Accounting vouchers – inventory vouchers – invoicing – optional & non-accounting voucher – order processing – advanced Voucher entry.	<b>9</b>	<b>CO1,CO2, CO3,CO4, CO5</b>	<b>K1, K2, K3, K4, K5</b>
<b>IV</b>	Introduction to Cost – Creation of cost Categories – Creation of Cost Centre– Editing – Deleting – Usage of Cost Category and Cost Centres in voucher entry – Inventory Information: Stock Groups – Stock Categories – Godowns – Unit Of Measure – Stock Items – Purchase orders and Sales orders processing.	<b>9</b>	<b>CO1,CO2, CO3,CO4, CO5</b>	<b>K1, K2, K3, K4, K5</b>
<b>V</b>	Goods and Service Tax (GST): GST Concepts – Enabling GST – Configuring Master with GST Details – GST Reports	<b>9</b>	<b>CO1,CO2, CO3,CO4, CO5</b>	<b>K1, K2, K3, K4, K5</b>
<b>VI</b>	<b>Self-Study for Enrichment (Not to be included for End Semester Examination)</b> Journal Entry – Ledgers – Trial Balance – Balance Sheet - Adjustments	-	<b>CO1,CO2, CO3,CO4, CO5</b>	<b>K1, K2, K3, K4, K5</b>

#### **LIST OF PRACTICALS:**

1. Creation, alteration and deletion of companies and user defined accounting groups.
2. Creation, alteration and deletion of ledger Accounts.
3. Preparation of Final Accounts with adjustments.
4. Voucher entries in double entry mode.
5. Creation, alteration and deletion of inventory masters.
6. Creation of Inventory Reports
7. Creation of GST Registration

#### **Text Book**

1. V. SrinivasaVallabhan (2014). *Computer Applications in Business*, SultanChand & Sons
2. A.K. Nadhani(2015), *Computer Application by Implementing Tally ERP*, BPBPublications,Chennai.
3. Mohan Kumar K, Rajkumar.S.(2019). *Computer applications in business*. Revised Edition. Tata McGraw Hill Education

#### **Reference Books**

1. Ashok K. Nadhani, “TALLY ERP 9 TRAINING GUIDE - 4TH REVISED &UPDATED EDITION”, January 2018.
2. Official guide to financial accounting using TALLY ERP 9 with GST, TallyEducation P. Ltd.
3. Chadwick, L, “The Essence of Financial Accounting”, PHI, 2nd Edition.

### **Web Reference**

1. <https://gstcentre.in/gst-in-tally-erp-9.php#collapseOne>
2. <http://www.tallysolutions.com>
3. [https://help.tallysolutions.com/docs/te9rel66/Job\\_Work/#gref](https://help.tallysolutions.com/docs/te9rel66/Job_Work/#gref)
4. <https://www.tallyofficialbooks.com/>
5. <https://ncsmindia.com/wp-content/uploads/2012/04/TALLY-9.0-PDF.pdf>.

### **Pedagogy**

Lecture and Lab demonstration

### **Course Designer**

Ms. S. Praveena

<b>Semester III</b>	<b>Internal Mark:40</b>		<b>External Mark: 60</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hrs/Week</b>	<b>CREDITS</b>
<b>22UCA3GEC1P</b>	<b>ANIMATION TOOLS - I (P)</b>	<b>GEC</b>	<b>2</b>	<b>2</b>

### Course Objective

- To impart training on Animation Tools

### Course Outcomes and Cognitive Level Mapping

COs	CO STATEMENTS	COGNITIVE LEVEL
	On the successful completion of the course, students will be able to	
CO1	Recall pen, and brush tools in Photoshop	K1
CO2	Apply resolution, grayscale, black and white to an image	K3
CO3	Using layers, rotation, overlapping of an image	K3
CO4	Creating custom colours, gradients, grouping of an image	K5
CO5	Develop an image by applying masks and filters	K5

### Mapping of CO with PSO and PO

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	1	1	3	3	2	3	2
CO2	3	2	3	1	1	3	2	2	3	3
CO3	3	3	3	2	2	3	3	2	3	2
CO4	3	2	3	2	2	3	3	2	3	2
CO5	3	3	3	2	2	3	3	2	2	3

“1” – Slight (Low) Correlation

“2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no correlation.

### List of Practical

- THE WORKING PLACE (Installing Photoshop & Learning its interface)
- TOOLS
  - Basic Tools Selection Tools
  - Drawing and Coloring Tools
  - Advanced Tools
  - Text Tools
  - Tools Presets
- USING BRUSH & PAINT
  - Brush Presets, Colors & Shapes
  - Create a multicolor real-life image using the brush tool.
- WORKING WITH SELECTION

- Making Selections with Different Tools
  - Modifying an Existing Selection
  - Saving and Loading Selections
5. IMAGE SIZE, RESOLUTION, AND COLOR CHANGE
- Changing the size, resolution, and gray scale of an image.
  - • Convert black and white images into color image.
6. IMAGE MODIFICATION
- Cropping, rotating, overlapping, and superimposing an image.
7. COMMERCIAL BROCHURE
- Develop a commercial brochure with background tints.
8. LAYERS
- Working with layers (creation, deletion, merge).
9. FILTERS AND MASKS
- Applying masks and filtering on images.
10. PLAYING WITH PALETTES
- Arranging Workspace
  - Various Palettes

### **Web References**

- <https://helpx.adobe.com/in/photoshop/tutorials.html>
- <https://www.javatpoint.com/photoshop>
- <https://www.photoshopessentials.com/basics/>

### **Pedagogy**

Demonstration, Powerpoint Presentation

### **Course Designer**

Ms. M. Ellakkiya, Assistant Professor, Department of Computer Applications.

# **SEMESTER - IV**



Semester IV	Internal Mark: 25		External Mark: 75	
COURSE CODE	COURSE TITLE	CATEGORY	Hrs / Week	CREDITS
23UCA4CC5	Programming in Java	CORE	6	5

### Course Objectives

- To develop logics which will help them to create programs
- To get a deep knowledge of programming using JAVA language
- To understand the basic concepts of OOPs
- Enhance problem solving skills

### Course Outcomes and Cognitive Level Mapping

CO Number	CO Statements	Cognitive Level
	On the successful completion of the course, the students will be able to	
CO1	Recite the basic programming skills	K1
CO2	Understand the Java features	K2
CO3	Analyze OOPs concepts	K4
CO4	Apply the programming skills in various domains	K3
CO5	Solve realtime problems using Java	K5

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	1	1	2	2	2	2	2
CO2	3	2	3	1	1	3	3	2	3	2
CO3	3	3	3	2	2	3	3	2	3	2
CO4	3	2	3	2	2	3	3	2	3	2
CO5	3	3	3	2	2	3	3	2	2	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” – Moderate (Medium) Correlation

“-” indicates there is no correlation.

**Syllabus**

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Fundamentals of Object-Oriented Programming:</b> Basic Concepts of Object-Oriented Programming. <b>Java Evolution:</b> Java Environment <b>Overview of Java Language:</b> Java Program Structures, Statements – Implementing A Java Program – Java Virtual Machine –. <b>Constants, Variables and Data Types:</b> Constants - Variables – Data Types – Declaration of Variables – Giving Values to Variables – Getting Values of Variables - Scope of Variables – Symbolic Constants -Type Casting.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	<b>Operators and Expressions:</b> Introduction - Arithmetic Operators-Relational Operator - Logical Operator - Assignment Operator-increment and decrement Operator-Conditional Operator - Bitwise Operator- Special Operator - <b>Decision Making and Branching:</b> Introduction - Decision making with if statement-Simple if statement -The if...else Statement-Nesting of if...else statements- The switch statement - The Conditional Operator (?: Operator) - <b>Decision Making and Looping :</b> While, Do, For Statement, Jump In Loops, Return Statement.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<b>Classes, Objects and Methods:</b> Defining A Class – Fields and Methods Declaration - Creating Objects – Accessing Class Members – Constructors – Method Overloading – Static Members – Nesting of Methods – <b>Inheritance:</b> Extending A Class – Overriding Methods – Final Variables, Methods and Classes – Finalizer Methods - Abstract Methods and Classes – Visibility Control. <b>Arrays, Strings and Vectors:</b> Creating Arrays – One and two-Dimensional Arrays - Strings – Vectors – Wrapper Class. <b>Interfaces: Multiple Inheritance:</b> Introduction - Defining Interfaces - Extending Interfaces- Implementation Interfaces - Accessing Interfaces Variables.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>Packages:</b> Introduction - Java Packages - Using System Packages- Naming conventions - Creating packages - Accessing a package - Using a Package - Adding a class to a package - <b>Multithreaded Programming:</b> Creating Threads – Extending the Thread Class – Life Cycle of Thread - Thread Priority – Synchronization. <b>Managing Errors and Exceptions:</b> Introduction - Types of Errors - Exceptions- Syntax of Exception Handling Code - Multiple Catch Statements – Using Finally Statement.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<b>Graphics Programming using AWT, Swing and Layout Manager:</b> The Graphics Class- Lines and Rectangles- Circles and Ellipses - Introduction to AWT Package – Window Fundamentals – Layout Managers – Introduction to Swing Package – Components and Containers – AWT versus Swing - <b>Database Connectivity:</b> Introduction – JDBC Architecture – Discussion with Example – Overview of JDBC Components.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Self-Study for Enrichment</b> <b>(Not to be included for External Examination)</b> <b>Managing Errors and Exceptions:</b> Multiple Catch Statements - Throwing our own Exceptions. <b>Applet Programming:</b> Building Applet Code - Applet Life Cycle - Creating and Executable Applet – Designing a Web Page using Applet – <b>Graphics Programming using AWT, Swing and Layout Manager:</b> Drawing Arcs- Drawing Polygons. <b>Managing Input/Output Files in Java:</b> Stream Classes – Byte Stream Classes – Character Stream Classes – Creation of Files – Reading/Writing Characters – Reading/Writing bytes.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

## **Textbook**

E. Balagurusamy. (2019). PROGRAMMING WITH JAVA. 6<sup>th</sup> Edition. Tata McGraw-Hill Publishing Company Limited. New Delhi.

## **References**

1. S.Sagayaraj, R.Denis, P.Karthik and D.Gajalakshmi,(2017). Java programming, Universities Press.
2. Schildt Herbert, (2011). Java: The Complete Reference, 8<sup>th</sup> Edition Tata McGraw-Hill.
3. C. Muthu, (2008). Programming with JAVA, Second Edition, McGraw Hill Education.

## **Web References**

1. <https://www.javatpoint.com/java-tutorial>
2. <https://www.guru99.com/java-tutorial.html>
3. <https://www.w3schools.com/java/>
4. <https://www.geeksforgeeks.org/java/>
5. <https://www.tutorialspoint.com/java/index.htm>

## **Pedagogy**

Chalk and Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar.

## **Course Designer**

Ms. V. Yasodha, Assistant Professor, Department of Computer Applications.

<b>Semester IV</b>	<b>Internal Mark: 40</b>		<b>External Mark: 60</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hrs/Week</b>	<b>CREDITS</b>
<b>23UCA4CC4P</b>	<b>Java Programming (P)</b>	<b>CORE</b>	<b>4</b>	<b>4</b>

### Course Objective

- To impart practical training on Java Programming

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
	On the successful completion of the course, the students will be able to	
CO1	Ability to write the programs using Classes and Objects	K3
CO2	Understand use of Inheritance and Interfaces	K2
CO3	Recognize Package concepts, String and File Handling functions	K2
CO4	Apply Multithreading and Exception Handling concepts.	K3
CO5	Create Swing programs and JDBC connection	K5

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	2	1	1	2	2	3	3	2
CO2	3	2	3	1	1	3	3	3	3	2
CO3	3	3	3	2	2	3	3	3	3	3
CO4	3	2	3	2	2	2	2	3	3	3
CO5	3	3	3	2	2	3	3	3	2	3

“1” – Slight (Low) Correlation

“2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no correlation.

### List of Practicals

Develop a Java Program using the concept of

1. Classes and Objects
2. Constructors
3. Method Overloading
4. Inheritances
5. String Handling
6. Interfaces
7. Packages
8. Multithreading
9. Exception Handling
10. Menu and Dialog Box
11. Swing Components
12. GUI Application with JDBC

## **Web References**

1. <https://www.programiz.com/java-programming/examples>
2. <https://www.geeksforgeeks.org/java-programming-examples/>
3. [https://www.w3schools.com/java/java\\_examples.asp](https://www.w3schools.com/java/java_examples.asp)
4. <https://www.tutorialspoint.com/java/index.htm>

## **Pedagogy**

Demo and Discussion.

## **Course Designer**

Ms. V. Yasodha, Assistant Professor, Department of Computer Applications.

<b>Semester IV</b>	<b>Internal Marks: 25</b>	<b>External Marks: 75</b>		
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>Hrs / Week</b>	<b>Credits</b>
<b>22UCA4AC6</b>	<b>BUSINESS COMMUNICATION</b>	<b>ALLIED</b>	<b>4</b>	<b>3</b>

### Course Objectives

- To provide an overview of prerequisites to Business Communication.
- To impart the correct practices of the strategies of Effective Business writing.
- To acquire good communication skills requisite for business correspondence and reporting.

### Course Outcome and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b> <b>On the successful completion of the course, students will be able to</b>	<b>Cognitive Level</b>
CO1	Select the appropriate organizational formats, channels used in developing and presenting business messages.	<b>K1</b>
CO2	Explain the modern communication used in the business.	<b>K2</b>
CO3	Summarize the process of report writing and develop the interview techniques.	<b>K2, K3</b>
CO4	Identify ethical, legal, cultural and global issues affecting business communication.	<b>K3</b>
CO5	Analyse the situation of writing various types of letters.	<b>K4</b>

### Mapping of CO with PO and PSO

<b>COs/ PSOs</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>

“1” – Slight (Low) Correlation

“2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” Indicates there is no correlation.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Communication – Needs – Objectives – Communication Media – Process – Characteristics – Barriers of Communication – Steps to overcome barriers of Communication.	12	CO1,CO2, CO3,CO4, CO5	K1, K2, K3,K4
II	Business letter – Needs – Function – Kinds of Business letter – Essentials of an Effective Business letter – Structure of Business letter – Letter of Enquiries and replies.	12	CO1,CO2, CO3,CO4, CO5	K1, K2, K3,K4
III	Application letter – Preparation of Resume – Interview Meaning – Objective and Interview Techniques – Interviewee’s Preparation for the Interview and Conduct during the Interview.	12	CO1,CO2, CO3,CO4, CO5	K1, K2, K3,K4
IV	Modern forms of Communication – Email Mechanics of an e-mail – Layout of e-mail Teleconference , voicemail – Internet – multimedia Teleconferencing – Mobile Phone – SMS – Telephone Answering machine.	12	CO1,CO2, CO3,CO4, CO5	K1, K2, K3,K4
V	Reports – Introduction – Types – Preparation – Structure and Organization of reports – Reports by individuals and committees press releases.	12	CO1,CO2, CO3,CO4, CO5	K1, K2, K3,K4,K5
VI	<b>Self-Study for Enrichment (Not to be included for External Examination)</b> Circular letters – Objectives – Situations that need Circular letters – Sales letters – Bank Correspondence.	-	CO1,CO2, CO3,CO4, CO5	K1, K2, K3,K4

## Text Books

1. Rajendra Pal , J.S. Korlahalli (2015). *Essentials of Business Communication*. Reprint. Sultan Chand & Sons.
2. Sharma R. C, Krishna Mohan (2017). *Business Correspondence and Report Writing* . 6<sup>th</sup> Edition Tata Mc-Graw Hill.
3. Subba Rao .P (2013). *Business Communication*. Reprint. Cengage Learning India..

## Reference Books

1. Krishnamacharyulu, Lalitha. R (2018). *Business communication*. 3<sup>rd</sup> Edition. Himalaya Publishing House.
2. Mathur S. P (2017). *Business Communication*. 2<sup>nd</sup> Edition. New Age International Publishers.

3. Sundar K, Kumara Raj .A (2019). *Essentials of Business Communication*. Reprint. Vijay Nicole Imprints Private Limited.

### **Web Reference**

1. <https://www.marketingtutor.net/communication-media-definition-types-examples/>
2. <https://www.vedantu.com/commerce/essential-qualities-of-a-good-business-letter>
3. <https://www.themuse.com/advice/the-ultimate-interview-guide-30-prep-tips-for-job-interview-success>
4. <https://www.yourarticlelibrary.com/business-communication/modern-forms-of-communication-fax-email-and-videoconferencing/27654>
5. <https://www.eapfoundation.com/writing/reports/structure/>

### **Pedagogy**

Lecture, Power Point Presentation, Group discussion, Seminar and Assignment.

### **Course Designer**

Mrs. D. Indumathi.



Semester IV	Internal Marks: 40		External Marks: 60	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
22UCA4GEC2P	Animation Tools-II (P)	GEC	2	2

### Course Objective

- To impart training on Tools in Flash

### Course Outcomes and Cognitive Level Mapping

CO Number	CO Statements	Cognitive Level
	On the successful completion of the course, students will be able to	
CO1	Learn the basic concepts of animation as an art.	K1
CO2	Apply different types of tools	K3
CO3	Use trace and mask in image	K3
CO4	Create shape & motion tweening	K4
CO5	Develop 2D animations	K5

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	2	3	2	1	1	3	3	2	3	2
<b>CO2</b>	3	2	3	2	1	3	2	2	3	3
<b>CO3</b>	3	3	3	2	2	3	3	2	3	2
<b>CO4</b>	3	2	3	2	2	3	3	2	3	2
<b>CO5</b>	3	3	3	2	2	3	3	2	2	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” – Moderate (Medium) Correlation

“-” indicates there is no correlation.

### List of Practical

- Basics of Flash
- Types of Tools
- Trace a Character in Flash
- Working with Masking
- Create Animation using Text
- Demonstrate Shape & Motion Tween
- Develop a commercial brochure
- Create a Snowfall Animation using Flash

## **Web References**

1. <https://helpx.adobe.com/in/flash/tutorials.html>
2. <https://www.geeksforgeeks.org/flash/>

## **Pedagogy**

Power Point Presentation, Demonstration and Practical Sessions.

## **Course Designer**

Ms. M. Ellakkiya, Assistant Professor, Department of Computer Applications.

<b>Semester IV</b>	<b>Internal Marks:40</b>		<b>External Marks:60</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
22UCA4SEC1P	Documentation and Presentation Tools (P)	SEC	2	2

### Course Objective

- To impart training on Multimedia Tools

### Course Outcomes and Cognitive Level Mapping

CO Number	CO Statements	Cognitive level
	On the successful completion of the course, students will be able to	
CO1	Creating documents using template in MS–word	K1
CO2	Demonstrate usage of slides in MS–Power point	K2
CO3	Creating slides with Multimedia tools	K3
CO4	Ability to understand the various kinds of tools.	K2
CO5	Develop e-content in power point by their own	K4

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	1	1	3	3	2	3	2
CO2	3	2	3	1	1	3	2	2	3	3
CO3	3	3	3	2	2	3	3	2	3	2
CO4	3	2	3	2	2	3	3	2	3	2
CO5	3	3	3	2	2	3	3	2	2	3

“1”–Slight (Low) Correlation

“2”–Moderate (Medium) Correlation

“3”–Substantial (High) Correlation

“-”- indicates there is no correlation

### List of Practical

#### 1. Working with MS Word:

- Text Manipulation–Change the font type and style, alignment of text and underline the text
- Prepare a document with Bullets, Footers and Headers
- Prepare a document in newspaper format
- Manipulation of Table–Creation, insertion, deletion (Columns and rows)
- Create a Mark Sheet using table and find out total of all marks for each student
- Prepare a Greeting Card: Picture insertion and alignment
- Create a document using template

- Prepare a Letter
- Prepare a Biodata
- Mail Merge:- Prepare Convocation invitations to be sent to specific addresses in the data source.

## 2. Creating PowerPoint Presentation

Slide show presentation for a seminar chooses your own topics.

- Enter the text in outline view
- Create on – bulleted and bulleted body text
- Apply the appropriate text attributes
- Presentation using wizards -Usage of design templates: - Creation of a slide show presentation using different presentation template and different transition effect for each slide. Use different text attributes in each slide.
- Develop an e-content in power point using multimedia tools (10 slides)

### Web References

1. <https://support.microsoft.com › en-us › office › add-and>
2. <https://www.javatpoint.com › how-to-insert-picture-an>. 3. <https://www.javatpoint.com › excel-work-sheet-rows-c..>

### Pedagogy

Demonstration, Power point Presentation, Discussion and Practical Session.

### Course Designer

Dr. T. Julie Mary, Assistant Professor, Department of Computer Applications.

# **SEMESTER - V**

<b>Semester V</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
23UCA5CC6 / 23UCS5CC5	Programming in PHP	CORE	6	5

### Course Objectives

- To understand the fundamentals of web programming for design a web page using PHP.
- The students shall be able to develop a simple webpage using PHP with MySQL.

### Course Outcome and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
	On the successful completion of the course, students will be able to	
CO1	Outline the basic concepts in PHP Programming	K1
CO2	Describe the logical structure of PHP Programming	K2
CO3	Construct the web page using PHP Programming	K3
CO4	Analyze the PHP Programming concepts to develop Website	K4
CO5	Develop a real-time website using PHP Programming	K5

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	2
CO3	3	2	3	3	3	3	3	3	2	2
CO4	3	2	2	2	2	3	3	2	2	2
CO5	3	2	2	2	2	3	3	2	2	2

“1”-Slight (Low) Correlation

“2”-Moderate (Medium) Correlation

“3”- Substantial (High) Correlation

“-”- Indicates there is no Correlation

## Syllabus

UNIT	Contents	HOURS	COs	COGNITIVE LEVEL
I	<b>Essential PHP</b> Essential PHP: Creating your Development Environment - Creating a First PHP Page-Mixing HTML and PHP - Printing Some Text- Printing Some HTML- More Echo Power- Using PHP “Here” Documents - Adding Comments to PHP - Variables - Constants - Data Types, Operators and Flow Control.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	<b>PHP Basics</b> Strings and Arrays - Creating Functions- Reading Data in Web Pages: Setting Up Web Pages to Communicate with PHP - Handling Text Fields and Text Areas- Handling Check Boxes and Radio Buttons - Handling List Boxes, Password Controls, Hidden Controls, Image Maps, File Uploads and Buttons.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<b>OOPS Concepts</b> Object-Oriented Programming: Creating Classes and Objects - Setting Access to Properties and Methods - Using Constructors and Destructors - Inheritance - Overriding, Overloading Methods, Autoloading Classes. Advanced Object-Oriented Programming: Creating Static Methods, Abstract Classes, Interfaces and Class Constants, Supporting Object Iteration - Using Final Keyword - Cloning Objects - Reflection.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>Browser-Handling, Session, Cookies and FTP</b> PHP Browser-Handling Power – Session, Cookies and FTP: Setting, Reading, Deleting Cookies - Working with FTP - Downloading, Uploading, and Deleting a File with FTP - Creating and Removing Directories with FTP - Working with E-mail- Storing Data and Writing a Hit Counter using Sessions.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<b>File Handling and MySQL using PHP</b> File Handling - Working with Databases: Accessing the Database in PHP -Update Data into the Database- Insert Data into the Database - Delete Data from Database.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Self-Study for Enrichment (Not to be included for End Semester Examination)</b> History of PHP – Getting PHP – PHP’s Internal Data Types –Working with Database: What is Database? – Some Essential SQL – Creating a MySQL Database and Table – Putting data into the New Database.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

### **Textbook**

1. Steven Holzner. (2012), The Complete Reference PHP, Tata McGraw Hill Pvt. Ltd.

### **References**

1. Rasmus Lerdorf, Kevin Tatroe, Peter MacIntyre. (2013), Programming PHP, 3<sup>rd</sup> Edition, O'Reilly.
2. Luke Welling, Laura Thomson. (2017), PHP and MySQL Web Development, 5<sup>th</sup> Edition, Pearson India Education Services Pvt. Ltd.

### **Web References**

1. <https://www.phptutorial.net/>
2. <https://www.javatpoint.com/php-tutorial>
3. <https://www.w3schools.com/php/>
4. <https://www.geeksforgeeks.org/php-examples/>
5. <https://www.tutorialspoint.com/php/index.htm>

### **Pedagogy**

Chalk & Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar.

### **Course Designer**

Ms. V. Yasodha, Assistant Professor, Department of Computer Applications.



<b>Semester V</b>	<b>Internal Marks:40</b>		<b>External Marks:60</b>	
<b>COURSECODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>23UCA5CC5P</b>	<b>PHP with MySQL (P)</b>	<b>CORE</b>	<b>4</b>	<b>3</b>

### Course Objectives

- To inculcate the PHP web programming knowledge
- To create a basic knowledge about developing web page.

### Course Outcome and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
	On the successful completion of the course, students will be able to	
CO1	Recall the syntax and semantics of PHP.	K1
CO2	Identify suitable techniques to construct a web page.	K2
CO3	Implement the PHP concepts to develop a website	K3
CO4	Analyze the logical structures which are used to the real-time applications.	K4
CO5	Develop a real-time application using PHP programming	K5

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3	3	2
<b>CO3</b>	3	2	3	3	3	3	3	3	2	2
<b>CO4</b>	3	2	2	2	2	3	3	2	2	2
<b>CO5</b>	3	2	2	2	2	3	3	2	2	2

“1”-Slight (Low) Correlation

“2”-Moderate (Medium) Correlation

“3”- Substantial (High) Correlation

“-”- Indicates there is no Correlation

### List of Practical

1. Basic HTML tags.
2. get() and post() methods.

3. Validation.
4. String Handling functions.
5. Arrays.
6. COOKIES.
7. SESSIONS.
8. FILE Handling.
9. Database Connection.

### **Web References**

<https://www.phptutorial.net/>

<https://www.javatpoint.com/php-tutorial>

<https://www.w3schools.com/php/>

<https://www.geeksforgeeks.org/php-examples/>

<https://www.tutorialspoint.com/php/index.htm>

### **Pedagogy**

PowerPoint Presentations, Demonstrations and Practical Sessions.

### **Course Designer**

Ms. V. Yasodha, Assistant Professor, Department of Computer Applications.

<b>Semester V</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>23UCA5CC7</b>	<b>Software Engineering</b>	<b>CORE</b>	<b>6</b>	<b>5</b>

### Course Objectives

- To make the students to understand basics of software engineering
- To provide knowledge in various phases of Software Engineering Process
- To apply object-oriented analysis and design concepts

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statements</b>	<b>Cognitive Level</b>
	On the successful completion of the course, students will be able to	
CO1	Describe the basics of Software Engineering	K1
CO2	Summarize the design models	K2
CO3	Explain object-oriented analysis and design concepts	K4
CO4	Demonstrate the coding of a software	K3
CO5	Evaluate various software testing techniques	K5

### Mapping of CO with PO and PSO

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	2	2	1	3	3	2	3	1
<b>CO2</b>	3	2	3	2	1	3	2	2	3	3
<b>CO3</b>	3	3	3	2	2	3	3	2	3	2
<b>CO4</b>	3	2	2	2	2	3	3	2	3	1
<b>CO5</b>	2	3	3	2	2	2	3	2	2	3

“1” – Slight (Low) Correlation

“2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no correlation.

### Syllabus

<b>UNIT</b>	<b>Contents</b>	<b>HOURS</b>	<b>COs</b>	<b>COGNITIVE LEVEL</b>
-------------	-----------------	--------------	------------	------------------------

I	<b>Software Engineering-Introduction:</b> Introduction to Software Engineering -Software Process - Software Process Models -Software product. <b>Requirements Engineering Principles:</b> Introduction - Types of Requirements - Steps involved in Requirement Engineering.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	<b>Requirement Analysis Modeling:</b> Analysis Modeling Approaches - Structured Analysis - Object Oriented Analysis. <b>Design and Architectural Engineering:</b> Design Process and Concepts - Basic Issues in Software Design - Characteristics of Good Design - Software Design and Software Engineering - Modularity, Cohesion, Coupling, Layering - Real Time Software Design -Design Models	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<b>Object Oriented Concepts:</b> Introduction - Fundamental Parts of Object-Oriented Approach - Data Hiding and Class Hierarchy Creation - Relationships - Design Patterns – Frameworks. <b>Object Oriented Analysis and Design:</b> Object Oriented Analysis - Object Oriented Design.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>User Interface Design:</b> Concepts of User Interface - Elements of User Interface -Designing the User Interface - User Interface Evaluation -Golden Rules of User Interface Design - User Interface Models –Usability. <b>Software Coding:</b> Introduction - Coding Conventions – Key Concepts in Software Coding.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<b>Introduction to Software Testing:</b> Introduction -Software Testing Objectives - Types of Software Testing. <b>Software Maintenance:</b> Introduction - Maintenance Activities - Maintenance Process - Maintenance Cost - Software Evolution - Reverse Engineering - Re-engineering - Re-structuring - Maintenance Strategies - Issues in Software Maintenance.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Self Study for Enrichment (Not to be included for End Semester Examination)</b> Requirements Engineering - Importance of Requirements - Function Oriented System vs Object Oriented System Models - Design Documentation - Role of UML in OO Design – Programming Principles – Programming Guidelines – Psychology of Testing – Software Testing Scope - Strategic Approach to Software Testing	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

### Textbook

1. Chandramouli Subramanian, Saikat Dutt, Chandramouli Seetharaman, B.G.Geetha, (2018). Software Engineering, Pearson Publications.

### References

1. Jibitesh Mishra, (2011). Software Engineering, Pearson Education.
2. Richard E. Fairley, (2001). Software Engineering Concepts, Tata McGraw-Hill Publishing Company Ltd.

3. Roger S.Pressman, Bruce R.Maxim, (2014). Software Engineering: A Practitioner's Approach, Tata McGraw-Hill Publishing Company Ltd.

#### **Web References**

1. [https://www.tutorialspoint.com/software\\_engineering/](https://www.tutorialspoint.com/software_engineering/)
2. <https://www.geeksforgeeks.org/software-engineering/>
3. <https://www.slideshare.net/pashadon143/se-46394097/>

#### **Pedagogy**

Chalk & Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar.

#### **Course Designer**

Ms.A.Jabeen, Assistant Professor, Department of Computer Applications.

<b>Semester V</b>	<b>Internal Marks : 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>22UCA5CC8</b>	<b>Data Mining</b>	<b>CORE</b>	<b>5</b>	<b>5</b>

### Course Objectives

- To introduce the concept of data mining as an important tool for enterprise management
- To enable effective sources of data and process it for data mining
- Enhance all data mining algorithms and methods of evaluation

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statements</b>	<b>Cognitive Level</b>
	On the successful completion of the course, the students will be able to	
CO1	Illustrate the fundamental concepts, benefits, and problem areas Associated with data mining.	K1
CO2	Elaborate different steps involved in the process of data preprocessing.	K2
CO3	Summarize various models of data warehousing and online analytical processing.	K3
CO4	Classify algorithm to predict accurately the target class of objects.	K4
CO5	Evaluate the working pattern of the cluster analysis algorithm.	K5

### Mapping of CO with PO and PSO

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	1	2	1	1	2	2	1	1	3	1
<b>CO2</b>	1	2	2	1	1	1	2	2	1	2
<b>CO3</b>	2	3	2	3	2	3	2	3	3	2
<b>CO4</b>	2	3	1	3	2	2	3	3	2	2
<b>CO5</b>	1	3	2	2	2	3	3	2	2	3

“1”–Slight (Low) Correlation

“3”–Substantial (High) Correlation

“2”– Moderate (Medium) Correlation

“-”-indicates there is no correlation.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Introduction:</b> Data Mining– Moving towards the Information Age-Data Mining the Evolution of Information Technology– Kinds of Data Can Be Mined – Kinds of Patterns Can Be Mined– Technologies–Applications– Major issues in Data Mining.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	<b>Data Preprocessing:</b> Data Preprocessing: An Overview – Data Cleaning – Data Integration-Entity Identification Problem - Redundancy & Correlation Analysis – Data Reduction – Data Transformation and Data Discretization–Data Transformation Strategies Overview	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<b>Data Warehousing and Online Analytical Processing:</b> Data Warehouse: Basic Concepts – DataWarehouse Modeling-Data Cube and OLAP - <b>Data Cube: A Multidimensional Data Model Stars, Snowflakes, and Fact Constellations:</b> Schemas for Multidimensional Data Models - Typical OLAP Operations – Data Warehouse Design and Usage.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>Mining Frequent Patterns, Associations, and Correlations:</b> <b>Basics Concepts and Methods:</b> Basic Concepts – Frequent Item set Mining Methods - Apriori Algorithm- Finding Frequent Item sets by Confined Candidate Generation - Generating Association Rules from Frequent Item sets - <b>Classification:</b> Basic Concepts: Basic Concepts–Decision Tree Induction- Decision Tree Induction–Attribute Selection Measures- Bayes Classification Methods	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<b>Cluster Analysis:</b> Basic Concepts and Methods: Cluster Analysis-Partitioning Methods– k-means– Hierarchical Methods: Agglomerative versus Divisive Hierarchical Clustering – Distance Measures in Algorithmic Method–Outlier Detection: Outliers and Outlier Analysis – Outlier Detection Methods- <b>Data Mining Trends and Research Frontiers:</b> Data Mining Applications.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Self Study for Enrichment (Not included for End Semester Examinations)</b> Predictive analysis-it's working-Analytical techniques-Area of Text mining-Text Mining process-Introduction to sentiment analysis- Types of sentiment analysis-Rule Based Classification	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

## **Textbook**

1. Jiawei Han and Micheline Kamber (2012). Data Mining Concepts and Techniques, Third Edition.

## **References**

1. Margaret H. Dunham (2003). Data Mining: Introductory and Advanced Topics, Pearson Education.
2. Arun K. Pujari (2010). Data Mining Techniques, University Press.

## **Web References**

1. [www.tutorialspoint.com](http://www.tutorialspoint.com)
2. <https://www.techopedia.com/definition/15634/web-mining>
3. <https://www.expertsystem.com/data-mining-predictive-analytics-difference/>
4. <https://data-flair.training/blogs/text-mining/>

## **Pedagogy**

Chalk & Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar.

## **Course Designer**

Dr. T. Julie Mary, Assistant Professor, Department of Computer Applications.



COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
23UCA5DSE1AP	MATLAB (P)	DSE	5	3

### Course Objective

- To develop programming skills and technique to solve mathematical problems

### Course Outcomes and Cognitive Level Mapping

CO Number	CO Statements	Cognitive Level
CO1	On the successful completion of the course, students will be able to Identify the logic for a given a problem	K1
CO2	Recognize the syntax and construction of MATLAB programming code	K2
CO3	Analyze the concepts various functions	K3
CO4	Interpret and visualize simple mathematical functions and operations	K4
CO5	Implement simple mathematical functions/equations in numerical computing environment	K4

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	1	1	3	2	1	2	2
CO2	3	2	3	2	1	3	2	2	3	3
CO3	3	3	3	2	2	3	2	2	3	2
CO4	3	2	3	2	2	3	3	1	3	2
CO5	3	3	3	2	2	3	3	1	2	3

“1” – Slight (Low) Correlation  
“3” – Substantial (High) Correlation

“2” – Moderate (Medium) Correlation  
“-” indicates there is no correlation.

### List of Practical

- Arithmetic Operations
- Complex Numbers
- Control Flow
- Array Indexing
- Functions
- Matrix Operations
- Plotting

8. Image Processing
9. Mathematical Computing
10. Packages

### **Web References**

1. <https://www.math.unipd.it/~mrrusso/Didattica/NA-Yaounde/LAB1/Exercises1.pdf>
2. <https://engineering.servicelearning.ucmerced.edu/sites/engineering.servicelearning.ucmerced.edu/files/page/documents/lab1finalversionpdf.pdf>
3. [https://lo.unisa.edu.au/pluginfile.php/724774/mod\\_resource/content/1/MME\\_1\\_Practicals\\_guide\\_2013\\_02\\_25.pdf](https://lo.unisa.edu.au/pluginfile.php/724774/mod_resource/content/1/MME_1_Practicals_guide_2013_02_25.pdf)

### **Pedagogy**

PowerPoint Presentation, Demonstration, Discussion and Practical Sessions.

### **Course Designer**

Ms. A. Anandhavalli, Assistant Professor, Department of Computer Applications.

<b>Semester V</b>	<b>Internal Marks: 40</b>		<b>External Marks: 60</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>23UCA5DSE1BP</b>	<b>Data Mining (P)</b>	<b>DSE</b>	<b>5</b>	<b>3</b>

### Course Objective

- To impart training on data mining tasks with data mining toolkit-WEKA

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statements</b>	<b>Cognitive Level</b>
	On the successful completion of the course, students will be able to	
CO1	Understand how to perform data mining tasks using the WEKA Toolkit	K1
CO2	Recognize various kinds of implementation	K2
CO3	Demonstrate the Pre-processing, Classification, etc. in large data sets	K3
CO4	Ability to apply algorithms as a component to the existing tools	K3, K4
CO5	Implement simple mining techniques for realistic data.	K4

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	2	3	2	1	1	3	3	2	3	2
<b>CO2</b>	3	2	3	2	1	3	2	2	3	3
<b>CO3</b>	3	3	3	2	2	3	3	2	3	2
<b>CO4</b>	3	2	3	2	2	3	3	2	3	2
<b>CO5</b>	3	3	3	2	2	3	3	2	2	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” – Moderate (Medium) Correlation

“-” indicates there is no correlation.

### List of Practical

1. Data Exploration and Preprocessing
2. Classification
3. Performance Evaluation and other classifiers
4. Association Analysis
5. Clustering
6. Data Visualization

- 7. Knowledge Flow
- 8. Experimenter
- 9. Feature Selection

**Web References**

- 1. <https://cobweb.cs.uga.edu/~khaled/DMcourse/Weka-Tutorial-Exercises.pdf>
- 2. <https://ppawar.github.io/Spring2020/CSE351-S20/Exercises/Weka%20activity%20-%201%20April%202020.pdf>
- 3. [https://uh.edu/~smiertsc/4397cis/Chapter\\_4\\_Using\\_WEKA.pdf](https://uh.edu/~smiertsc/4397cis/Chapter_4_Using_WEKA.pdf)

**Pedagogy**

PowerPoint Presentation, Demonstration, Discussion and Practical Sessions.

**Course Designer**

Ms. A. Anandhavalli, Assistant Professor, Department of Computer Applications.

Semester V	Internal Marks:40	External Marks: 60		
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS

23UCA5DSE1CP	<b>R Programming (P)</b>	DSE	5	3
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### Course Objective

- To be able to perform operations using R Programming

### Course Outcome and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
	On the successful completion of the course, students will be able to	
CO1	Understand and use R – Data Structures.	K2
CO2	Explain the basic functions to enhance the effective usage of R Programming	K2
CO3	Apply R programming and understand different data frames	K3
CO4	Organize R Programme using charts	K4
CO5	Analyze vector using R – programming capabilities	K4

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	1	1	3	3	2	3	2
CO2	3	2	3	1	1	3	2	2	3	3
CO3	3	3	3	2	2	3	3	2	3	2
CO4	3	2	3	2	2	3	3	2	3	2
CO5	3	3	3	2	2	3	3	2	2	3

“1”- Slight (Low) Correlation

“2”-Moderate (Medium) Correlation

“3” –Substantial (High) Correlation

“-” - Indicates there Is no Correlation

### List of Practical

- Create three vectors such as numeric data, character data and logical data. Display the content of the vectors and their type.
- Create a simple bar plot of five subject marks of a student
- Create a function to print squares of numbers in sequence.
- Create data frames which contain details of 5 employees and display summary of the data.
- Create an array of two 3x3 matrices for two given vectors.
- Extract 3rd and 5th rows with 1st and 3rd columns from a given data frame.
- Generate inner, outer, left, right join (merge) from given two data frames.
- Demonstrate use of histogram.
- Demonstrate box plot function.
- Create pie plot using R.

### Web References

1. <https://www.jnec.org/labmanuals/it/te/sem1/R-lab.pdf>
2. <https://cdlsiet.ac.in/wp-content/uploads/2023/03/R-Language-Lab-Manual-lab-1.pdf>
3. <https://kottesandeep.blogspot.com/2022/03/r-programming-lab.html>

### **Pedagogy**

PowerPoint Presentation, Discussion, Demonstration and Practical Session.

### **Course Designer**

Dr.Lakshna Arun, Associate Professor, Department of Computer Applications

<b>Semester V</b>	<b>Internal Marks:40</b>		<b>External Marks: 60</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>22UCA5SEC2P</b>	<b>Data Analytics Using Excel(P)</b>	<b>SEC</b>	<b>2</b>	<b>2</b>

### Course Objective

- To be able to perform operations using EXCEL

### Course Outcome and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
	On the successful completion of the course, students will be able to	
CO1	Make use of the basic formatting and editing options	K3
CO2	Interpret the data using Conditional formatting options in Excel	K2
CO3	Explain the purpose of using functions in the workbook	K2
CO4	Organize the data using pivot tables & pivot charts in MS-Excel	K3
CO5	Build the basic Lookup functions to enhance the effective usage of excel functions in the workbook	K4

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	1	1	3	3	2	3	2
CO2	3	2	3	1	1	3	2	2	3	3
CO3	3	3	3	2	2	3	3	2	3	2
CO4	3	2	3	2	2	3	3	2	3	2
CO5	3	3	3	2	2	3	3	2	2	3

“1”- Slight (Low) Correlation

“2”-Moderate (Medium) Correlation

“3” –Substantial (High) Correlation

“-” -Indicates there Is no Correlation

### List of Practical

#### 1. Basic Commands in Excel

- Creating & Saving Work Books
- Selecting Cells
- Entering Text & Numbers into Cells
- Naming The Cells
- Insert Rows & Columns
- Renaming Workbooks

- Move Or Copy Worksheets
- Auto Complete

## **2. Formatting & Filtering Using Excel**

- Find & Replace
- Sort & Replace
- Data Validation
- Remove Duplicates
- Import Data from Different Resources
- Freeze Panes
- Mail Merge

## **3. Pivot Table & Chart**

- Creating Pivot Tables and Pivot Charts
- Manipulating A Pivot Table
- Changing Calculated Value Fields
- Sorting & Filtering Pivot Table Data

## **4. Lookup Functions**

- The Horizontal Lookup & Vertical Lookup Functions
- Using If, And & Or Functions
- Index, Match & Offsetting Functions

### **Web References**

1. <https://support.microsoft.com/en-us/office/analyze-data-in-excel-3223aab8-f543-4fda-85ed-76bb0295ffc4>
2. <https://www.youtube.com/watch?v=iG6lN9aBrcM>
3. <https://www.youtube.com/watch?v=GccwaO3NU0g>

### **Pedagogy**

PowerPoint Presentation, Discussion, Demonstration and Practical Session.

### **Course Designer**

Dr.Lakshna Arun, Associate Professor, Department of Computer Applications.



# **SEMESTER VI**

<b>Semester VI</b>	<b>Internal Marks: 25</b>		<b>External Mark: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>23UCA6CC9</b>	<b>Computer Networks</b>	<b>CORE</b>	<b>6</b>	<b>5</b>

### Course Objectives

- To understand various network reference models
- To discuss various routing algorithms
- To analyze functions of layers

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
	On the successful completion of the course, the students will be able to	
CO1	Describe various network reference models	K1
CO2	State the concepts of physical layer and data link layer	K1
CO3	Discuss the various routing algorithms	K2
CO4	Sketch the protocols of transport layers	K3
CO5	Analyze the functions of application layer	K4, K5

### Mapping of CO with PO and PSO

<b>COs</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	2	2	3	3	3	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	2	3	3	3	3	3	3	3	3	3
<b>CO5</b>	2	3	3	2	2	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” – Moderate (Medium) Correlation

“-” indicates there is no correlation.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Introduction</b> – Uses of Computer Networks – Network Hardware – Network Software: Protocol Hierarchies – Design Issues for the Layers – Connection Oriented and Connectionless Services – Service Primitives <b>Reference models:</b> The OSI Reference Model – TCP/IP Reference Model.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	<b>The Physical Layer:</b> Guided Transmission Media. <b>Public Switched Telephone Network:</b> Structure of Telephone System – Switching. <b>The Data link Layer:</b> Data link layer Design Issues – Error Detection and Correction – Elementary Data Link Protocol - Sliding Window Protocol.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<b>The Network Layer:</b> The Network Layer Design Issues – <b>Routing Algorithms:</b> The Optimality Principle – Shortest Path Routing – Flooding – Distance Vector Routing – Link State Routing – Hierarchical Routing - Congestion Control Algorithms	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>The Transport Layer:</b> The Transport Service – Elements of Transport Protocols – <b>Internet Transport Protocols:</b> Introduction to UDP – RPC – TCP: TCP Service Model – TCP Protocol – TCP Segment Header.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<b>The Application Layer:</b> The DNS Name Space – E-mail: Architecture and Services – The user Agent - Message Formats -Message Transfer – Final Delivery	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Self - Study for Enrichment</b> <b>(Not included for End Semester Examinations)</b> Example networks – Communication Satellites – The World Wide Web – Communication Security	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

## **TextBook**

Andrew S. Tanenbaum, David J. Wetherall. (2022). Computer Networks, 5<sup>th</sup> Edition, Pearson Education Inc.

## **Reference Books**

1. Behrouz A. Forouzan. (2017). Data Communications and Networking, 5<sup>th</sup> Edition, Tata McGraw-Hill.
2. William Stallings. (2013). Data and Computer Communication, 10<sup>th</sup> Edition, Pearson.

## **Web References**

1. <https://www.geeksforgeeks.org/layers-of-osi-model/>
2. <https://www.geeksforgeeks.org/classification-of-routing-algorithms/>
3. [https://www.tutorialspoint.com/communication technologies/](https://www.tutorialspoint.com/communication_technologies/)

## **Pedagogy**

Chalk and Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar.

## **Course Designer**

Ms. A. Jabeen, Assistant Professor, Department of Computer Applications.

Semester VI	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS/ WEEK	CREDITS
23UCA6CC10	Operating Systems	CORE	5	4

## Course Objectives

- To understand the basic concepts of operating systems
- To understand the concept of Process Management, Synchronization
- To get in depth knowledge of various scheduling algorithm

## Course Outcomes and Cognitive Level Mapping

CO Number	CO Statement On the successful completion of the course, students will be able to	Cognitive Level
CO1	Understand the conceptual view of operating systems	K1
CO2	Describe Process Management & Synchronization	K3
CO3	Explain various Scheduling and deadlock	K3
CO4	Discuss Memory Management & Mass Storage	K3, K4
CO5	Illustrate File Systems	K5

## Mapping of CO with PO and PSO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	1	3	2	3	3	3	3	3
CO2	1	3	3	3	3	3	3	3	3	2
CO3	3	3	3	2	1	3	3	3	3	3
CO4	3	2	3	3	3	3	2	2	3	3
CO5	3	3	3	3	3	3	3	3	2	3

“1”–Slight (Low) Correlation  
“3”–Substantial (High)Correlation

“2”–Moderate (Medium)Correlation  
“\_” indicates there is no correlation.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Introduction:</b> Objectives and Functions – Different Views of an OS – Evolution of Operating Systems – Types of Operating System – Comparison between different Operating Systems –Computer System Organization –Computer System Architecture – Operating System Operations – Operating System Structures: System Components – Operating system Services.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	<b>Process Management:</b> Introduction – Process Concept – Process Scheduling – Operations on Process – Cooperating Processes – Interposes Communication. <b>Process Synchronization:</b> Principles of Concurrency –Precedence Graph – Critical regions – Synchronization: Software Approaches –Semaphores.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<b>Threads:</b> Introduction – Thread concept – Multithreading Models – Threading Issus <b>CPU Scheduling:</b> Introduction – Scheduling Concepts –Scheduling Criteria – Scheduling Algorithm – Multiprocessor Scheduling– Real–time Scheduling – Algorithm Evaluation – Thread Scheduling.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>Deadlock:</b> System Model – Deadlock Characterization –Method for Handling Deadlock – Deadlock Prevention – Deadlock Avoidance – Deadlock Detection – Deadlock Recovery. <b>Memory Management Strategies:</b> Background – Contiguous Memory Allocation – Non – Contiguous Memory Allocation – Swapping – Overlays.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<b>Mass Storage:</b> Introduction – Disk Structure – Disk Scheduling – Disk Management – Swap Space Management – <b>Virtual Memory:</b> Demand Paging – Process creation – Page Replacement– Thrashing. <b>File Systems:</b> Introduction – Basic concept – Directories – File System Mounting – Record Blocking – File Sharing – Protection.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Self – Study for Enrichment</b> <b>(Not to be included for End Semester Examinations)</b> OS Design Considerations for Multiprocessor and Multicore, 7 UNIX SVR4 Process Management, Buddy System, Traditional UNIX Scheduling	–	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

### **TextBook**

Rohit Khurana. (2018). Operating Systems, 2<sup>nd</sup> Edition, Vikas Publishing House Pvt.Ltd, New Delhi.

### **Reference Books**

1. Andrew Tanenbaum. (2011). Operating Systems and Design Implementation, 3<sup>rd</sup> Edition, Pearson Education.
2. Ann McIver McHone's, IdaFlynn. (2018). Understanding Operating Systems, 6<sup>th</sup> Edition, Engage Learning, New Delhi.

### **Web References**

1. <https://www.geeksforgeeks.org/what-is-an-operating-system>
2. <https://www.gatevidyalay.com/operating-system/>
3. <https://www.javatpoint.com/operating-system>
4. <https://www.geeksforgeeks.org/cpu-scheduling-in-operating-systems/>
5. <https://www.scaler.com/topics/operating-system/deadlock-in-os/>

### **Pedagogy**

Chalk and Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar.

### **Course Designer**

Dr.T. Julie Mary, Associate Professor, Department of Computer Applications.

<b>Semester VI</b>	<b>Internal Marks: 40</b>		<b>External Marks: 60</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
22UCA6CC6P	.Net Programming (P)	CORE	3	3

### Course Objectives

- To make the student learn a programming knowledge.
- To teach the student to write programs to solve the problems.

### Course Outcomes and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statements</b> On the successful completion of the course, students will be able to	<b>Cognitive Level</b>
CO1	Identify the logic for a given problem	K1
CO2	Recognize the architecture and benefits of Dot Net Frame work	K2
CO3	Apply the steps involved in compiling, linking and debugging .net code	K3
CO4	Analyze the various controls to design a web applications	K4
CO5	Create .net programs to solve real world problems	K5

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	2	3	3	3	2	3	3
CO5	3	3	2	2	2	3	2	2	3	3

“1” – Slight (Low) Correlation

Correlation “3” – Substantial (High) Correlation  
correlation.

“2” – Moderate (Medium)

“-” indicates there is no

### List of Practical

#### Develop ASP .Net Web Applications using

1. HTML Controls.
2. Web Controls.
3. Validation Controls.
  - a. Required Field Validator Control
  - b. Range Validator Control
  - c. Compare Validator Control
  - d. Regular Expression Validator Control
  - e. Custom Validator Control
  - f. Validation Summary Control
4. Rich Controls.
  - a. Ad Rotator
  - b. Calendar
5. List Controls.
  - a. Detail View
  - b. Data List
  - c. Grid View
6. ADO Controls
7. Case Study – Web Portal



## **Web References**

1. [www-db.deis.unibo.it/courses/TW/DOCS/w3schools/aspnet/aspnet\\_examples.asp.html](http://www-db.deis.unibo.it/courses/TW/DOCS/w3schools/aspnet/aspnet_examples.asp.html)
2. [https://www.programmingempire.com/asp-net-practice-exercise/#google\\_vignette](https://www.programmingempire.com/asp-net-practice-exercise/#google_vignette)
3. <https://www.guru99.com/asp-net-first-program.html>

## **Pedagogy**

PowerPoint Presentation, Demonstration, Discussion and Practical Session.

## **Course Designer**

Ms. V. Infine Sinduja, Assistant Professor, Department of Computer

<b>Semester: VI</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/WEEK</b>	<b>CREDITS</b>
<b>22UGCS</b>	<b>CYBER SECURITY</b>	<b>CC</b>	<b>3(T) + 2(P)</b>	<b>4</b>

### Course Objective

- To understand the concept of Cyber security and the issues and challenges associated with it
- To develop an understanding of cyber crimes, their nature, and legal remedies
- To appreciate various privacy and security concerns on online Social media
- To analyze and evaluate the basic concepts related to E-Commerce and digital payments
- To analyze and evaluate the basic security aspects related to Computer and Mobiles

### Course Outcome and Cognitive Level Mapping

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
<b>CO1</b>	Outline the concept of cyber security, cyber crime, cyber law and the issues and challenges	K1
<b>CO2</b>	Deeper understanding and familiarity with cyber crimes, their nature, and legal remedies using case studies	K2
<b>CO3</b>	Apply various privacy and security concerns on Social media & online payments	K3
<b>CO4</b>	Analyze the tools & techniques for cyber security	K4
<b>CO5</b>	Evaluate the security aspects of Computer, Mobiles & Other digital devices	K5

### Mapping of CO with PO and PSO

<b>COs</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	1	3	3	3	3	1	2	3	3
<b>CO2</b>	3	2	3	3	3	3	2	2	3	3
<b>CO3</b>	3	2	3	3	3	3	2	3	3	3
<b>CO4</b>	3	2	3	3	3	3	2	3	3	3
<b>CO5</b>	3	2	3	3	3	3	2	3	3	3

“1”- Slight (Low) Correlation

“3”- Substantial (High) Correlation

“2”- Moderate (Medium) Correlation

“-”- Indicates there is no Correlation

## Syllabus

### Theory

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Introduction to Cyber Security:</b> Defining Cyberspace and Overview of Computer and Web-technology, Architecture of cyberspace, Communication and web technology, Internet, World wide web, Advent of internet, Internet infrastructure for data transfer and governance, Internet society, Regulation of cyberspace, Concept of cyber security, Issues and challenges of cyber security.	9	CO1 CO2 CO3	K1 K2 K3
II	<b>Cyber Crime and Cyber Law:</b> Classification of cyber crimes, Common cyber crimes- cyber crime targeting computers and mobiles, cyber crime against women and children, financial frauds, social engineering attacks, malware and ransomware attacks, zero day and zero click attacks, Cybercriminals modus-operandi , Reporting of cyber crimes, Remedial and mitigation measures, Legal perspective of cyber crime, IT Act 2000 and its amendments, Cyber crime and offences, Organisations dealing with Cyber crime and Cyber security in India.	9	CO1 CO2 CO3 CO4	K1 K2 K3 K4
III	<b>Social Media Overview and Security:</b> Introduction to Social networks. Types of Social media, Social media platforms, Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social network, Security issues related to social media, Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media.	9	CO1 CO2 CO3 CO4	K1 K2 K3 K4
IV	<b>E-Commerce and Digital Payments:</b> Definition of E- Commerce, Main components of E-Commerce, Elements of E-Commerce security, E-Commerce threats, E-Commerce security best practices, Introduction to digital payments, Components of digital payment and stake holders, Modes of digital payments- Banking Cards, Unified Payment Interface (UPI), e-Wallets, Unstructured Supplementary Service Data (USSD), Aadhar	9	CO1 CO2 CO3 CO4 CO5	K1 K2 K3 K4 K5

	enabled payments, Digital payments related common frauds and preventive measures. RBI guidelines on digital payments and customer protection in unauthorized banking transactions. Relevant provisions of Payment Settlement Act, 2007.			
V	<b>Digital Devices Security , Tools and Technologies for Cyber Security:</b> End Point device and Mobile phone security, Password policy, Security patch management, Data backup, Downloading and management of third party software, Device security policy, Cyber Security best practices, Significance of host firewall and Ant-virus, Management of host firewall and Anti-virus, Wi-Fi security, Configuration of basic security policy and permissions.	9	CO1 CO2 CO3 CO4 CO5	K1 K2 K3 K4 K5
VI	<b>Self Study for Enrichment</b> <b>(Not included for End Semester Examinations)</b> <b>Case Studies:</b> Parliament Attack Cyber Crime - Pune Citibank MphasiS Call Center Fraud, Yahoo Data Breach, Equifax Data Breach	-	CO2 CO3 CO4 CO5	K2 K3 K4 K5

### Reference Books

1. R. C Mishra, (2010) *Cyber Crime: Impact on the New Millennium*, Authors Press. Edition 2010.
2. Sunit Belapure and Nina Godbole, (2011). *Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives*, Wiley India Pvt. Ltd., First Edition.
3. Henry A. Oliver, (2015) *Security in the Digital Age: Social Media Security Threats and Vulnerabilities*, Create Space Independent Publishing Platform, Pearson.
4. Elias M. Awad, (2001) *Electronic Commerce*, Prentice Hall of India Pvt Ltd.
5. Krishna Kumar, (2011) *Cyber Laws: Intellectual Property & E-Commerce Security*, Dominant Publishers.
6. Eric Cole, Ronald Krutz, (2011) *Network Security Bible*, Wiley India Pvt. Ltd, 2nd Edition.
7. E. Maiwald , (2017) *Fundamentals of Network Security*, McGraw Hill.

### Web References

1. <https://www.udacity.com/course/intro-to-cybersecurity-nanodegree--nd545>
2. <https://www.vidhikarya.com/legal-blog/cyber-crime-and-cyber-law-in-india>
3. <https://www.techtarget.com/searchsecurity/definition/cybersecurity>
4. <https://www.financemagnates.com/fintech/payments/the-evolution-of-digital-payments-and-e-commerce/>
5. <https://www.javatpoint.com/cyber-security-tools>
6. <https://www.cyberalleaservices.com/casestudies.php>
7. <https://www.kroll.com/en/insights/publications/cyber/case-studies>

## **Practical**

### **List of Exercises: (Not included for End Semester Examinations)**

1. Checklist for reporting cyber crime at Cyber crime Police Station.
2. Checklist for reporting cyber crime online.
3. Reporting phishing emails.
4. Demonstration of email phishing attack and preventive measures.
5. Basic checklist, privacy and security settings for popular Social media platforms.
6. Reporting and redressal mechanism for violations and misuse of Social media platforms.
7. Configuring security settings in Mobile Wallets and UPIs.
8. Checklist for secure net banking.
9. Setting, configuring and managing three password policy in the computer (BIOS, Administrator and Standard User).
10. Setting and configuring two factor authentication in the Mobile phone.
11. Security patch management and updates in Computer and Mobiles.
12. Managing Application permissions in Mobile phone.
13. Installation and configuration of computer Anti-virus.
14. Installation and configuration of Computer Host Firewall.
15. Wi-Fi security management in computer and mobile.

## **Web References**

1. <https://cybercrime.gov.in/>
2. [https://cybercrime.gov.in/webform/crime\\_onlinesafetytips.aspx](https://cybercrime.gov.in/webform/crime_onlinesafetytips.aspx)
3. <https://www.digitalvidya.com/blog/social-media-dos-and-donts/>
4. <https://www.medianama.com/2023/02/223-platform-grievance-appellate-committees-social-media/>
5. <https://www.ibm.com/topics/security-controls>
6. <https://docs.oracle.com/cd/E19683-01/817-0365/concept-2/index.html>

## **Pedagogy**

Chalk and Talk, Group discussion, Seminar & Assignment.

### **Course Designer**

**From UGC SYLLABUS**

<b>Semester VI</b>	<b>Internal Marks:25</b>			<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>	
<b>23UCA6DSE2A</b>	<b>Internet of Things</b>	<b>DSE</b>	<b>5</b>	<b>3</b>	

### Course Objective

- Recognize the underlying concepts of Internet of Things
- Describe the IoT design methodology and IoT devices

### Course Outcome and Cognitive Level Mapping

<b>CO Number</b>	<b>CO Statement</b>	<b>Cognitive Level</b>
	On the successful completion of the course, students will be able to	
CO1	Outline the Concepts of IoT	K1
CO2	Summarize Technologies of IoT	K2
CO3	Build the methodologies based on IoT	K3
CO4	Examine the programming concepts to develop programs	K4
CO5	Develop a program to solve real-time problems	K5

### Mapping of CO with PO and PSO

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3	3	2
<b>CO3</b>	3	2	3	3	3	3	3	3	2	2
<b>CO4</b>	3	2	2	2	2	3	3	2	2	2
<b>CO5</b>	3	2	2	2	2	3	3	2	2	2

“1”-Slight (Low) Correlation

“2”-Moderate (Medium) Correlation

“3”- Substantial (High) Correlation

“-”- Indicates there is no Correlation

## Syllabus

UNIT	Contents	HOURS	COs	COGNITIVE LEVEL
I	<b>Introduction to Internet of Things:</b> Introduction- Definition & Characteristics of IoT. Physical <b>Design of IoT:</b> Things in IoT-IoT Protocols. Logical <b>Design of IoT:</b> IoT Functional Blocks-IoT Communication Models-IoT Communication APIs	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	<b>IoT Enabling Technologies:</b> Wireless Sensor Network-Cloud Computing- Communication Protocols-Embedded Systems. IoT and M2M: Introduction-M2M -Difference between IoT and M2M: SDN and NFV for IoT -Software Defined Networking-Network Function Virtualization.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<b>Domain Specific IoTs:</b> Introduction- Home Automation Cities-Environment- Retail Logistics-Industry-Health & Lifestyle.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>Developing Internet of Things:</b> IoT Design Methodology. IoT Physical Devices & Endpoints-What Is an IoT Device-Exemplary Device: Raspberry Pi Linux on Raspberry Pi.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<b>Python Packages of Interest for IoT:</b> JSON- XML- HTTP Lib & URL Lib-SMTP Lib. Tools for IoT: Chef Puppet.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Self Study for Enrichment</b> <b>(Not included for End Semester Examinations)</b> Big Data Analytics – Agriculture - Other IoT Devices - Home Automation - Productivity Application - NETCONG-YANG..	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

## **Textbook**

Arshdeep Bahga, Vijay Madiseti. (2015). Internet of Things: A Hands-On Approach, 1<sup>st</sup> Edition Universities Press (India) Private Limited.

UNIT I: Chapter 1 (1.1.1, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 1.3.3)

UNIT II: Chapter 1(1.4) & Chapter 3 (3.1, 3.2, 3.3, 3.4)

UNIT III: Chapter 2(2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10)

UNIT IV: Chapter 5(5.1, 5.2) & Chapter 7 (7.1, 7.2, 7.4, 7.7)

UNIT V: Chapter 6.11 & Chapter 9 (9.2, 9.6)

## **References**

1. David Hanes, Gonzalo Salgueiro, Patrick Grossette, Robert Barton, Jerome Henry. (2017). IoT Fundamentals, Networking Technologies, Protocols and Use cases for Internet of Things, Cisco Press.
2. Olivier Hersent, David Boswarthick, Omar Elloumi. (2012). The Internet of Things –Key applications and Protocols, Wiley.

## **Web References**

1. <https://www.tutorialspoint.com/>
2. <https://www.guru99.com/>
3. <https://www.pythonforbeginners.com/>

## **Pedagogy**

Chalk &Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar.

## **Course Designer**

Dr. Lakshna Arun, Associate Professor, Department of Computer Applications.



Semester VI	Internal Marks: 25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS/ WEEK	CREDITS
23UCA6DSE2B	Artificial Intelligence	DSE	5	3

### Course Objectives

- To Study the concepts of Artificial Intelligence
- To learn the methods of solving problems using Artificial Intelligence
- To learn the knowledge representation and reasoning techniques

### Course Outcome and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
	On the successful completion of the course, the students will be able to	
CO1	Remember the basic concepts of AI	K1
CO2	Understand the AI problems & AI techniques	K2
CO3	Identify different AI techniques across multiple domains	K3
CO4	Examine AI algorithms by utilizing use cases	K4
CO5	Evaluate the use AI technique sin real-time situations	K5

### Mapping of CO with PO and PSO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	2	3	3	3	3	2
CO2	3	3	3	2	3	3	3	3	2	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	2	3	3	3	3	3	3	3	3	3
CO5	2	3	3	2	2	3	3	3	3	3

“1”-Slight (Low) Correlation

“3”-Substantial(High)Correlation

“2”-Moderate(Medium)Correlation

“-”-indicates there is no Correlation.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>What is Artificial Intelligence?</b> - The AI Problems - What is an AI Technique? – Criteria for Success - <b>Problems, Problem Spaces and Search:</b> Defining the Problem as State Space Search- Production Systems – Control Strategies – Algorithm: Breadth - First Search – Algorithm: Depth-First Search – Advantages of Depth - First Search and Breadth-First Search.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	<b>Heuristic Search Techniques:</b> Generate – and -Test – Algorithm: Generate – and - Test - Hill Climbing – Simple Hill Climbing – Algorithm: Simple Hill climbing – Best - First Search – OR-Graphs – Algorithm: Best-First Search -The A* Algorithm.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<b>Heuristic Search Techniques:</b> Problem Reduction – AND -OR Graphs – Algorithm- Problem Reduction - The AO*Algorithm – Algorithm: AO*- Constraint Satisfaction –Algorithm: Constraint Satisfaction - Means – Ends-Analysis.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<b>Knowledge Representation Issues :</b> Representations and Mappings - Approaches to Knowledge Representation: Inheritable knowledge - Issues in Knowledge representations. <b>Using Predicate Logic:</b> Representing Simple Facts in Logic - Representing Instance and ISA Relationships – Computable Functions and Predicates - Resolution - Conversion to Clause Form - Algorithm : Convert to Clause Form - Resolution in Propositional Logic.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<b>Representing knowledge using Rules:</b> Procedural Versus Declarative Knowledge – Logic Programming – Forward Versus Backward Reasoning. <b>Symbolic Reasoning Under Uncertainty:</b> Introduction to Non-monotonic Reasoning - Logics for Non- monotonic Reasoning.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
VI	<b>Self - Study for Enrichment</b> <b>(Not included for End Semester Examinations)</b> Problem and Search: The level of the model - Problem Spaces and Search: Heuristic Search - Problem Characteristics - Production System Characteristics - Issues in the Design of Search Programs - Simulate Annealing Algorithm - Representing Set of Objects - Using Predicate Logic: Resolution - Unification Algorithm - Resolution in Predicate Logic.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

### **Text Book**

1. Elaine Rich, Kevin Knight, Shivashankar, B. Nair. (2017). Artificial Intelligence, 3<sup>rd</sup> edition, Tata McGraw Hill.

### **Reference Books**

1. Stuart Russel, Peter Norvig. (2020). Artificial Intelligence- A Modern Approach, 3<sup>rd</sup> edition, Pearson Education.
2. Saroj Kaushik. (2011). Artificial Intelligence, Cengage Learning India.

### **Web References**

1. [www.eeCIS.udel.edu](http://www.eeCIS.udel.edu)
2. <https://courses.cs.washington.edu>
3. [www.cs.ukzn.ac.za](http://www.cs.ukzn.ac.za)
4. [www.tutorialspoint.com/pdf/artificial\\_intelligence\\_expert\\_systems.pdf](http://www.tutorialspoint.com/pdf/artificial_intelligence_expert_systems.pdf)
5. <https://nptel.ac.in/courses/106105077>

### **Pedagogy**

Chalk and Talk, Group Discussion, PowerPoint Presentation, Demo, Quiz and Seminar.

### **Course Designer**

Ms. A. Anandhavalli, Assistant Professor, Department of Computer Applications.

<b>Semester VI</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
23UCA6DSE2C	Cloud Computing	DSE	5	3

### Course Objective

- To understand the concepts in Cloud Computing and its Applications.

### Course Outcome and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
	On the successful completion of the course, students will be able to	
CO1	State the Architecture of Cloud Computing	K1
CO2	Explain the Virtualization of Cloud Computing	K2
CO3	Explain the Data storage in Cloud	K3
CO4	Discuss the Applications of Cloud Computing	K4
CO5	Illustrate the Risks & Data Security	K5

### Mapping of CO with PO and PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	2
CO3	3	2	3	3	3	3	3	3	2	2
CO4	3	2	2	2	2	3	3	2	2	2
CO5	3	2	2	2	2	3	3	2	2	2

“1”-Slight (Low) Correlation

“3”- Substantial (High) Correlation

“2”-Moderate (Medium) Correlation

“-”- Indicates there is no Correlation

## Syllabus

UNIT	CONTENTS	HOURS	COs	COGNITIVE LEVEL
<b>I</b>	<p><b>Cloud Computing &amp; Architecture</b>  <b>Cloud Computing Foundation:</b> Cloud Computing Basics-  <b>Move to Cloud Computing:</b> Pros and Cons of Cloud Computing-Technologies in Cloud Computing. <b>Types of Cloud:</b> Public and Private Cloud-Cloud Infrastructure. <b>Working of Cloud Computing:</b> Cloud Service Models-Cloud Deployment Models-<b>Cloud Computing and Services:</b> Pros and Cons.</p>	<b>15</b>	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
<b>II</b>	<p><b>Virtualization</b>  <b>Foundations:</b> Definition of Virtualization-Adopting Virtualization-Types of Virtualizations- Virtualization Architecture and Software-Virtualization Application-Pitfalls of Virtualization. <b>Grid, Cloud and virtualization:</b> Virtualization in Grid-Virtualization in Cloud-Virtualization and Cloud Security.</p>	<b>15</b>	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
<b>III</b>	<p><b>Data Storage and Cloud Computing</b>  <b>Data Storage:</b> Introduction to Enterprise Data Storage–Data Storage Management-File Systems-Cloud Data Stores –Using Grids for Data Storage. <b>Cloud Storage:</b> Cloud Storage Introduction-Overview of Cloud Storage-Data management for Cloud Storage-Provisioning Cloud Storage-Data-intensive Technologies for Cloud Computing.</p>	<b>15</b>	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
<b>IV</b>	<p><b>Cloud Services &amp; Applications</b>  <b>Cloud Services:</b> Cloud Types and Services-Software as a Service- Platform as a Service- Infrastructure as a Service- Other Cloud Services. <b>Cloud Applications:</b> Microsoft Cloud Services. <b>Google Cloud Applications:</b> Google Applications Utilizing Cloud-Google App Engine-<b>Amazon Cloud Services:</b> Understanding Amazon Web Components and Services-Elastic Compute Cloud (EC2)-Amazon Storage System-Amazon Database Services.</p>	<b>15</b>	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
<b>V</b>	<p><b>Cloud Computing and Security</b>  <b>Risk in Cloud Computing:</b> Introduction- Risk Management-Cloud Impact-Enterprise-Wide Risk Management- Types of Risks in Cloud Computing. <b>Data Security in Cloud:</b> Introduction-Current State- Homo Sapiens and Digital Information-Content Level Security (CLS). <b>Cloud Security Services:</b> Objectives- Confidentiality, Integrity and Availability-Security Authorization Challenges in the Cloud-Secure Cloud Software Requirements-Secure Cloud Software Testing-Future Cloud</p>	<b>15</b>	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
<b>VI</b>	<p><b>Self-Study for Enrichment (Not to be included for End Semester Examination)</b>  <b>Cloud Computing Architecture:</b> Cloud Computing Technology-Cloud Lifecycle Model- Role of Cloud Modeling and Architecture-Cloud Architecture.</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

## **Text book**

1. A. Srinivasan, J. Suresh. (2014). Cloud Computing: A practical approach for learning and implementation, Pearson India Publications.

## **References**

1. Kai Hwang , Geoffrey C, Fox, Jack J. Dongarra. (2012). Distributed Cloud Computing: From Parallel Processing To Internet of Things, Elsevier.
2. Judith S. Hurwitz, Daniel Kirsch. (2020). Cloud Computing for Dummies, WILEY.
3. Barrie Sosinsky. (2011). Cloud Computing Bible, WILEY.

## **Web References**

1. [https://en.wikipedia.org/wiki/Cloud\\_computing](https://en.wikipedia.org/wiki/Cloud_computing)
2. [https://link.springer.com/chapter/10.1007/978-3-030-34957-8\\_7](https://link.springer.com/chapter/10.1007/978-3-030-34957-8_7)
3. [What Is Cloud Computing? | IBM](#)
4. [What Is Cloud Computing? | Microsoft Azure](#)

## **Pedagogy**

Chalk &Talk, PowerPoint Presentation, Discussion, Assignment, Demo, Quiz and Seminar.

## **Course Designer**

Dr. K. Akila, Associate Professor, Department of Computer Applications.

Semester VI	Internal Marks : 100			
COURSE CODE	COURSE TITLE	CATEGORY	Hours/Week	CREDITS
22UGGS	GENDER STUDIES	Ability Enhancement Compulsory Course	1	1

### Course Objectives

- To provide understanding on basic concepts of Gender
- To understand the role of gender in social institutions
- To explain the health status of Indian Women
- To identify the forms of Gender Based Violence
- To examine the initiatives for gender equality and impact of Technology.

### Pre-requisites

The learners need to have basic understanding on Gender and sex

### Course Outcomes and Cognitive Level Mapping

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

CO Number	CO Statement	COGNITIVE LEVEL
CO1	Define, Recall, explain, demonstrate, Illustrate, summarise and outline basic concepts of gender	K1
CO2	Identify, categorise, discover, examine and inspect Perspectives and Consequences of Violence against Women	K2
CO3	Analyse, categorize, compare, list, distinguish ,examine Impact of violence on women's health	K3
CO4	Evaluate, assess, justify ,explain and measure Committees and Commissions, Reports, State Policies for gender equality	K4
CO5	Elaborate, estimate, and discuss the relationship between Gender and Society and Constitutional Rights of Women,	K5

### Mapping of CO with PSO and PO

COs	PS01	PS02	PS03	PS04	PS05	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3	3	3	3	3	3
CO2	3	3	2	3	2	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1”- Slight (Low) Correlation –“2” – Moderate (Medium) Correlation - “3” – Substantial (High)

Correlation – “-” indicates there is no correlation.

## Syllabus

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Understanding Basic Concepts:</b> Sex, Gender, Sexuality; Femininities, Masculinities and other sexualities; Gender Identity Theories, Women's Work in formal and informal sector (productive/reproductive, gainful/non gainful, paid/unpaid-), Factors of Gender Identity, – Gender Mainstreaming	3	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>Gender and Society:</b> Family, Marriage, Kinship, Religious Institutions; Social Stratification: Caste and Class; Power, Race and Ethnicity; Community and Religion, women - media and films. Women education & Empowerment, Women-governance & politics	3	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Gender Based Violence:</b> Structures, Forms and Types: Caste, Tribe, Ethnicity and Minority; LGBT, Queer, Transgender., differently -abled and elderly persons; Perspectives and Consequences of Violence against Women	3	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>Gender and Health:</b> Sexual and reproductive health, Mental health and wellbeing, Occupational health, Impact of violence on women's health	3	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>Gender and Equality:</b> Gender Discrimination; Gender Division of labour; Gender Stereotyping; Constitutional Rights of Women, Gender Sensitivity – Gender Equity and Equality; Gender Wage Gaps and Glass Ceiling, Committees and Commissions, Reports, State Policies, Gender and emerging Technology – Impact related to entrepreneurship, Family Courts, 73 <sup>rd</sup> and 74 <sup>th</sup> Amendment for PRIS	3	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>Not for Examination</b> Collect a few case studies / Interviews related to a topic related to the theme and prepare a report. Students will be evaluated on the basis of the study report and presentation.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

### Learning Sources

Text Book:

Melissa J. Gillis and Andrew T. Jacobs(2019).Introduction to Women's and Gender Studies.Oxford University Press

Mettilda Buvaneswari.G(2023) Gender Studies,Cauvery College for Women, Ryan Publications,Tiruchirappalli



## References:

1. Agarwal Bina, Humphries Jane and Robeyns Ingrid(ed.). (2006). Capabilities, Freedom, and Equality:
2. AnujaMahapatra and SukhadebNaik.( 2013). Crime against Girls and Women: Global Perspective and Challenges, New Delhi: Enkay Publishing House,
3. Arya Sadhna. (2000). Women, Gender Equality and the State, New Delhi: Deep & Deep Publication.
4. Bhasin Kamala. (1993). what is Patriarchy? : Gender Basics, New Delhi: Women Unlimited.
5. Bhasin Kamala. (2004). Understanding Gender: Gender Basics, New Delhi: Women Unlimited
6. Bhasin Kamala. (2004). Exploring Masculinity: Gender Basics, New Delhi: Women Unlimited.
7. Bhattacharya Malini.(2002). Sexual Violence and Law, Kolkata; West Bengala Commission for Women
8. Chloe E. Bird, Patricia P. Rieker. (2008). Gender and Health, Cambridge University Press.
9. Chari Leelavathi. (1987). Know Your Rights, Madras; Tamilnadu Social Welfare Board.
10. Debra L. Nelson, Ronald J. Burke. (2016). Gender, Work Stress and Health, American Psychological Association.
11. Dasgupta, Sanjukta, SudeshmaChkravarty and Marry Mathew.( 2013). Radical Rabindranath: Nation, Family and Gender in Tagore's Fiction and Films
12. Krishna Sumi, (ed.). (2004).Livelihood and Gender: Equity in Community Resource Management, New Delhi: Sage Publication.
13. Lips, Hilary M. (2015). Gender the basics, Routledge, London
14. Marcia Bayne-Smith.( 1995). Race, Gender and Health, Sage Publications,
15. Marie L. Miville (2013). Multicultural Gender Roles: Applications for Mental Health and Education, Columbia University.
16. Menon, Nivedita.( ed.). (2007). Sexualities. Women Unlimited. New Delhi.
17. Mishra .O.P. (2001). Law Relating to Women &Child, Allahabad: Central Law Agency.
- 18.Misra Geetanjali, ChandiramaniRadhika (ed.) .(2005). Sexuality, Gender and Rights: Exploring Theory and Practice in South and Southeast Asia, New Delhi: Sage Publication.
19. MohantyManoranjan (ed.).(2004).Class ,Caste ,Gender : Readings in Indian Government And Politics – 5,New Delhi : Sage Publications.
20. Sakshi Sexual Harassment at the Workplace – A Guide New Delhi.
21. Sangari, Kumkum and Sudesh Vaid ed. 1994, Women & Culture, SNDT Women's University Series
22. Shira, Tarrant.2006. When Sex Became Gender, New York: Routledge.
- 23.Uma Chakravarti,( 2016) Thinking Gender, Doing Gender, Orient Black Swan Private limited.
24. Wharton.S Amy.(2005).The Sociology of Gender : An Introduction to Theory and Research, USA: Blackwell Publishing.
25. Pauline M. Prior(1999). Gender and Mental Health, NYU Press.
- 26 Pauline M. Prior. (2000). Gender and Mental Health, The British Journal of Psychiatry.
27. Sujata Mishra. (2011). Women's Health and Social Issues, Arise Pub., New Delhi

## Web Resources:

- 1)Gender Empowerment issues-<https://youtu.be/YZg4nnFW2Ss?si=Obs0enqbMzjmPnSr>
- 2)Women &Health-<https://youtu.be/9fhQ9RG8c90?si=PBoISAOWrAhwC1-x>
- 3)Gender based violence - [https://youtu.be/norof\\_13gXc?si=MqPcMFqo7TTRai5N](https://youtu.be/norof_13gXc?si=MqPcMFqo7TTRai5N)
- 4)Gender and Disability- [https://youtu.be/hqQxp-IIIfo?si=cVbHWJ\\_ld2Vx95jg](https://youtu.be/hqQxp-IIIfo?si=cVbHWJ_ld2Vx95jg)
- 5)Policies, Programmes and Schemes for women-[https://youtu.be/9j\\_9o2Iw5UQ?si=0j9FM-QxDiRdTj7K](https://youtu.be/9j_9o2Iw5UQ?si=0j9FM-QxDiRdTj7K)

## **PART V- GENDER STUDIES -22UGGS**

### **Assessment Rubrics for 100 Marks**

1. Documentary (or) Poster Presentation (or) Elocution-25 Marks
2. Quiz (or) MCQ Test-25 Marks
3. Album Making (or) Case study on a topic (or) Field Visit -25 Marks
4. Essay Writing (or) Assignment (Minimum 10 pages) -25 Marks

There will be no End Semester Examination for this course. However, the subject teacher will evaluate the above-mentioned components based on the performance of the students and submit the marks out of 100 (in the format to be supplied by the COE) with the approval of the concerned Head of the Department

to the COE along with CIA marks of other courses.

**Pedagogy:** E Content, E Quiz, Group Discussion, Case Study.

**Course Designer: Dr.O.Aisha Manju**