



Jawaharlal Nehru Technological University Anantapur

(Established by Govt. of A.P., Act. No. 30 of 2008)

Ananthapuramu–515 002 (A.P) India

**First Year B.Tech
Course Structures and Syllabi under
R20 Regulations**



JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR
(Established by Govt. of A.P., ACT No.30 of 2008)
ANANTAPUR – 515 002 (A.P) INDIA

Semester-0

Induction Program: 3 weeks
(Common for All Branches of Engineering)

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



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CSE
Course Structure (R20)

Semester - 1 (Theory - 5, Lab - 4)					
S.No	Course No	Course Name	Category	L-T-P	Credits
1.	20A54101	Linear Algebra and Calculus	BS	3-0-0	3
2.	20A51101T	Chemistry	BS	3-0-0	3
3.	20A05201T	C-Programming & Data Structures	ES	3-0-0	3
4.	20A02101T	Basic Electrical & Electronics Engineering	ES	3-0-0	3
5.	20A03202	Engineering Workshop	LC	0-0-3	1.5
6.	20A05202	IT Workshop	LC	0-0-3	1.5
7.	20A51101P	Chemistry Lab	BS	0-0-3	1.5
8.	20A05201P	C-Programming & Data Structures Lab	ES	0-0-3	1.5
9.	20A02101P	Basic Electrical & Electronics Engineering Lab	ES	0-0-2	1.5
Total					19.5

Semester – 2 (Theory – 5, Lab – 5)					
S.No	Course No	Course Name	Category	L-T-P/D	Credits
1.	20A54202	Probability & Statistics	BS	3-0-0	3
2.	20A56201T	Applied Physics	BS	3-0-0	3
3.	20A52101T	Communicative English	HS	3-0-0	3
4.	20A05101T	Python Programming & Data Science	ES	3-0-0	3
5.	20A03101T	Engineering Drawing	ES	1-0-0/2	2
6.	20A03101P	Engineering Graphics Lab	ES	0-0-2	1
7.	20A52101P	Communicative English Lab	HS	0-0-3	1.5
8.	20A56201P	Applied Physics Lab	BS	0-0-3	1.5
9.	20A05101P	Python Programming & Data Science Lab	ES	0-0-3	1.5
10	20A52201	Universal Human Values	MC	3-0-0	0.0
Total					19.5

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR

B.Tech -CSE – I Sem

L T P C
3 0 0 3

(20A54101) LINEAR ALGEBRA & CALCULUS

(Common to All Branches of Engineering)

Course Objectives:

- This course will illuminate the students in the concepts of calculus and linear algebra.
- To equip the students with standard concepts and tools at an intermediate to advanced level mathematics to develop the confidence and ability among the students to handle various real world problems and their applications.

UNIT -1

Matrices

Rank of a matrix by echelon form, normal form. Solving system of homogeneous and non-homogeneous equations linear equations. Eigen values and Eigenvectors and their properties, Cayley-Hamilton theorem (without proof), finding inverse and power of a matrix by Cayley-Hamilton theorem, diagonalisation of a matrix.

Learning Outcomes:

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

- Solving systems of linear equations, using technology to facilitate row reduction determine the rank, eigen values and eigenvectors (L3).
- Identify special properties of a matrix, such as positive definite, etc., and use this information to facilitate the calculation of matrix characteristics; (L3)

UNIT -2

Mean Value Theorems

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

Learning Outcomes:

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

- Translate the given function as series of Taylor's and Maclaurin's with remainders (L3)
- Analyze the behaviour of functions by using mean value theorems (L3)

UNIT -3

Multivariable Calculus

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

Learning Outcomes:

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

- Find partial derivatives numerically and symbolically and use them to analyze and interpret the way a function varies. (L3)
- Acquire the Knowledge maxima and minima of functions of several variable (L1)
- Utilize Jacobian of a coordinate transformation to deal with the problems in change of variables (L3)

UNIT -4

Multiple Integrals

Double integrals, change of order of integration, change of variables. Evaluation of triple integrals, change of variables between Cartesian, cylindrical and spherical polar co-ordinates. Finding areas and volumes using double and triple integrals.

Learning Outcomes:

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

- Evaluate double integrals of functions of several variables in two dimensions using Cartesian and polar coordinates (L5)
- Apply double integration techniques in evaluating areas bounded by region (L4)
- Evaluate multiple integrals in Cartesian, cylindrical and spherical geometries (L5)

UNIT -5

Beta and Gamma functions

Beta and Gamma functions and their properties, relation between beta and gamma functions, evaluation of definite integrals using beta and gamma functions.

Learning Outcomes:

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

- Understand beta and gamma functions and its relations (L2)
- Conclude the use of special function in evaluating definite integrals (L4)

Text Books:

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

Reference Books:

1. R. K. Jain and S. R. K. Iyengar, Advanced Engineering Mathematics, 3/e, Alpha Science International Ltd., 2002.
2. George B. Thomas, Maurice D. Weir and Joel Hass, Thomas Calculus, 13/e, Pearson Publishers, 2013.
3. Glyn James, Advanced Modern Engineering Mathematics, 4/e, Pearson publishers, 2011.
4. Micheael Greenberg, Advanced Engineering Mathematics, 9th edition, Pearson edn
5. Dean G. Duffy, Advanced Engineering Mathematics with MATLAB, CRC Press
6. Peter O'neil, Advanced Engineering Mathematics, Cengage Learning.
7. R.L. Garg Nishu Gupta, Engineering Mathematics Volumes-I &II, Pearson Education
8. B. V. Ramana, Higher Engineering Mathematics, McGraw Hill Education

9. H. k Das, Er. Rajnish Verma, Higher Engineering Mathematics, S. Chand.
10. N. Bali, M. Goyal, C. Watkins, Advanced Engineering Mathematics, Infinity Science Press.

Course Outcomes:

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

- Develop the use of matrix algebra techniques that is needed by engineers for practical applications (L6)
- Utilize mean value theorems to real life problems (L3)
- Familiarize with functions of several variables which is useful in optimization (L3)
- Students will also learn important tools of calculus in higher dimensions. Students will become familiar with 2- dimensional coordinate systems (L5)
- Students will become familiar with 3- dimensional coordinate systems and also learn the utilization of special functions

(20A51101T) CHEMISTRY

(CSE, AI & DS, CSE (AI), CSE(IoT), CSE (Data Science), CSE(AI & ML), IT, ECE, EEE and IT)

Course Objectives:

- To familiarize engineering chemistry and its applications
- To train the students on the principles and applications of electrochemistry and polymers
- To introduce instrumental methods, molecular machines and switches

Unit 1: Structure and Bonding Models:

Planck's quantum theory, dual nature of matter, Schrodinger equation, significance of Ψ and Ψ^2 , applications to hydrogen, molecular orbital theory – bonding in homo- and heteronuclear diatomic molecules – energy level diagrams of O_2 and CO , etc. π -molecular orbitals of butadiene and benzene, calculation of bond order.

Learning Outcomes:

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

- Apply Schrodinger wave equation to hydrogen atom (L3)
- Illustrate the molecular orbital energy level diagram of different molecular species (L2)
- Explain the calculation of bond order of O_2 and CO molecules (L2)
- Discuss the basic concept of molecular orbital theory (L3)

Unit 2: Modern Engineering materials:

Coordination compounds: Crystal field theory – salient features – splitting in octahedral and tetrahedral geometry. Properties of coordination compounds-Oxidation state, coordination, magnetic and colour.

Semiconductor materials, super conductors- basic concept, band diagrams for conductors, semiconductors and insulators, Effect of doping on band structures.

Supercapacitors: Introduction, Basic concept-Classification – Applications.

Nanochemistry: Introduction, classification of nanomaterials, properties and applications of Fullerenes, carbon nano tubes and Graphines nanoparticles.

Learning Outcomes:

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

- Explain splitting in octahedral and tetrahedral geometry of complexes (L2).
- Discuss the magnetic behaviour and colour of coordination compounds (L3).
- Explain the band theory of solids for conductors, semiconductors and insulators (L2)
- Demonstrate the application of Fullerenes, carbon nano tubes and Graphines nanoparticles (L2).

Unit 3: Electrochemistry and Applications:

Electrodes – concepts, reference electrodes (Calomel electrode, $Ag/AgCl$ electrode and glass electrode); Electrochemical cell, Nernst equation, cell potential calculations and numerical problems,

potentiometry- potentiometric titrations (redox titrations), concept of conductivity, conductivity cell, conductometric titrations (acid-base titrations).

Electrochemical sensors – potentiometric sensors with examples, amperometric sensors with examples.

Primary cells – Zinc-air battery, Secondary cells – Nickel-Cadmium (NiCad), and lithium ion batteries- working of the batteries including cell reactions; Fuel cells, hydrogen-oxygen, methanol fuel cells – working of the cells.

Learning Outcomes:

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

- Apply Nernst equation for calculating electrode and cell potentials (L3)
- Differentiate between pH metry, potentiometric and conductometric titrations (L2)
- Explain the theory of construction of battery and fuel cells (L2)
- Solve problems based on cell potential (L3)

Unit 4: Polymer Chemistry:

Introduction to polymers, functionality of monomers, chain growth and step growth polymerization, coordination polymerization, copolymerization (stereospecific polymerization) with specific examples and mechanisms of polymer formation.

Plastics - Thermoplastics and Thermosettings, Preparation, properties and applications of – PVC, Teflon, Bakelite, Nylon-6,6, carbon fibres.

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

Conducting polymers – polyacetylene, polyaniline, polypyrroles – mechanism of conduction and applications.

Learning Outcomes:

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

- Explain the different types of polymers and their applications (L2)
- Explain the preparation, properties and applications of Bakelite, Nylon-6,6, and carbon fibres (L2)
- Describe the mechanism of conduction in conducting polymers (L2)
- Discuss Buna-S and Buna-N elastomers and their applications (L2)

Unit 5: Instrumental Methods and Applications

Electromagnetic spectrum. Absorption of radiation: Beer-Lambert's law. Principle and applications of pH metry, UV-Visible, IR Spectroscopies. Solid-Liquid Chromatography–TLC, retention time.

Learning outcomes:

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

- Explain the different types of spectral series in electromagnetic spectrum (L2)
- Understand the principles of different analytical instruments (L2)
- Explain the different applications of analytical instruments (L2)

Text Books:

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

Reference Books:

1. G.V.Subba Reddy, K.N.Jayaveera and C. Ramachandraiah, Engineering Chemistry, Mc Graw Hill, 2020.
2. D. Lee, Concise Inorganic Chemistry, 5/e, Oxford University Press, 2008.
3. Skoog and West, Principles of Instrumental Analysis, 6/e, Thomson, 2007.
4. J.M.Lehn, Supra Molecular Chemistry, VCH Publications

Course Outcomes:

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

- Compare the materials of construction for battery and electrochemical sensors (I2)
- Explain the preparation, properties, and applications of thermoplastics &thermosetting, elastomers& conducting polymers. (I2)
- Explain the principles of spectrometry, slc in separation of solid and liquid mixtures (I2)
- Apply the principle of Band diagrams in application of conductors and semiconductors (L3)

(20A05201T) C-PROGRAMMING & DATA STRUCTURES
(Common to All Branches of Engineering)

Course Objectives:

- To illustrate the basic concepts of C programming language.
- To discuss the concepts of Functions, Arrays, Pointers and Structures.
- To familiarize with Stack, Queue and Linked lists data structures.
- To explain the concepts of non-linear data structures like graphs and trees.
- To learn different types of searching and sorting techniques.

UNIT-1

Introduction to C Language - C language elements, variable declarations and data types, operators and expressions, decision statements - If and switch statements, loop control statements - while, for, do-while statements, arrays.

Learning outcomes:

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

- Use C basic concepts to write simple C programs. (L3)
- Use iterative statements for writing the C programs (L3)
- Use arrays to process multiple homogeneous data. (L3)
- Test and execute the programs and correct syntax and logical errors. (L4)
- Translate algorithms into programs. (L4)
- Implement conditional branching, iteration and recursion. (L2)

UNIT – 2

Functions, types of functions, Recursion and argument passing, pointers, storage allocation, pointers to functions, expressions involving pointers, Storage classes – auto, register, static, extern, Structures, Unions, Strings, string handling functions, and Command line arguments.

Learning outcomes:

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

- Writing structured programs using C Functions. (L5)
- Writing C programs using various storage classes to control variable access. (L5)
- Apply String handling functions and pointers. (L3)
- Use arrays, pointers and structures to formulate algorithms and write programs.(L3)

UNIT-3

Data Structures, Overview of data structures, stacks and queues, representation of a stack, stack related terms, operations on a stack, implementation of a stack, evaluation of arithmetic expressions, infix, prefix, and postfix notations, evaluation of postfix expression, conversion of expression from infix to postfix, recursion, queues - various positions of queue, representation of queue, insertion, deletion, searching operations.

Learning outcomes:

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

- Describe the operations of Stack. (L2)
- Explain the different notations of arithmetic expression. (L5)
- Develop various operations on Queues. (L6)

UNIT – 4

Linked Lists – Singly linked list, dynamically linked stacks and queues, polynomials using singly linked lists, using circularly linked lists, insertion, deletion and searching operations, doubly linked lists and its operations, circular linked lists and its operations.

Learning outcomes:

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

- Analyze various operations on singly linked list. (L4)
- Interpret operations of doubly linked lists. (L2)
- Apply various operations on Circular linked lists. (L6)

UNIT-5

Trees - Tree terminology, representation, Binary trees, representation, binary tree traversals. binary tree operations, **Graphs** - graph terminology, graph representation, elementary graph operations, Breadth First Search (BFS) and Depth First Search (DFS), connected components, spanning trees. **Searching and Sorting** – sequential search, binary search, exchange (bubble) sort, selection sort, insertion sort.

Learning outcomes:

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

- Develop the representation of Tress. (L3)
- Identify the various Binary tree traversals. (L3)
- Illustrate different Graph traversals like BFS and DFS. (L2)
- Design the different sorting techniques (L6)
- Apply programming to solve searching and sorting problems. (L3)

Text Books:

1. The C Programming Language, Brian W Kernighan and Dennis M Ritchie, Second Edition, Prentice Hall Publication.
2. Fundamentals of Data Structures in C, Ellis Horowitz, SartajSahni, Susan Anderson-Freed, Computer Science Press.
3. Programming in C and Data Structures, J.R.Hanly, Ashok N. Kamthane and A. AnandaRao, Pearson Education.
4. B.A. Forouzon and R.F. Gilberg, "COMPUTER SCIENCE: A Structured Programming Approach Using C", Third edition, CENGAGE Learning, 2016.
5. Richard F. Gilberg & Behrouz A. Forouzan, "Data Structures: A Pseudocode Approach with C", Second Edition, CENGAGE Learning, 2011.

Reference Books:

1. Pradip Dey and Manas Ghosh, Programming in C, Oxford University Press, 2nd Edition 2011.
2. E. Balaguruswamy, "C and Data Structures", 4th Edition, Tata Mc Graw Hill.
3. A.K. Sharma, Computer Fundamentals and Programming in C, 2nd Edition, University Press.
4. M.T. Somashekara, "Problem Solving Using C", PHI, 2nd Edition 2009.

Course Outcomes:

1. Analyse the basic concepts of C Programming language. (L4)
2. Design applications in C, using functions, arrays, pointers and structures. (L6)
3. Apply the concepts of Stacks and Queues in solving the problems. (L3)
4. Explore various operations on Linked lists. (L5)
5. Demonstrate various tree traversals and graph traversal techniques. (L2)
6. Design searching and sorting methods (L3)

Part A: Basic Electrical Engineering

Course Objectives:

- To introduce basics of electric circuits.
- To teach DC and AC electrical circuit analysis.
- To explain working principles of transformers and electrical machines.
- To impart knowledge on Power system generation, transmission and distribution

UNIT -1

DC & AC Circuits:

Electrical circuit elements (R - L and C) - Kirchoff laws - Series and parallel connection of resistances with DC excitation. Superposition Theorem - Representation of sinusoidal waveforms - peak and rms values - phasor representation - real power - reactive power - apparent power - power factor - Analysis of single-phase ac circuits consisting of RL - RC - RLC series circuits, Resonance.

Learning Outcomes

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

- Recall Kirchoff laws
- Analyze simple electric circuits with DC excitation
- Apply network theorems to simple circuits
- Analyze single phase AC circuits consisting of series RL - RC - RLC combinations

UNIT -2

DC & AC Machines:

Principle and operation of DC Generator - EMF equations - OCC characteristics of DC generator – principle and operation of DC Motor – Performance Characteristics of DC Motor - Speed control of DC Motor – Principle and operation of Single Phase Transformer - OC and SC tests on transformer - Principle and operation of 3-phase AC machines [Elementary treatment only]

Learning Outcomes

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

- Explain principle and operation of DC Generator & Motor.
- Perform speed control of DC Motor
- Explain operation of transformer and induction motor.
- Explain construction & working of induction motor - DC motor

UNIT -3

Basics of Power Systems:

Layout & operation of Hydro, Thermal, Nuclear Stations - Solar & wind generating stations – Typical AC Power Supply scheme – Elements of Transmission line – Types of Distribution systems: Primary & Secondary distribution systems.

Learning Outcomes

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

- Understand working operation of various generating stations
- Explain the types of Transmission and Distribution systems

Text Books:

1. D. P. Kothari and I. J. Nagrath - “Basic Electrical Engineering” - Tata McGraw Hill - 2010.
2. V.K. Mehta & Rohit Mehta, “Principles of Power System” – S.Chand – 2018.

References:

1. L. S. Bobrow - “Fundamentals of Electrical Engineering” - Oxford University Press - 2011.
2. E. Hughes - “Electrical and Electronics Technology” - Pearson - 2010.
3. C.L. Wadhwa – “Generation Distribution and Utilization of Electrical Energy”, 3rd Edition, New Age International Publications.

Course Outcomes:

The student should be able to

- Apply concepts of KVL/KCL in solving DC circuits
- Understand and choose correct rating of a transformer for a specific application
- Illustrate working principles of DC Motor
- Identify type of electrical machine based on their operation
- Understand the basics of Power generation, Transmission and Distribution

Part ‘B’- Electronics Engineering

COURSE OBJECTIVES

- Understand principles and terminology of electronics.
- Familiar with the theory, construction, and operation of electronic devices.
- Learn about biasing of BJTs and FETs.
- Design and construct amplifiers.
- Understand the concept & principles of logic devices.

Unit-1:

Diodes and Applications: Semiconductor Diode, Diode as a Switch & Rectifier, Half Wave and Full Wave Rectifiers with and without Filters; Operation and Applications of Zener Diode, LED, Photo Diode.

Transistor Characteristics: Bipolar Junction Transistor (BJT) – Construction, Operation, Amplifying Action, Common Base, Common Emitter and Common Collector Configurations, Operating Point, Biasing of Transistor Configuration; Field Effect Transistor (FET) – Construction, Characteristics of Junction FET, Concepts of Small Signal Amplifiers –CE & CC Amplifiers.

Learning outcomes:

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

- Remember and understand the basic characteristics of semiconductor diode. (L1)
- Understand principle of operation of Zener diode and other special semiconductor diodes. (L1)
- Analyze BJT based biasing circuits. (L3)
- Design an amplifier using BJT based on the given specifications. (L4)

Unit-2:

Operational Amplifiers and Applications: Introduction to Op-Amp, Differential Amplifier Configurations, CMRR, PSRR, Slew Rate; Block Diagram, Pin Configuration of 741 Op-Amp, Characteristics of Ideal Op-Amp, Concept of Virtual Ground; Op-Amp Applications - Inverting, Non-Inverting, Summing and Difference Amplifiers, Voltage Follower, Comparator, Differentiator, Integrator.

Learning outcomes:

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

- Describe operation of Op-Amp based linear application circuits, converters, amplifiers and non-linear circuits. (L2)
- Analyze Op-Amp based comparator, differentiator and integrator circuits. (L3)

Unit-3:

Digital Electronics: Logic Gates, Simple combinational circuits – Half and Full Adders, BCD Adder, Latches and Flip-Flops (S-R, JK and D), Shift Registers and Counters. Introduction to Microcontrollers and their applications (Block diagram approach only).

Learning outcomes:

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

- Explain the functionality of logic gates. (L2)
- Apply basic laws and De Morgan's theorems to simplify Boolean expressions. (L3)
- Analyze standard combinational and sequential circuits. (L4)
- Distinguish between 8085 & 8086 microprocessors also summarize features of a microprocessor. (L5)

Text Books:

1. R.L. Boylestad & Louis Nashlesky, Electronic Devices & Circuit Theory, Pearson Education, 2007.
2. Ramakanth A. Gayakwad, Op-Amps & Linear ICs, 4th Edition, Pearson, 2017.

3. R. P. Jain, Modern Digital Electronics, 3rd Edition, Tata Mcgraw Hill, 2003.
4. Raj Kamal, Microcontrollers: Architecture, Programming, Interfacing and System Design, 2nd Edition, Pearson, 2012.

Reference Books:

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

COURSE OUTCOMES:

After the completion of the course students will be able to

- Explain the theory, construction, and operation of electronic devices.
- Apply the concept of science and mathematics to explain the working of diodes and its applications, working of transistor and to solve the simple problems based on the applications
- Analyze small signal amplifier circuits to find the amplifier parameters
- Design small signal amplifiers using proper biasing circuits to fix up proper Q point.
- Distinguish features of different active devices including Microprocessors.

(20A03202) ENGINEERING WORKSHOP
(Common to All Branches of Engineering)

Course Objective:

To familiarize students with wood working, sheet metal operations, fitting and electrical house wiring skills

List of Topics

Wood Working:

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

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

Sheet Metal Working:

Familiarity with different types of tools used in sheet metal working, Developments of following sheet metal job from GI sheets

- a) Tapered tray b) Conical funnel c) Elbow pipe d) Brazing

Fitting:

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

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

Electrical Wiring:

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

- a) Parallel and series b) Two way switch c) Godown lighting
d) Tube light e) Three phase motor f) Soldering of wires

Course Outcomes:

After completion of this lab the student will be able to

- Apply wood working skills in real world applications. (13)
- Build different objects with metal sheets in real world applications. (13)
- Apply fitting operations in various applications. (13)
- Apply different types of basic electric circuit connections. (13)
- Use soldering and brazing techniques. (12)

Note: In each section a minimum of three exercises are to be carried out.

(20A05202) IT WORKSHOP
(Common to All Branches of Engineering)

Course Objectives:

- To make the students know about the internal parts of a computer, assembling and disassembling a computer from the parts, preparing a computer for use by installing the operating system
- To provide Technical training to the students on Productivity tools like Word processors, Spreadsheets, Presentations and LAtEX
- To learn about Networking of computers and use Internet facility for Browsing and Searching

Preparing your Computer

Task 1:

Learn about Computer: Identify the internal parts of a computer, and its peripherals. Represent the same in the form of diagrams including Block diagram of a computer. Write specifications for each part of a computer including peripherals and specification of Desktop computer. Submit it in the form of a report.

Task 2:

Assembling a Computer: Disassemble and assemble the PC back to working condition. Students should be able to trouble shoot the computer and identify working and non-working parts. Student should identify the problem correctly by various methods

Task 3:

Install Operating system: Student should install Linux on the computer. Student may install another operating system (including proprietary software) and make the system dual boot or multi boot. Students should record the entire installation process.

Task 4:

Operating system features: Students should record the various features that are supported by the operating system(s) installed. They have to submit a report on it. Students should be able to access CD/DVD drives, write CD/DVDs, access pen drives, print files, etc. Students should install new application software and record the installation process.

Networking and Internet

Task 5:

Networking: Students should connect two computers directly using a cable or wireless connectivity and share information. Students should connect two or more computers using switch/hub and share information. Crimping activity, logical configuration etc. should be done by the student. The entire process has to be documented.

Task 6:

Browsing Internet: Student should access the Internet for Browsing. Students should search the Internet for required information. Students should be able to create e-mail account and send email. They should get acquaintance with applications like Facebook, skype etc. If Intranet mailing facility is available in the organization, then students should share the information using it. If the operating system supports sending messages to multiple users (LINUX supports it) in the same network, then it should be done by the student. Students are expected to submit the information about different browsers available, their features, and search process using different natural languages, and creating e-mail account.

Task 7:

Antivirus: Students should download freely available Antivirus software, install it and use it to check for threats to the computer being used. Students should submit information about the features of the antivirus used, installation process, about virus definitions, virus engine etc.

Productivity tools**Task 8:**

Word Processor: Students should be able to create documents using the word processor tool. Some of the tasks that are to be performed are inserting and deleting the characters, words and lines, Alignment of the lines, Inserting header and Footer, changing the font, changing the colour, including images and tables in the word file, making page setup, copy and paste block of text, images, tables, linking the images which are present in other directory, formatting paragraphs, spell checking, etc. Students should be able to prepare project cover pages, content sheet and chapter pages at the end of the task using the features studied. Students should submit a user manual of the word processor considered, Image Manipulation tools.

Task 9:

Presentations: creating, opening, saving and running the presentations, selecting the style for slides, formatting the slides with different fonts, colours, creating charts and tables, inserting and deleting text, graphics and animations, bulleting and numbering, hyperlinking, running the slide show, setting the timing for slide show.

Task 10:

Spreadsheet: Students should be able to create, open, save the application documents and format them as per the requirement. Some of the tasks that may be practiced are Managing the worksheet environment, creating cell data, inserting and deleting cell data, format cells, adjust the cell size, applying formulas and functions, preparing charts, sorting cells. Students should submit a user manual of the Spreadsheet

Task 11:

LateX: Introduction to Latex and its installation and different IDEs. Creating first document using Latex, using content into sections using article and book class of LaTeX. Styling Pages: reviewing and customizing different paper sizes and formats. Formatting text (styles, size, alignment, colors and adding bullets and numbered items, inserting mathematical symbols, and images, etc.). Creating basic

tables, adding simple and dashed borders, merging rows and columns. Referencing and Indexing: cross-referencing (refer to sections, table, images), bibliography (references).

References:

1. Introduction to Computers, Peter Norton, McGraw Hill
2. MOS study guide for word, Excel, Powerpoint & Outlook Exams, Joan Lambert, Joyce Cox, PHI.
3. Introduction to Information Technology, ITL Education Solutions limited, Pearson Education.
4. Networking your computers and devices, Rusen, PHI
5. Trouble shooting, Maintaining & Repairing PCs, Bigelows, TMH
6. Lamport L. LATEX: a document preparation system: user's guide and reference manual. Addison-wesley; 1994.

Course Outcomes:

- Disassemble and Assemble a Personal Computer and prepare the computer ready to use.
- Prepare the Documents using Word processors and Prepare spread sheets for calculations .using excel and also the documents using LAtEX.
- Prepare Slide presentations using the presentation tool.
- Interconnect two or more computers for information sharing.
- Access the Internet and Browse it to obtain the required information.

Note: Use open source tools for implementation of the above exercises.

(20A51101P) CHEMISTRY LAB

(CSE, AI & DS, CSE (AI), CSE(IoT), CSE (Data Science), CSE(AI & ML), IT, ECE, EEE and IT)

Course Objectives:

- Verify the fundamental concepts with experiments

List of Experiments:

1. Measurement of $10Dq$ by spectrophotometric method
2. Models of potential energy surfaces
3. Conductometric titration of (i) strong acid vs. strong base, (ii) weak acid vs. strong base
4. Determination of cell constant and conductance of solutions
5. Potentiometry - determination of redox potentials and emfs
6. Determination of Strength of an acid in Pb-Acid battery
7. Preparation of a Bakelite and measurement of its mechanical properties (strength.).
8. Verify Lambert-Beer's law
9. Thin layer chromatography
10. Identification of simple organic compounds by IR.
11. Preparation of nanomaterial's by precipitation
12. Estimation of Ferrous Iron by Dichrometry.

Course Outcomes:

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

- Determine the cell constant and conductance of solutions (L3)
- Prepare advanced polymer Bakelite materials (L2)
- Measure the strength of an acid present in secondary batteries (L3)
- Analyse the IR of some organic compounds (L3)

(20A05201P) C-PROGRAMMING & DATA STRUCTURES LAB

(Common to All Branches of Engineering)

Course Objectives:

- To get familiar with the basic concepts of C programming.
- To design programs using arrays, strings, pointers and structures.
- To illustrate the use of Stacks and Queues
- To apply different operations on linked lists.
- To demonstrate Binary search tree traversal techniques.
- To design searching and sorting techniques.

Week 1

Write C programs that use both recursive and non-recursive functions

- To find the factorial of a given integer.
- To find the GCD (greatest common divisor) of two given integers.
- To solve Towers of Hanoi problem.

Week 2

- Write a C program to find both the largest and smallest number in a list of integers.
- Write a C program that uses functions to perform the following:
 - Addition of Two Matrices
 - Multiplication of Two Matrices

Week 3

- Write a C program that uses functions to perform the following operations:
 - To insert a sub-string in to a given main string from a given position.
 - To delete n characters from a given position in a given string.

Week 4

- Write a C program that displays the position or index in the string S where the string T begins, or – 1 if S doesn't contain T.
- Write a C program to count the lines, words and characters in a given text.

Week 5

- Write a C Program to perform various arithmetic operations on pointer variables.
- Write a C Program to demonstrate the following parameter passing mechanisms:
 - call-by-value
 - call-by-reference

Week 6

Write a C program that uses functions to perform the following operations:

- i) Reading a complex number
- ii) Writing a complex number
- iii) Addition of two complex numbers
- iv) Multiplication of two complex numbers

(Note: represent complex number using a structure.)

Week 7

Write C programs that implement stack (its operations) using

- i) Arrays
- ii) Pointers

Week 8

Write C programs that implement Queue (its operations) using

- i) Arrays
- ii) Pointers

Week 9

Write a C program that uses Stack operations to perform the following:

- i) Converting infix expression into postfix expression
- ii) Evaluating the postfix expression

Week 10

Write a C program that uses functions to perform the following operations on singly linked list.

- i) Creation
- ii) Insertion
- iii) Deletion
- iv) Traversal

Week 11

Write a C program that uses functions to perform the following operations on Doubly linkedlist.

- i) Creation
- ii) Insertion
- iii) Deletion
- iv) Traversal

Week 12

Write a C program that uses functions to perform the following operations on circular linkedlist.

- i) Creation
- ii) Insertion
- iii) Deletion
- iv) Traversal

Week 13

Write a C program that uses functions to perform the following:

- i) Creating a Binary Tree of integers
- ii) Traversing the above binary tree in preorder, inorder and postorder.

Week 14

Write C programs that use both recursive and non-recursive functions to perform the following searching operations for a key value in a given list of integers:

- i) Linear search
- ii) Binary search

Week 15

Write a C program that implements the following sorting methods to sort a given list of integers in ascending order

- i) Bubble sort
- ii) Selection sort
- iii) Insertion sort

Text Books:

1. Programming in C and Data Structures, J.R.Hanly, Ashok N. Kamthane and A. Ananda Rao, Pearson Education.
2. B.A. Forouzon and R.F. Gilberg, "COMPUTER SCIENCE: A Structured Programming Approach Using C", Third edition, CENGAGE Learning, 2016.
3. Richard F. Gilberg & Behrouz A. Forouzan, "Data Structures: A Pseudocode Approach with C", Second Edition, CENGAGE Learning, 2011.

Reference Books:

1. PradipDey and ManasGhosh, Programming in C, Oxford University Press, 2nd Edition 2011.
2. E.Balaguruswamy, "C and Data Structures", 4th Edition, Tata Mc Graw Hill.
3. A.K.Sharma, Computer Fundamentals and Programming in C, 2nd Edition, University Press.
4. M.T.Somashekara, "Problem Solving Using C", PHI, 2nd Edition 2009.

Course Outcomes

- Demonstrate basic concepts of C programming language. (L2)
- Develop C programs using functions, arrays, structures and pointers. (L6)
- Illustrate the concepts Stacks and Queues. (L2)
- Design operations on Linked lists. (L6)
- Apply various Binary tree traversal techniques. (L3)
- Develop searching and sorting methods. (L6)

(20A02101P) BASIC ELECTRICAL & ELECTRONICS ENGINEERING LAB
(Civil, Mechanical, CSE, AI & DS, CSE (AI), CSE(IoT), CSE (Data Science), CSE(AI & ML), IT and Food Technology)

Part A: Electrical Engineering Lab

Course Objectives:

- To Verify Kirchoff's laws and Superposition theorem
- To learn performance characteristics of DC Machines.
- To perform various tests on 1- Phase Transformer.
- To Study the I – V Characteristics of Solar PV Cell

List of experiments: -

1. Verification of Kirchhoff laws.
2. Verification of Superposition Theorem.
3. Magnetization characteristics of a DC Shunt Generator.
4. Speed control of DC Shunt Motor.
5. OC & SC test of 1 – Phase Transformer.
6. Load test on 1-Phase Transformer.
7. I – V Characteristics of Solar PV cell
8. Brake test on DC Shunt Motor.

Course Outcomes:

After completing the course, the student will be able to

- Understand Kirchoff's Laws & Superposition theorem.
- Analyze the various characteristics on DC Machines by conducting various tests.
- Analyze I – V Characteristics of PV Cell
- Apply the knowledge to perform various tests on 1-phase transformer

Part B: Electronics Engineering Lab

Course Objectives:

- To verify the theoretical concepts practically from all the experiments.
- To analyze the characteristics of Diodes, BJT, MOSFET, UJT.
- To design the amplifier circuits from the given specifications.
- Exposed to linear and digital integrated circuits.

List Of Experiments:

1. PN Junction diode characteristics A) Forward bias B) Reverse bias.
2. Zener diode characteristics and Zener as voltage Regulator.

3. Full Wave Rectifier with & without filter.
4. Wave Shaping Circuits. (Clippers & Clampers)
5. Input & Output characteristics of Transistor in CB / CE configuration.
6. Frequency response of CE amplifier.
7. Inverting and Non-inverting amplifiers using Op-AMPs.
8. Verification of Truth Table of AND, OR, NOT, NAND, NOR, Ex-OR, Ex-NOR gates using ICs.
9. Verification of Truth Tables of S-R, J-K& D flip flops using respective ICs.

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

Course outcomes:

- Learn the characteristics of basic electronic devices like PN junction diode, Zener diode & BJT.
- Construct the given circuit in the lab
- Analyze the application of diode as rectifiers, clippers and clampers and other circuits.
- Design simple electronic circuits and verify its functioning.

Note: Minimum Six Experiments to be performed in each section.

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B.Tech-CSE – II Sem

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(20A54202) PROBABILITY AND STATISTICS

(Common to CSE, AI & DS, CSE (AI), CSE(IoT), CSE (Data Science), CSE(AI & ML) and IT)

Course Objectives:

- To familiarize the students with the foundations of probability and statistical methods
- To impart probability concepts and statistical methods in various applications Engineering

Unit 1:

Descriptive statistics

Statistics Introduction, Measures of Variability (dispersion) Skewness Kurtosis, correlation, correlation coefficient, rank correlation, principle of least squares, method of least squares, regression lines, regression coefficients and their properties.

Learning Outcomes:

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

- summarize the basic concepts of data science and its importance in engineering (L2)
- analyze the data quantitatively or categorically, measure of averages, variability (L4)
- adopt correlation methods and principle of least squares, regression analysis (L5)

UNIT 2: Probability

Probability, probability axioms, addition law and multiplicative law of probability, conditional probability, Baye's theorem, random variables (discrete and continuous), probability density functions, properties.

Learning Outcomes:

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

- Define the terms trial, events, sample space, probability, and laws of probability (L1)
- Make use of probabilities of events in finite sample spaces from experiments (L3)
- Apply Baye's theorem to real time problems (L3)
- Explain the notion of random variable, distribution functions and expected value(L2)

UNIT 3:

Probability distributions

Discrete distribution - Binomial, Poisson approximation to the binomial distribution and their properties. Continuous distribution: normal distribution and their properties.

Learning Outcomes:

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

- Apply Binomial and Poisson distributions for real data to compute probabilities, theoretical frequencies (L3)

- Interpret the properties of normal distribution and its applications (L2)

Unit4:

Estimation and Testing of hypothesis, large sample tests

Estimation-parameters, statistics, sampling distribution, point estimation, Formulation of null hypothesis, alternative hypothesis, the critical and acceptance regions, level of significance, two types of errors and power of the test. Large Sample Tests: Test for single proportion, difference of proportions, test for single mean and difference of means. Confidence interval for parameters in one sample and two sample problems

Learning Outcomes:

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

- Explain the concept of estimation, interval estimation and confidence intervals (L2)
- Apply the concept of hypothesis testing for large samples (L4)

Unit 5:

Small sample tests

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

Learning Outcomes:

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

- Apply the concept of testing hypothesis for small samples to draw the inferences (L3)
- Estimate the goodness of fit (L5)

Text Books:

1. Miller and Freunds, Probability and Statistics for Engineers, 7/e, Pearson, 2008.
2. S.C. Gupta and V.K. Kapoor, Fundamentals of Mathematical Statistics, 11/e, Sultan Chand & Sons Publications, 2012.

Reference Books:

1. S. Ross, a First Course in Probability, Pearson Education India, 2002.
2. W. Feller, an Introduction to Probability Theory and its Applications, 1/e, Wiley, 1968.
3. Peyton Z. Peebles, Probability, Random Variables & Random Signal Principles -, McGraw Hill Education, 4th Edition, 2001.

Course Outcomes:

Upon successful completion of this course, the student should be able to

- Make use of the concepts of probability and their applications (L3)
- Apply discrete and continuous probability distributions (L3)
- Classify the concepts of data science and its importance (L4)
- Interpret the association of characteristics and through correlation and regression tools (L4)
- Design the components of a classical hypothesis test (L6)
- Infer the statistical inferential methods based on small and large sampling tests (L6)

20A56201T APPLIED PHYSICS

(ECE, EEE, CSE, AI & DS, CSE (AI), CSE(IoT), CSE (Data Science), CSE(AI & ML), IT)

Course Objectives

- To make a bridge between the physics in school and engineering courses.
- To identify the importance of the optical phenomenon i.e. interference, diffraction and polarization related to its Engineering applications
- To understand the mechanisms of emission of light, the use of lasers as light sources for low and high energy applications, study of propagation of light wave through optical fibres along with engineering applications.
- To explain the significant concepts of dielectric and magnetic materials that leads to potential applications in the emerging micro devices.
- To enlighten the concepts of Quantum Mechanics and to provide fundamentals of de'Broglie waves, quantum mechanical wave equation and its applications, the importance of free electron theory and band theory of solids.
- Evolution of band theory to distinguish materials, basic concepts and transport phenomenon of charge carriers in semiconductors. To give an impetus on the subtle mechanism of superconductors using the concept of BCS theory and their fascinating applications.

Unit-I:

Wave Optics

Interference- Principle of superposition – Interference of light – Conditions for sustained interference - Interference in thin films (Reflection Geometry) – Colors in thin films – Newton's Rings – Determination of wavelength and refractive index.

Diffraction- Introduction – Fresnel and Fraunhofer diffraction – Fraunhofer diffraction due to single slit, double slit and N-slits (qualitative) – Grating spectrum.

Polarization- Introduction – Types of polarization – Polarization by reflection, refraction and double refraction - Nicol's Prism - Half wave and Quarter wave plates with applications.

Learning Outcomes:

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

- Explain the need of coherent sources and the conditions for sustained interference (L2)
- Identify engineering applications of interference (L3)
- Analyze the differences between interference and diffraction with applications (L4)
- Illustrate the concept of polarization of light and its applications (L2)
- Classify ordinary polarized light and extraordinary polarized light (L2)

Unit-II:

Lasers and Fiber optics

Lasers- Introduction – Characteristics of laser – Spontaneous and Stimulated emission of radiation – Einstein's coefficients – Population inversion – Lasing action – Pumping mechanisms – Nd-YAG laser – He-Ne laser – Applications of lasers.

Fiber optics- Introduction – Principle of optical fiber – Acceptance Angle – Numerical Aperture – Classification of optical fibers based on refractive index profile and modes – Propagation of electromagnetic wave through optical fibers – Propagation Losses (qualitative) – Applications.

Learning Outcomes:

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

- Understand the basic concepts of LASER light Sources (L2)
- Apply the concepts to learn the types of lasers (L3)
- Identifies the Engineering applications of lasers (L2)
- Explain the working principle of optical fibers (L2)
- Classify optical fibers based on refractive index profile and mode of propagation (L2)
- Identify the applications of optical fibers in various fields (L2)

Unit-III:

Dielectric and Magnetic Materials

Dielectric Materials- Introduction – Dielectric polarization – Dielectric polarizability, Susceptibility and Dielectric constant – Types of polarizations: Electronic, Ionic and Orientation polarizations (Qualitative) – Lorentz internal field – Clausius-Mossotti equation.

Magnetic Materials- Introduction – Magnetic dipole moment – Magnetization – Magnetic susceptibility and Permeability – Origin of permanent magnetic moment – Classification of magnetic materials: Dia, para & Ferro-Domain concept of Ferromagnetism (Qualitative) – Hysteresis – Soft and Hard magnetic materials.

Learning Outcomes:

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

- Explain the concept of dielectric constant and polarization in dielectric materials (L2)
- Summarize various types of polarization of dielectrics (L2)
- Interpret Lorentz field and Clausius-Mosotti relation in dielectrics(L2)
- Classify the magnetic materials based on susceptibility and their temperature dependence (L2)
- Explain the applications of dielectric and magnetic materials (L2)
- Apply the concept of magnetism to magnetic devices (L3)

Unit IV:

Quantum Mechanics, Free Electron Theory and Band theory of Solids

Quantum Mechanics- Dual nature of matter – Schrodinger's time independent and dependent wave equation – Significance of wave function – Particle in a one-dimensional infinite potential well.

Free Electron Theory- Classical free electron theory (Merits and demerits only) – Quantum free electron theory – Equation for electrical conductivity based on quantum free electron theory – Fermi-Dirac distribution – Density of states – Fermi energy.

Band theory of Solids- Bloch's Theorem (Qualitative) – Kronig-Penney model (Qualitative) – E vs K diagram – Classification of crystalline solids – Effective mass of electron – m^* vs K diagram – Concept of hole.

Learning Outcomes:

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

- Explain the concept of dual nature of matter (L2)
- Understand the significance of wave function (L2)
- Interpret the concepts of classical and quantum free electron theories (L2)
- Explain the importance of K-P model
- Classify the materials based on band theory (L2)
- Apply the concept of effective mass of electron (L3)

Unit – V:

Semiconductors and Superconductors

Semiconductors- Introduction – Intrinsic semiconductors – Density of charge carriers – Electrical conductivity – Fermi level – Extrinsic semiconductors – Density of charge carriers – Dependence of Fermi energy on carrier concentration and temperature – Drift and diffusion currents – Einstein's equation – Direct and indirect band gap semiconductors – Hall effect – Hall coefficient – Applications of Hall effect.

Superconductors- Introduction – Properties of superconductors – Meissner effect – Type I and Type II superconductors – BCS theory – Josephson effects (AC and DC) – High T_c superconductors – Applications of superconductors.

Learning Outcomes:

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

- Classify the energy bands of semiconductors (L2)
- Interpret the direct and indirect band gap semiconductors (L2)
- Identify the type of semiconductor using Hall effect (L2)
- Identify applications of semiconductors in electronic devices (L2)
- Explain how electrical resistivity of solids changes with temperature (L2)
- Classify superconductors based on Meissner's effect (L2)
- Explain Meissner's effect, BCS theory & Josephson effect in superconductors (L2)

Text books:

1. Engineering Physics – Dr. M.N. Avadhanulu & Dr. P.G. Kshirsagar, S. Chand and Company
2. Engineering Physics – B.K. Pandey and S. Chaturvedi, Cengage Learning.

Reference Books:

1. Engineering Physics – Shatendra Sharma, Jyotsna Sharma, Pearson Education, 2018
2. Engineering Physics – K. Thyagarajan, McGraw Hill Publishers
3. Engineering Physics - Sanjay D. Jain, D. Sahasrambudhe and Girish, University Press
4. Semiconductor physics and devices- Basic principle – Donald A, Neamen, Mc Graw Hill

Course Outcomes

- Study the different realms of physics and their applications in both scientific and technological systems through physical optics. (L2)
- Identify the wave properties of light and the interaction of energy with the matter (L3).
- Asses the electromagnetic wave propagation and its power in different media (L5).
- Understands the response of dielectric and magnetic materials to the applied electric and magnetic fields. (L3)
- Study the quantum mechanical picture of subatomic world along with the discrepancies between the classical estimates and laboratory observations of electron transportation phenomena by free electron theory and band theory. (L2)
- Elaborate the physical properties exhibited by materials through the understanding of properties of semiconductors and superconductors. (L5)

(20A52101T) COMMUNICATIVE ENGLISH
(Common to All Branches of Engineering)

Course Objectives

- Facilitate effective listening skills for better comprehension of academic lectures and English spoken by native speakers
- Focus on appropriate reading strategies for comprehension of various academic texts and authentic materials
- Help improve speaking skills through participation in activities such as role plays, discussions and structured talks/oral presentations
- Impart effective strategies for good writing and demonstrate the same in summarizing, writing well organized essays, record and report useful information
- Provide knowledge of grammatical structures and vocabulary and encourage their appropriate use in speech and writing

UNIT -1

Lesson: On the Conduct of Life: William Hazlitt

Listening: Identifying the topic, the context and specific pieces of information by listening to short audio texts and answering a series of questions. **Speaking:** Asking and answering general questions on familiar topics such as home, family, work, studies and interests; introducing oneself and others. **Reading:** Skimming to get the main idea of a text; scanning to look for specific pieces of information. **Reading for Writing :** Beginnings and endings of paragraphs - introducing the topic, summarizing the main idea and/or providing a transition to the next paragraph. **Grammar and Vocabulary:** Parts of Speech, Content words and function words; word forms: verbs, nouns, adjectives and adverbs; nouns: countable and uncountable; singular and plural; basic sentence structures; simple question form - wh-questions; word order in sentences.

Learning Outcomes

At the end of the module, the learners will be able to

- Understand social or transactional dialogues spoken by native speakers of English and identify the context, topic, and pieces of specific information
- Ask and answer general questions on familiar topics and introduce oneself/others
- Employ suitable strategies for skimming and scanning to get the general idea of a text and locate specific information
- Recognize paragraph structure and be able to match beginnings/endings/headings with paragraphs
- Form sentences using proper grammatical structures and correct word forms

UNIT -2

Lesson: The Brook: Alfred Tennyson

Listening: Answering a series of questions about main idea and supporting ideas after listening to audio texts. **Speaking:** Discussion in pairs/small groups on specific topics followed by short structured talks. **Reading:** Identifying sequence of ideas; recognizing verbal techniques that help to link the ideas

in a paragraph together. **Writing:** Paragraph writing (specific topics) using suitable cohesive devices; mechanics of writing - punctuation, capital letters. **Grammar and Vocabulary:** Cohesive devices - linkers, sign posts and transition signals; use of articles and zero article; prepositions.

Learning Outcomes

At the end of the module, the learners will be able to

- Comprehend short talks on general topics
- Participate in informal discussions and speak clearly on a specific topic using suitable discourse markers
- Understand the use of cohesive devices for better reading comprehension
- Write well structured paragraphs on specific topics
- Identify basic errors of grammar/ usage and make necessary corrections in short texts

UNIT -3

Lesson: The Death Trap: Saki

Listening: Listening for global comprehension and summarizing what is listened to. **Speaking:** Discussing specific topics in pairs or small groups and reporting what is discussed **Reading:** Reading a text in detail by making basic inferences -recognizing and interpreting specific context clues; strategies to use text clues for comprehension. **Writing:** Summarizing, Paragraph Writing **Grammar and Vocabulary:** Verbs - tenses; subject-verb agreement; direct and indirect speech, reporting verbs for academic purposes.

Learning Outcomes

At the end of the module, the learners will be able to

- Comprehend short talks and summarize the content with clarity and precision
- Participate in informal discussions and report what is discussed
- Infer meanings of unfamiliar words using contextual clues
- Write summaries based on global comprehension of reading/listening texts
- Use correct tense forms, appropriate structures and a range of reporting verbs in speech and writing

UNIT-4

Lesson: Innovation: Muhammad Yunus

Listening: Making predictions while listening to conversations/ transactional dialogues without video; listening with video. **Speaking:** Role plays for practice of conversational English in academic contexts (formal and informal) - asking for and giving information/directions. **Reading:** Studying the use of graphic elements in texts to convey information, reveal trends/patterns/relationships, communicate processes or display complicated data. **Writing:** Letter Writing: Official Letters/Report Writing **Grammar and Vocabulary:** Quantifying expressions - adjectives and adverbs; comparing and contrasting; Voice - Active & Passive Voice

Learning Outcomes

At the end of the module, the learners will be able to

- Infer and predict about content of spoken discourse
- Understand verbal and non-verbal features of communication and hold formal/informal conversations
- Interpret graphic elements used in academic texts
- Produce a coherent paragraph interpreting a figure/graph/chart/table
- Use language appropriate for description and interpretation of graphical elements

UNIT -5

Lesson: Politics and the English Language: George Orwell

Listening: Identifying key terms, understanding concepts and answering a series of relevant questions that test comprehension. Speaking: Formal oral presentations on topics from academic contexts - without the use of PPT slides. Reading: Reading for comprehension. Writing: Writing structured essays on specific topics using suitable claims and evidences. Grammar and Vocabulary: Editing short texts –identifying and correcting common errors in grammar and usage (articles, prepositions, tenses, subject verb agreement)

Learning Outcomes

At the end of the module, the learners will be able to

- Take notes while listening to a talk/lecture and make use of them to answer questions
- Make formal oral presentations using effective strategies
- Comprehend, discuss and respond to academic texts orally and in writing
- Produce a well-organized essay with adequate support and detail
- Edit short texts by correcting common errors

Text Book:

1. Language and Life: A Skills Approach- I Edition 2019, Orient Black Swan

Reference Books:

1. Bailey, Stephen. Academic writing: A handbook for international students. Routledge, 2014.
2. Chase, Becky Tarver. Pathways: Listening, Speaking and Critical Thinking. Heinley ELT; 2nd Edition, 2018.
3. Raymond Murphy's English Grammar in Use Fourth Edition (2012) E-book
4. Hewings, Martin. Cambridge Academic English (B2). CUP, 2012.
5. Oxford Learners Dictionary, 12th Edition, 2011
6. Norman Lewis Word Power Made Easy- The Complete Handbook for Building a Superior Vocabulary (2014)
7. Speed Reading with the Right Brain: Learn to Read Ideas Instead of Just Words by David Butler

Course Outcomes

- Retrieve the knowledge of basic grammatical concepts
- Understand the context, topic, and pieces of specific information from social or transactional dialogues spoken by native speakers of English
- Apply grammatical structures to formulate sentences and correct word forms
- Analyze discourse markers to speak clearly on a specific topic in informal discussions
- Evaluate reading/listening texts and to write summaries based on global comprehension of these texts.
- Create a coherent paragraph interpreting a figure/graph/chart/table

Web links

www.englishclub.com

www.easyworldofenglish.com

www.languageguide.org/english/

www.bbc.co.uk/learningenglish

www.eslpod.com/index.html

www.myenglishpages.com

(20A05101T) PYTHON PROGRAMMING & DATA SCIENCE
(CSE, AI & DS, CSE (AI), CSE(IoT), CSE (Data Science), CSE(AI & ML), IT)

Course Objectives

- To learn the fundamentals of Python.
- To discuss the concepts of Functions and Exceptions.
- To familiarize with Python libraries for Data Analysis and Data Visualization.
- To introduce preliminary concepts in Pattern Recognition and Machine learning.
- To provide an overview of Deep Learning and Data Science models.

Unit-I

Introduction to Python: Features of Python, Data types, Operators, Input and output, Control Statements.

Strings: Creating strings and basic operations on strings, string testing methods. Lists, Dictionaries, Tuples.

Learning outcomes:

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

- List the basic constructs of Python. (L1)
- Apply the conditional execution of the program (L3)
- Design programs for manipulating strings (L6)
- Use the data structure lists, Dictionaries and Tuples (L3)

Unit-II

Functions: Defining a function, Calling a function, returning multiple values from a function, functions are first class objects, formal and actual arguments, positional arguments, recursive functions.

Exceptions: Errors in a Python program, exceptions, exception handling, types of exceptions, the except block, the assert statement, user-defined exceptions.

Learning outcomes:

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

- Solve the problems by applying the modularity principle. (L3)
- Classify exceptions and explain the ways of handling them. (L4)

Unit-III

Introduction to NumPy, Pandas, Matplotlib.

Exploratory Data Analysis (EDA), Data Science life cycle, Descriptive Statistics, Basic tools (plots, graphs and summary statistics) of EDA, Philosophy of EDA. Data Visualization: Scatter plot, bar chart, histogram, boxplot, heat maps, etc.

Learning outcomes:

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

- Demonstrate various mathematical operations on arrays using NumPy (L2)
- Analyze and manipulate Data using Pandas (L4)
- Creating static, animated, and interactive visualizations using Matplotlib. (L6)

Unit-IV

Introduction to Pattern Recognition and Machine Learning: Patterns, features, pattern representation, the curse of dimensionality, dimensionality reduction. Classification—linear and non-linear. Bayesian, Perceptron, Nearest neighbor classifier, Logistic regression, Naïve-Bayes, decision trees and random forests; boosting and bagging. Clustering---partitional and hierarchical; k-means clustering. Regression.

Cost functions, training and testing a classifier. Cross-validation, Class-imbalance – ways of handling, Confusion matrix, evaluation metrics.

Learning outcomes:

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

- Define Patterns and their representation (L1)
- Describe the Classification and Clustering (L2)
- illustrate cost functions and class imbalance (L3)

Unit-V

Introduction to Deep Learning: Multilayer perceptron. Backpropagation. Loss functions. Hyperparameter tuning, Overview of RNN, CNN and LSTM.

Overview of Data Science Models: Applications to text, images, videos, recommender systems, image classification, Social network graphs.

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

- Describe RNN, CNN and (L2)
- Explain the applications of Data Science (L2)

Textbooks:

1. Allen B. Downey, “Think Python”, 2nd edition, SPD/O’Reilly, 2016.
2. Cathy O’Neil, Rachel Schutt, Doing Data Science, Straight Talk from the Frontline. O’Reilly, 2013.
3. Christopher Bishop, Pattern Recognition and Machine Learning, Springer, 2007.

References:

1. Michael Nielsen, Neural Networks and Deep Learning, Determination Press, 2015.
2. Francois Chollet, Deep Learning with Python, 1/e, Manning Publications Company, 2017
3. EMC2: Data Science and Big Data Analytics, EMC Education Services, EMC 2 , Wiley Publication, 2015.
4. V. Susheela Devi and M. Narasimha Murty. Pattern Recognition – An Introduction. Universities Press (Indian Edition; there is an expensive Springer version of the same)
5. Goodfellow and YoshuaBengio and Aaron Courville. Deep Learning. MIT Press. Book available online at <https://www.deeplearningbook.org/>.
6. J. Leskovec, A. Rajaraman, J.D. Ullman. Mining of Massive Datasets. Cambridge University Press. (Indian Edition; Online pdf is available for download)

Course Outcomes:

1. Apply the features of Python language in various real applications. (L3)
2. Identify the appropriate data structure of Python for solving a problem (L2)
3. Demonstrate data analysis, manipulation and visualization of data using Python libraries (L5)
4. Enumerate machine learning algorithms. (L1)
5. Analyze the various applications of Data Science. (L4)
6. Design solutions for real-world problems using Python. (L6)

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR

B.Tech-CSE – II Sem

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(20A03101T) ENGINEERING DRAWING
(Common to All Branches of Engineering)

Course Objectives:

- Bring awareness that Engineering Drawing is the Language of Engineers.
- Familiarize how industry communicates technical information.
- Teach the practices for accuracy and clarity in presenting the technical information.
- Develop the engineering imagination essential for successful design.

Unit: I

Introduction to Engineering Drawing: Principles of Engineering Drawing and its significance-
Conventions in drawing-lettering - BIS conventions.

- a) Conic sections including the rectangular hyperbola- general method only,
- b) Cycloid, epicycloids and hypocycloid c) Involute

Learning Outcomes:

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

- Understand the significance of engineering drawing
- Know the conventions used in the engineering drawing
- Identify the curves obtained in different conic sections
- Draw different curves such as cycloid, involute and hyperbola

Unit: II

Projection of points, lines and planes: Projection of points in any quadrant, lines inclined to one or both planes, finding true lengths, angle made by line. Projections of regular plane surfaces.

Learning Outcomes:

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

- Understand the meaning of projection
- Know how to draw the projections of points, lines
- Differentiate between projected length and true length
- Find the true length of the lines

Unit: III

Projections of solids: Projections of regular solids inclined to one or both planes by rotational or auxiliary views method.

Learning Outcomes:

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

- Understand the procedure to draw projection of solids
- Differentiate between rotational method and auxillary view method.
- Draw the projection of solid inclined to one plain
- Draw the projection of solids inclined to both the plains

Unit: IV

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

Learning Outcomes:

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

- Understand different sectional views of regular solids
- Obtain the true shapes of the sections of prism
- Draw the sectional views of prism, cylinder, pyramid and cone

Unit: V

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

Learning Outcomes:

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

- Understand the meaning of development of surfaces
- Draw the development of regular solids such as prism, cylinder, pyramid and cone
- Obtain the development of sectional parts of regular shapes

Text Books:

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

Reference Books:

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

Course Outcomes:

After completing the course, the student will be able to

- Draw various curves applied in engineering. (12)
- Show projections of solids and sections graphically. (12)
- Draw the development of surfaces of solids. (13)

Additional Sources

Youtube: [http://sewor,Carleton.ca/kardos/88403/drawings.html](http://sewor.Carleton.ca/kardos/88403/drawings.html) conic sections-online, red woods.edu

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR

B.Tech-CSE – II Sem

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(20A03101P) ENGINEERING GRAPHICS LAB

(Common to All Branches of Engineering)

Course Objectives:

- Instruct the utility of drafting & modeling packages in orthographic and isometric drawings.
- Train the usage of 2D and 3D modeling.
- Instruct graphical representation of machine components.

Computer Aided Drafting:

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

Dimensioning principles and conventional representations.

Orthographic Projections: Systems of projections, conventions and application to orthographic projections - simple objects.

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

Text Books:

1. K. Venugopal, V.Prabhu Raja, Engineering Drawing + Auto Cad, New Age International Publishers.
2. Kulkarni D.M, AP Rastogi and AK Sarkar, Engineering Graphics with Auto Cad, PHI Learning, Eastern Economy editions.

Reference Books:

1. T. Jayapooan, Engineering Graphics using Auto Cad, Vikas Publishing House
2. K.L.Narayana & P.Kannaiah, Engineering Drawing, 3/e, Scitech Publishers, Chennai, 2012.
3. Linkan Sagar, BPB Publications, Auto Cad 2018 Training Guide.
4. K.C.John, Engineering Graphics, 2/e, PHI, 2013
5. Basant Agarwal & C.M.Agarwal, Engineering Drawing, Tata McGraw-Hill, Copy Right, 2008.

Course Outcomes:

After completing the course, the student will be able to

- Use computers as a drafting tool. (L2)
- Draw isometric and orthographic drawings using CAD packages. (L3)

Additional Sources

1. Youtube: [http://sewor,Carleton.ca, kardos/88403/drawings.html](http://sewor.Carleton.ca/kardos/88403/drawings.html) conic sections-online, red woods.edu

(20A52101P) COMMUNICATIVE ENGLISH LAB
(Common to All Branches of Engineering)

Course Objectives

- students will be exposed to a variety of self instructional, learner friendly modes of language learning
- students will learn better pronunciation through stress, intonation and rhythm
- students will be trained to use language effectively to face interviews, group discussions, public speaking
- students will be initiated into greater use of the computer in resume preparation, report writing, format making etc

List of Topics

1. Phonetics
2. Reading comprehension
3. Describing objects/places/persons
4. Role Play or Conversational Practice
5. JAM
6. Etiquettes of Telephonic Communication
7. Information Transfer
8. Note Making and Note Taking
9. E-mail Writing
10. Group Discussions-1
11. Resume Writing
12. Debates
13. Oral Presentations
14. Poster Presentation
15. Interviews Skills-1

Suggested Software

Orel, Walden Infotech, Young India Films

Reference Books

1. Bailey, Stephen. Academic writing: A handbook for international students. Routledge, 2014.
2. Chase, Becky Tarver. Pathways: Listening, Speaking and Critical Thinking. Heinley ELT; 2nd Edition, 2018.
3. Skillful Level 2 Reading & Writing Student's Book Pack (B1) Macmillan Educational.
4. Hewings, Martin. Cambridge Academic English (B2). CUP, 2012.
5. A Textbook of English Phonetics for Indian Students by T.Balasubramanyam

Web Links

www.esl-lab.com
www.englishmedialab.com
www.englishinteractive.net

Course Outcomes

After completing the course, the student will be able to

- Listening and repeating the sounds of English Language
- Understand the different aspects of the English language
- proficiency with emphasis on LSRW skills
- Apply communication skills through various language learning activities
- Analyze the English speech sounds, stress, rhythm, intonation and syllable
- Division for better listening and speaking comprehension.
- Evaluate and exhibit acceptable etiquette essential in social and professional settings
- Create awareness on mother tongue influence and neutralize it in order to
- Improve fluency in spoken English.

(20A56201P) APPLIED PHYSICS LAB

(ECE, EEE, CSE, AI & DS, CSE (AI), CSE(IoT), CSE (Data Science), CSE(AI & ML), IT)

Course Objectives:

- Understands the concepts of interference, diffraction and their applications.
- Understand the role of optical fiber parameters in communication.
- Recognize the importance of energy gap in the study of conductivity and Hall Effect in a semiconductor.
- Illustrates the magnetic and dielectric materials applications.
- Apply the principles of semiconductors in various electronic devices.

Note: In the following list, out of 15 experiments, any 12 experiments (minimum 10) must be performed in a semester

List of Applied Physics Experiments

1. Determine the thickness of the wire using wedge shape method
2. Determination of the radius of curvature of the lens by Newton's ring method
3. Determination of wavelength by plane diffraction grating method
4. Determination of dispersive power of prism.
5. Determination of wavelength of LASER light using diffraction grating.
6. Determination of particle size using LASER.
7. To determine the numerical aperture of a given optical fiber and hence to find its acceptance angle
8. Determination of dielectric constant by charging and discharging method.
9. Magnetic field along the axis of a circular coil carrying current –Stewart Gee's method.
10. Measurement of magnetic susceptibility by Gouy's method
11. Study the variation of B versus H by magnetizing the magnetic material (B-H curve)
12. To determine the resistivity of semiconductor by Four probe method
13. To determine the energy gap of a semiconductor
14. Determination of Hall voltage and Hall coefficient of a given semiconductor using Hall Effect.
15. Measurement of resistance with varying temperature.

Course Outcomes:

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

- Operate optical instruments like microscope and spectrometer (L2)
- Determine thickness of a hair/paper with the concept of interference (L2)
- Estimate the wavelength of different colors using diffraction grating and resolving power (L2)
- Plot the intensity of the magnetic field of circular coil carrying current with distance (L3)
- Evaluate the acceptance angle of an optical fiber and numerical aperture (L3)
- Determine the resistivity of the given semiconductor using four probe method (L3)
- Identify the type of semiconductor i.e., n-type or p-type using hall effect (L3)
- Calculate the band gap of a given semiconductor (L3)

References

1. S. Balasubramanian, M.N. Srinivasan “A Text book of Practical Physics”- S Chand Publishers, 2017.
2. <http://vlab.amrita.edu/index.php> -Virtual Labs, Amrita University

Course Objectives:

- To train the students in solving computational problems
- To elucidate solving mathematical problems using Python programming language
- To understand the fundamentals of Python programming concepts and its applications.
- Practical understanding of building different types of models and their evaluation

List of Topics

1. Write a program to demonstrate a) Different numeric data types and b) To perform different Arithmetic Operations on numbers in Python.
2. Write a program to create, append, and remove lists in Python.
3. Write a program to demonstrate working with tuples in Python.
4. Write a program to demonstrate working with dictionaries in Python.
5. Write a program to demonstrate a) arrays b) array indexing such as slicing, integer array indexing and Boolean array indexing along with their basic operations in NumPy.
6. Write a program to compute summary statistics such as mean, median, mode, standard deviation and variance of the given different types of data.
7. Write a script named copyfile.py. This script should prompt the user for the names of two text files. The contents of the first file should be the input that to be written to the second file.
8. Write a program to demonstrate Regression analysis with residual plots on a given data set.
9. Write a program to demonstrate the working of the decision tree-based ID3 algorithm. Use an appropriate data set for building the decision tree and apply this knowledge to classify a new sample.
10. Write a program to implement the Naïve Bayesian classifier for a sample training data set stored as a .CSV file. Compute the accuracy of the classifier, considering few test data sets.
11. Write a program to implement k-Nearest Neighbour algorithm to classify the iris data set. Print both correct and wrong predictions using Java/Python ML library classes.
12. Write a program to implement k-Means clustering algorithm to cluster the set of data stored in .CSV file. Compare the results of various “k” values for the quality of clustering.
13. Write a program to build Artificial Neural Network and test the same using appropriate data sets.

Textbooks:

1. Francois Chollet, Deep Learning with Python, 1/e, Manning Publications Company, 2017
2. Peter Wentworth, Jeffrey Elkner, Allen B. Downey and Chris Meyers, “How to Think Like a Computer Scientist: Learning with Python 3”, 3rd edition, Available at <http://www.ict.ru.ac.za/Resources/cspw/thinkcspy3/thinkcspy3.pdf>
3. Paul Barry, “Head First Python a Brain Friendly Guide” 2nd Edition, O’Reilly, 2016
4. Dainel Y.Chen “Pandas for Everyone Python Data Analysis” Pearson Education, 2019

Course Outcomes:

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

- Illustrate the use of various data structures. (L3)
- Analyze and manipulate Data using Pandas (L4)
- Creating static, animated, and interactive visualizations using Matplotlib. (L6)
- Understand the implementation procedures for the machine learning algorithms. (L2)
- Apply appropriate data sets to the Machine Learning algorithms (L3)
- Identify and apply Machine Learning algorithms to solve real-world problems (L1)

(20A52201) UNIVERSAL HUMAN VALUES
(Common to all branches)

Course Objective:

The objective of the course is four fold:

- Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence.
- Understanding (or developing clarity) of the harmony in the human being, family, society and nature/existence
- Strengthening of self-reflection.
- Development of commitment and courage to act.

COURSE TOPICS:

The course has 28 lectures and 14 practice sessions in 5 modules:

Unit 1:

Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

- Purpose and motivation for the course, recapitulation from Universal Human Values-I
- Self-Exploration–what is it? - Its content and process; ‘Natural Acceptance’ and Experiential Validation- as the process for self-exploration
- Continuous Happiness and Prosperity- A look at basic Human Aspirations
- Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority
- Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
- Method to fulfil the above human aspirations: understanding and living in harmony at various levels.

Include practice sessions to discuss natural acceptance in human being as the innate acceptance for living with responsibility (living in relationship, harmony and co-existence) rather than as arbitrariness in choice based on liking-disliking

Unit 2:

Understanding Harmony in the Human Being - Harmony in Myself!

- Understanding human being as a co-existence of the sentient ‘I’ and the material ‘Body’
- Understanding the needs of Self (‘I’) and ‘Body’ - happiness and physical facility

- Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
- Understanding the characteristics and activities of 'I' and harmony in 'I'
- Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail
- Programs to ensure Sanyam and Health.

Include practice sessions to discuss the role others have played in making material goods available to me. Identifying from one's own life. Differentiate between prosperity and accumulation. Discuss program for ensuring health vs dealing with disease

Unit 3:

Understanding Harmony in the Family and Society- Harmony in Human- Human Relationship

- Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship
- Understanding the meaning of Trust; Difference between intention and competence
- Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship
- Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals
- Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family.

Include practice sessions to reflect on relationships in family, hostel and institute as extended family, real life examples, teacher-student relationship, goal of education etc. Gratitude as a universal value in relationships. Discuss with scenarios. Elicit examples from students' lives

Unit 4:

Understanding Harmony in the Nature and Existence - Whole existence as Coexistence

- Understanding the harmony in the Nature
- Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature
- Understanding Existence as Co-existence of mutually interacting units in all- pervasive space
- Holistic perception of harmony at all levels of existence.

Include practice sessions to discuss human being as cause of imbalance in nature (film "Home" can be used), pollution, depletion of resources and role of technology etc.

Unit 5:

Implications of the above Holistic Understanding of Harmony on Professional Ethics

- Natural acceptance of human values
- Definitiveness of Ethical Human Conduct
- Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
- Competence in professional ethics: a. Ability to utilize the professional competence for augmenting universal human order b. Ability to identify the scope and characteristics of people friendly and eco-friendly production systems, c. Ability to identify and develop appropriate technologies and management patterns for above production systems.
- Case studies of typical holistic technologies, management models and production systems
- Strategy for transition from the present state to Universal Human Order: a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers b. At the level of society: as mutually enriching institutions and organizations
- Sum up.

Include practice Exercises and Case Studies will be taken up in Practice (tutorial) Sessions eg. To discuss the conduct as an engineer or scientist etc.

Text Book

1. R R Gaur, R Asthana, G P Bagaria, "A Foundation Course in Human Values and Professional Ethics", 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
2. R R Gaur, R Asthana, G P Bagaria, "Teachers' Manual for A Foundation Course in Human Values and Professional Ethics", 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53-2

Reference Books

1. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, Amar kantik, 1999.
2. A. N. Tripathi, "Human Values", New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. Mohandas Karamchand Gandhi "The Story of My Experiments with Truth"
5. E. F.Schumacher. "Small is Beautiful"
6. Slow is Beautiful –Cecile Andrews
7. J C Kumarappa "Economy of Permanence"
8. Pandit Sunderlal "Bharat Mein Angreji Raj"
9. Dharampal, "Rediscovering India"
10. Mohandas K. Gandhi, "Hind Swaraj or Indian Home Rule"
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland(English)
13. Gandhi - Romain Rolland (English)

MOE OF CONDUCT (L-T-P-C 2-1-0-2)

Lecture hours are to be used for interactive discussion, placing the proposals about the topics at hand and motivating students to reflect, explore and verify them. Tutorial hours are to be used for practice sessions.

While analyzing and discussing the topic, the faculty mentor's role is in pointing to essential elements to help in sorting them out from the surface elements. In other words, help the students explore the important or critical elements.

In the discussions, particularly during practice sessions (tutorials), the mentor encourages the student to connect with one's own self and do self-observation, self-reflection and self-exploration.

Scenarios may be used to initiate discussion. The student is encouraged to take up "ordinary" situations rather than "extra-ordinary" situations. Such observations and their analyses are shared and discussed with other students and faculty mentor, in a group sitting.

Tutorials (experiments or practical) are important for the course. The difference is that the laboratory is everyday life, and practicals are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignments and/or activities are included. The practice sessions (tutorials) would also provide support to a student in performing actions commensurate to his/her beliefs. It is intended that this would lead to development of commitment, namely behaving and working based on basic human values.

OUTCOME OF THE COURSE:

By the end of the course,

- Students are expected to become more aware of themselves, and their surroundings (family, society, nature)
- They would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.
- They would have better critical ability.
- They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society).
- It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.



R 20 Regulations

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ANANTHAPURAMU – 515 002 (A.P) INDIA

Computer Science & Engineering

II B.TECH.

Semester-III

S.No	Course Code	Course Name	Category	Hours per week			Credits
				L	T	P	
1.	20A54304	Discrete Mathematics & Graph Theory	BS	3	0	0	3
2.	20A04304T	Digital Electronics& Microprocessors	ES	3	0	0	3
3.	20A05301T	Advanced Data Structures & Algorithms	PC	3	0	0	3
4.	20A05302T	Object Oriented Programming Through Java	PC	3	0	0	3
5.	20A05303	Computer Organization	PC	3	0	0	3
6.	20A04304P	Digital Electronics& Microprocessors Lab	ES	0	0	3	1.5
7.	20A05301P	Advanced Data Structures and Algorithms Lab	PC	0	0	3	1.5
8.	20A05302P	Object Oriented Programming Through Java Lab	PC	0	0	3	1.5
9.	20A05304	Skill Oriented Course – I Web application Development	SC	1	0	2	2
10.	20A99201	Mandatory noncredit course - II Environmental Science	MC	3	0	0	0
Total							21.5

Semester-IV

S.No	Course Code	Course Name	Category	Hours per week			Credits
				L	T	P	
1.	20A54404	Deterministic & Stochastic Statistical Methods	BS	3	0	0	3
2.	20A05401T	Database Management Systems	PC	3	0	0	3
3.	20A05402T	Operating Systems	PC	3	0	0	3
4.	20A05403T	Software Engineering	PC	3	0	0	3
5.	20A52301 20A52302 20A52303	Humanities Elective– I Managerial Economics & Financial Analysis Organizational Behaviour Business Environment	HS	3	0	0	3
6.	20A05401P	Database Management SystemsLab	PC	0	0	3	1.5
7.	20A05402P	Operating SystemsLab	PC	0	0	3	1.5
8.	20A05403P	Software Engineering Lab	PC	0	0	3	1.5
9.	20A05404	Skill Oriented Course– II Exploratory Data Analysis with R	SC	1	0	2	2
10.	20A99401	Mandatory noncredit course – III Design Thinking for Innovation	MC	2	1	0	0
11.	20A99301	NSS/NCC/NSO Activities	MC	0	0	2	0
Total							21.5
Community Service Internship/Project(Mandatory) for 6 weeks duration during summer vacation							



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Computer Science & Engineering

Note:

1. Eligible and interested students can register either for Honors or for a Minor in IV Semester as per the guidelines issued by the University
2. Students shall register for NCC/NSS/NSO activities and will be required to participate in an activity for two hours in a week during fourth semester.
3. Lateral entry students shall undergo a bridge course in Mathematics during third semester



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Computer Science & Engineering

Course Code	Discrete Mathematics & Graph theory		L	T	P	C
20A54304	(Common to CSE, IT, CSE(DS), CSE (IoT), CSE (AI), CSE (AI & ML) and AI & DS)		3	0	0	3
Pre-requisite	Basic Mathematics	Semester	III			
Course Objectives:						
Introduce the concepts of mathematical logic and gain knowledge in sets, relations and functions and Solve problems using counting techniques and combinatorics and to introduce generating functions and recurrence relations. Use Graph Theory for solving real world problems						
Course Outcomes (CO):						
After completion of the course, students will be able to						
<ul style="list-style-type: none"> • Apply mathematical logic to solve problems. • Understand the concepts and perform the operations related to sets, relations and functions. • Gain the conceptual background needed and identify structures of algebraic nature. • Apply basic counting techniques to solve combinatorial problems. • Formulate problems and solve recurrence relations. • Apply Graph Theory in solving computer science problems 						
UNIT - I	Mathematical Logic		8 Hrs			
Introduction, Statements and Notation, Connectives, Well-formed formulas, Tautology, Duality law, Equivalence, Implication, Normal Forms, Functionally complete set of connectives, Inference Theory of Statement Calculus, Predicate Calculus, Inference theory of Predicate Calculus.						
UNIT - II	Set theory		9 Hrs			
Basic Concepts of Set Theory, Relations and Ordering, The Principle of Inclusion-Exclusion, Pigeon hole principle and its application, Functions composition of functions, Inverse Functions, Recursive Functions, Lattices and its properties. Algebraic structures: Algebraic systems-Examples and General Properties, Semi groups and Monoids, groups, sub groups, homomorphism, Isomorphism.						
UNIT - III	Elementary Combinatorics		8 Hrs			
Basics of Counting, Combinations and Permutations, Enumeration of Combinations and Permutations, Enumerating Combinations and Permutations with Repetitions, Enumerating Permutations with Constrained Repetitions, Binomial Coefficients, The Binomial and Multinomial Theorems.						
UNIT - IV	Recurrence Relations		9 Hrs			
Generating Functions of Sequences, Calculating Coefficients of Generating Functions, Recurrence relations, Solving Recurrence Relations by Substitution and Generating functions, The Method of Characteristic roots, Solutions of Inhomogeneous Recurrence Relations.						
UNIT - V	Graphs		9 Hrs			



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Computer Science & Engineering

Basic Concepts, Isomorphism and Subgraphs, Trees and their Properties, Spanning Trees, Directed Trees, Binary Trees, Planar Graphs, Euler's Formula, Multigraphs and Euler Circuits, Hamiltonian Graphs, Chromatic Numbers, The Four Color Problem

Textbooks:

1. Joe L. Mott, Abraham Kandel and Theodore P. Baker, Discrete Mathematics for Computer Scientists & Mathematicians, 2nd Edition, Pearson Education.
2. J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with Applications to Computer Science, Tata McGraw Hill, 2002.

Reference Books:

1. Kenneth H. Rosen, Discrete Mathematics and its Applications with Combinatorics and Graph Theory, 7th Edition, McGraw Hill Education (India) Private Limited.
2. Graph Theory with Applications to Engineering and Computer Science by NarsinghDeo.

Online Learning Resources:

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



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Computer Science & Engineering

Course Code	DIGITAL ELECTRONICS & MICROPROCESSORS	L	T	P	C
20A04304T		3	0	0	3
Pre-requisite	Basic Electronics	Semester		III	
Course Objectives:					
<ul style="list-style-type: none"> • To understand all the concepts of Logic Gates and Boolean Functions. • To learn about Combinational Logic and Sequential Logic Circuits. • To design logic circuits using Programmable Logic Devices. • To understand basics of 8086 Microprocessor and 8051 Microcontroller. • To understand architecture of 8086 Microprocessor and 8051 Microcontroller. • To learn Assembly Language Programming of 8086 and 8051. 					
Course Outcomes (CO):					
After Completion of this course, the student will be able to:					
<ul style="list-style-type: none"> • Design any Logic circuit using basic concepts of Boolean Algebra. • Design any Logic circuit using basic concepts of PLDs. • Design and develop any application using 8086 Microprocessor. • Design and develop any application using 8051 Microcontroller. 					
UNIT - I Number Systems & Code Conversion					
Number Systems & Code conversion, Boolean Algebra & Logic Gates, Truth Tables, Universal Gates, Simplification of Boolean functions, SOP and POS methods – Simplification of Boolean functions using K-maps, Signed and Unsigned Binary Numbers.					
UNIT - II Combinational Circuits					
Combinational Logic Circuits: Adders & Subtractors, Multiplexers, Demultiplexers, Encoders, Decoders, Programmable Logic Devices.					
UNIT - III Sequential Circuits					
Sequential Logic Circuits: RS, Clocked RS, D, JK, Master Slave JK, T Flip-Flops, Shift Registers, Types of Shift Registers, Counters, Ripple Counter, Synchronous Counters, Asynchronous Counters, Up-Down Counter.					
UNIT - IV Microprocessors - I					
8085 microprocessor Review (brief details only), 8086 microprocessor, Functional Diagram, register organization 8086, Flag register of 8086 and its functions, Addressing modes of 8086, Pin diagram of 8086, Minimum mode & Maximum mode operation of 8086, Interrupts in 8086.					
UNIT - V Microprocessors - II					
Instruction set of 8086, Assembler directives, Procedures and Macros, Simple programs involving arithmetic, logical, branch instructions, Ascending, Descending and Block move programs, String Manipulation Instructions. Overview of 8051 microcontroller, Architecture, I/O ports and Memory organization, addressing modes and instruction set of 8051 (Brief details only), Simple Programs.					
Text Books:					
1. M. Morris Mano, Michael D. Ciletti, Digital Design, Pearson Education, 5 th Edition, 2013 2. Anil K. Maini, Digital Electronics: Principles, Devices and Applications, John Wiley & Sons, Ltd., 2007. 3. N. Senthil Kumar, M. Saravanan, S. Jeevanathan, Microprocessor and Microcontrollers, Oxford Publishers, 2010. 4. Advanced microprocessors and peripherals - A.K Ray and K.M. Bhurchandani, TMH, 2nd edition, 2006.					



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Computer Science & Engineering

Reference Books:
1. Thomas L. Floyd, Digital Fundamentals – A Systems Approach, Pearson, 2013.
2. Charles H. Roth, Fundamentals of Logic Design, Cengage Learning, 5th, Edition, 2004.
3. D.V.Hall, Microprocessors and Interfacing. TMGH, 2nd edition, 2006.
4. Kenneth.J.Ayala, The 8051 microcontroller, 3rd edition, Cengage Learning,2010.
Online Learning Resources:
NPTEL, SWAYAM



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Course Code	Advanced Data Structures & Algorithms	L	T	P	C
20A05301T	(Common to CSE, IT, CSE(DS), CSE (IoT), CSE (AI), CSE (AI & ML) and AI & DS)	3	0	0	3
Pre-requisite	Data Structures	Semester		III	
Course Objectives:					
<ul style="list-style-type: none"> Learn asymptotic notations, and analyze the performance of different algorithms. Understand and implement various data structures. Learn and implement greedy, divide and conquer, dynamic programming and backtracking algorithms using relevant data structures. Understand non-deterministic algorithms, polynomial and non-polynomial problems. 					
Course Outcomes (CO):					
After completion of the course, students will be able to <ul style="list-style-type: none"> Analyze the complexity of algorithms and apply asymptotic notations. Apply non-linear data structures and their operations. Understand and apply greedy, divide and conquer algorithms. Develop dynamic programming algorithms for various real-time applications. Illustrate Backtracking algorithms for various applications. 					
UNIT - I	Introduction to Algorithms	9 Hrs			
Introduction to Algorithms:					
Algorithms, Pseudocode for expressing algorithms, Performance Analysis-Space complexity, Time complexity, Asymptotic Notation- Big oh, Omega, Theta notation and Little oh notation, Polynomial Vs Exponential Algorithms, Average, Best and Worst Case Complexities, Analysing Recursive Programs.					
UNIT - II	Trees Part-I	8 Hrs			
Trees Part-I					
Binary Search Trees: Definition and Operations, AVL Trees: Definition and Operations, Applications. B Trees: Definition and Operations.					
UNIT - III	Trees Part-II	8 Hrs			
Trees Part-II					
Red-Black Trees, Splay Trees, Applications. Hash Tables: Introduction, Hash Structure, Hash functions, Linear Open Addressing, Chaining and Applications.					
UNIT - IV	Divide and conquer, Greedy method	9 Hrs			
Divide and conquer: General method, applications-Binary search, Finding Maximum and minimum, Quick sort, Merge sort, Strassen's matrix multiplication. Greedy method: General method, applications-Job sequencing with deadlines, knapsack problem, Minimum cost spanning trees, Single source shortest path problem.					
UNIT - V	Dynamic Programming & Backtracking	9 Hrs			
Dynamic Programming: General method, applications- 0/1 knapsack problem, All pairs shortest path problem, Travelling salesperson problem, Reliability design. Backtracking: General method, applications-n-queen problem, sum of subsets problem, graph coloring, Hamiltonian cycles. Introduction to NP-Hard and NP-Complete problems: Basic Concepts.					
Textbooks:					
1. Data Structures and algorithms: Concepts, Techniques and Applications, G A V Pai. 2. Fundamentals of Computer Algorithms, Ellis Horowitz, Sartaj Sahni and Rajasekharam, Galgotia publications Pvt. Ltd.					



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Reference Books:
1. Classic Data Structures by D. Samanta, 2005, PHI
2. Design and Analysis of Computer Algorithms by Aho, Hopcraft, Ullman 1998, PEA.
3. Introduction to the Design and Analysis of Algorithms by Goodman, Hedetniemi, TMG.
Online Learning Resources:
https://www.tutorialspoint.com/advanced_data_structures/index.asp
http://peterindia.net/Algorithms.html



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Computer Science & Engineering

Course Code	Object Oriented Programming Through Java (Common to CSE, IT, CSE (AI), CSE (AI & ML) and AI& DS)		L	T	P	C
20A05302T			3	0	0	3
Pre-requisite	Fundamental Programming	Semester	III			
Course Objectives:						
<ul style="list-style-type: none"> • To understand object oriented concepts and problem solving techniques • To obtain knowledge about the principles of inheritance and polymorphism • To implement the concept of packages, interfaces, exception handling and concurrency mechanism. • To design the GUIs using applets and swing controls. • To understand the Java Database Connectivity Architecture 						
Course Outcomes (CO):						
After completion of the course, students will be able to <ul style="list-style-type: none"> • Solve real-world problems using OOP techniques. • Apply code reusability through inheritance, packages and interfaces • Solve problems using java collection framework and I/O classes. • Develop applications by using parallel streams for better performance. • Develop applets for web applications. • Build GUIs and handle events generated by user interactions. • Use the JDBC API to access the database 						
UNIT - I	Introduction		8Hrs			
Introduction: Introduction to Object Oriented Programming, The History and Evolution of Java, Introduction to Classes, Objects, Methods, Constructors, this keyword, Garbage Collection, Data Types, Variables, Type Conversion and Casting, Arrays, Operators, Control Statements, Method Overloading, Constructor Overloading, Parameter Passing, Recursion, String Class and String handling methods.						
UNIT - II	Inheritance, Packages, Interfaces		9Hrs			
Inheritance: Basics, Using Super, Creating Multilevel hierarchy, Method overriding, Dynamic Method Dispatch, Using Abstract classes, Using final with inheritance, Object class, Packages: Basics, Finding packages and CLASSPATH, Access Protection, Importing packages. Interfaces: Definition, Implementing Interfaces, Extending Interfaces, Nested Interfaces, Applying Interfaces, Variables in Interfaces.						
UNIT - III	Exception handling, Stream based I/O (java.io)		9Hrs			
Exception handling - Fundamentals, Exception types, Uncaught exceptions, using try and catch, multiple catch clauses, nested try statements, throw, throws and finally, built-in exceptions, creating own exception subclasses. Stream based I/O (java.io) – The Stream classes-Byte streams and Character streams, Reading console Input and Writing Console Output, File class, Reading and Writing Files, Random access file operations, The Console class, Serialization, Enumerations, Autoboxing, Generics.						
UNIT - IV	Multithreading, The Collections Framework (java.util)		8Hrs			
Multithreading: The Java thread model, Creating threads, Thread priorities, Synchronizing threads, Interthread communication. The Collections Framework (java.util): Collections overview, Collection Interfaces, The Collectionclasses- Array List, Linked List, Hash Set, Tree Set, Priority Queue, Array Deque. Hashtable, Properties, Stack, Vector, String Tokenizer, Bit Set, Date, Calendar, Random, Formatter, Scanner.						
UNIT - V	Applet, GUI Programming with Swings, Accessing Databases with JDBC		8Hrs			
Applet: Basics, Architecture, Applet Skeleton, requesting repainting, using the status window, passing parameters to applets GUI Programming with Swings – The origin and design philosophy of swing, components and containers, layout managers, event handling, using a push button, jtextfield, jlabel and image icon, the swing buttons,						



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jtext field, jscrollpane, jlist, jcombobox, trees, jtable, An overview of jmenubar, jmenu and jmenuitem, creating a main menu, showmessagedialog, showconfirmdialog, showinputdialog, showoptiondialog, jdialog, create a modeless dialog.

Accessing Databases with JDBC:

Types of Drivers, JDBC Architecture, JDBC classes and Interfaces, Basic steps in developing JDBC applications, Creating a new database and table with JDBC.

Textbooks:

1. Java The complete reference, 9th edition, Herbert Schildt, McGraw Hill Education (India) Pvt. Ltd.
2. Java How to Program, 10th Edition, Paul Dietel, Harvey Dietel, Pearson Education.

Reference Books:

1. Understanding Object-Oriented Programming with Java, updated edition, T. Budd, Pearson Education.
2. Core Java Volume – 1 Fundamentals, Cay S. Horstmann, Pearson Education.
3. Java Programming for core and advanced learners, Sagayaraj, Dennis, Karthik and Gajalakshmi, University Press
4. Introduction to Java programming, Y. Daniel Liang, Pearson Education.
5. Object Oriented Programming through Java, P. Radha Krishna, University Press.
6. Programming in Java, S. Malhotra, S. Chaudhary, 2nd edition, Oxford Univ. Press.
7. Java Programming and Object-oriented Application Development, R.A. Johnson, Cengage Learning.

Online Learning Resources:

- https://www.w3schools.com/java/java_oop.asp
<http://peterindia.net/JavaFiles.html>



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Course Code	Computer Organization		L	T	P	C
20A05303	(Common to CSE, IT, CSE(DS), CSE (IoT), CSE (AI), CSE (AI & ML) and AI & DS)		3	0	0	3
Pre-requisite	Digital Electronics	Semester	III			
Course Objectives:						
<ul style="list-style-type: none"> To learn the fundamentals of computer organization and its relevance to classical and modern problems of computer design To understand the structure and behavior of various functional modules of a computer. To learn the techniques that computers use to communicate with I/O devices To acquire the concept of pipelining and exploitation of processing speed. To learn the basic characteristics of multiprocessors 						
Course Outcomes (CO):						
After completion of the course, students will be able to						
<ul style="list-style-type: none"> Understand computer architecture concepts related to the design of modern processors, memories and I/Os Identify the hardware requirements for cache memory and virtual memory Design algorithms to exploit pipelining and multiprocessors Understand the importance and trade-offs of different types of memories. Identify pipeline hazards and possible solutions to those hazards 						
UNIT - I	Basic Structure of Computer, Machine Instructions and Programs		8Hrs			
Basic Structure of Computer: Computer Types, Functional Units, Basic operational Concepts, Bus Structure, Software, Performance, Multiprocessors and Multicomputer. Machine Instructions and Programs: Numbers, Arithmetic Operations and Programs, Instructions and Instruction Sequencing, Addressing Modes, Basic Input/output Operations, Stacks and Queues, Subroutines, Additional Instructions.						
UNIT - II	Arithmetic, Basic Processing Unit		9Hrs			
Arithmetic: Addition and Subtraction of Signed Numbers, Design of Fast Adders, Multiplication of Positive Numbers, Signed-operand Multiplication, Fast Multiplication, Integer Division, Floating-Point Numbers and Operations. Basic Processing Unit: Fundamental Concepts, Execution of a Complete Instruction, Multiple-Bus Organization, Hardwired Control, and Multi programmed Control.						
UNIT - III	The Memory System		8Hrs			
The Memory System: Basic Concepts, Semiconductor RAM Memories, Read-Only Memories, Speed, Size and Cost, Cache Memories, Performance Considerations, Virtual Memories, Memory Management Requirements, Secondary Storage.						
UNIT - IV	Input/Output Organization		8Hrs			
Input/Output Organization: Accessing I/O Devices, Interrupts, Processor Examples, Direct Memory Access, Buses, Interface Circuits, Standard I/O Interfaces.						
UNIT - V	Pipelining, Large Computer Systems		9 Hrs			
Pipelining: Basic Concepts, Data Hazards, Instruction Hazards, Influence on Instruction Sets. Large Computer Systems: Forms of Parallel Processing, Array Processors, The Structure of General-Purpose multiprocessors, Interconnection Networks.						
Textbooks:						



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| 1. Carl Hamacher, Zvonko Vranesic, Safwat Zaky, "Computer Organization", 5 th Edition, McGraw Hill Education, 2013. |
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Reference Books:

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| <ol style="list-style-type: none">1. M.Morris Mano, "Computer System Architecture", 3rd Edition, Pearson Education.2. Themes and Variations, Alan Clements, "Computer Organization and Architecture", CENGAGE Learning.3. Smruti Ranjan Sarangi, "Computer Organization and Architecture", McGraw Hill Education.4. John P. Hayes, "Computer Architecture and Organization", McGraw Hill Education |
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Online Learning Resources:

https://nptel.ac.in/courses/106/103/106103068/



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Computer Science & Engineering

Course Code	DIGITAL ELECTRONICS & MICROPROCESSORS LAB	L	T	P	C
20a04304P		0	0	3	1.5
Pre-requisite		Semester III			
Basic Electronics Engineering,					
Course Objectives:					
<ul style="list-style-type: none">• To understand all the concepts of Logic Gates and Boolean Functions.• To learn about Combinational Logic and Sequential Logic Circuits.• To design logic circuits using Programmable Logic Devices.• To understand basics of 8086 Microprocessor and 8051 Microcontroller.• To understand architecture of 8086 Microprocessor and 8051 Microcontroller.• To learn Assembly Language Programming of 8086 and 8051.					
Course Outcomes (CO):					
After Completion of this course, the student will be able to:					
<ul style="list-style-type: none">• Design any Logic circuit using basic concepts of Boolean Algebra.• Design any Logic circuit using basic concepts of PLDs.• Design and develop any application using 8086 Microprocessor.• Design and develop any application using 8051 Microcontroller.					
List of Experiments:					
Note: Minimum of 12 (6+6) experiments shall be conducted from both the sections given below:					
DIGITAL ELECTRONICS:					
<ol style="list-style-type: none">1. Verification of Truth Table for AND, OR, NOT, NAND, NOR and EX-OR gates.2. Realisation of NOT, AND, OR, EX-OR gates with only NAND and only NOR gates.3. Karnaughmap Reduction and Logic Circuit Implementation.4. Verification of DeMorgan's Laws.5. Implementation of Half-Adder and Half-Subtractor.6. Implementation of Full-Adder and Full-Subtractor.7. Four Bit Binary Adder8. Four Bit Binary Subtractor using 1's and 2's Complement.					
MICROPROCESSORS (8086 Assembly Language Programming)					
<ol style="list-style-type: none">1. 8 Bit Addition and Subtraction.2. 16 Bit Addition.3. BCD Addition .4. BCD Subtraction.5. 8 Bit Multiplication.6. 8 Bit Division.7. Searching for an Element in an Array.8. Sorting in Ascending and Descending Orders.9. Finding Largest and Smallest Elements from an Array.10. Block Move					
Text Books:					
1.M. Morris Mano, Michael D. Ciletti, Digital Design, Pearson Education, 5 th Edition, 2013.					



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Computer Science & Engineering

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| <ol style="list-style-type: none">2. Anil K. Maini, Digital Electronics: Principles, Devices and Applications, John Wiley & Sons, Ltd., 2007.3. N. Senthil Kumar, M. Saravanan, S. Jeevanathan, Microprocessor and Microcontrollers, Oxford Publishers, 2010.4. Advanced microprocessors and peripherals-A.K ray and K.M.Bhurchandani, TMH, 2nd edition, 2006. |
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Reference Books:

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| <ol style="list-style-type: none">1. Thomas L. Floyd, Digital Fundamentals – A Systems Approach, Pearson, 2013.2. Charles H. Roth, Fundamentals of Logic Design, Cengage Learning, 5th, Edition, 2004.3. D.V.Hall, Microprocessors and Interfacing. TMGH, 2nd edition, 2006.4. Kenneth. J. Ayala, The 8051 microcontroller, 3rd edition, Cengage Learning, 2010. |
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Online Learning Resources/Virtual Labs:

<https://www.vlab.co.in/>



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Computer Science & Engineering

Course Code	Advanced Data Structures and Algorithms Lab (Common to CSE, IT, CSE(DS), CSE (IoT), CSE (AI), CSE (AI & ML) and AI & DS)	L	T	P	C
20A05301P		0	0	3	1.5
Pre-requisite	Basics of Data Structures	Semester		III	
Course Objectives:					
<ul style="list-style-type: none">• Learn data structures for various applications.• Implement different operations of data structures by optimizing the performance.• Develop applications using Greedy, Divide and Conquer, dynamic programming.• Implement applications for backtracking algorithms using relevant data structures.					
Course Outcomes (CO):					
After completion of the course, students will be able to					
<ul style="list-style-type: none">• Understand and apply data structure operations.• Understand and apply non-linear data structure operations.• Apply Greedy, divide and conquer algorithms.• Develop dynamic programming algorithms for various real-time applications.• Illustrate and apply backtracking algorithms, further able to understand non-deterministic algorithms.					
List of Experiments:					
<ol style="list-style-type: none">1. Write a program to implement the following operations on Binary Search Tree: a) Insert b) Delete c) Search d) Display2. Write a program to perform a Binary Search for a given set of integer values.3. Write a program to implement Splay trees.4. Write a program to implement Merge sort for the given list of integer values.5. Write a program to implement Quicksort for the given list of integer values.6. Write a program to find the solution for the knapsack problem using the greedy method.7. Write a program to find minimum cost spanning tree using Prim's algorithm8. Write a program to find minimum cost spanning tree using Kruskal's algorithm9. Write a program to find a single source shortest path for a given graph.10. Write a program to find the solution for job sequencing with deadlines problems.11. Write a program to find the solution for a 0-1 knapsack problem using dynamic programming.12. Write a program to solve Sum of subsets problem for a given set of distinct numbers using backtracking.13. Implement N Queen's problem using Back Tracking.					
References:					
<ol style="list-style-type: none">1. Y Daniel Liang, "Introduction to Programming using Python", Pearson.2. Benjamin Baka, David Julian, "Python Data Structures and Algorithms", Packt Publishers,2017.3. Rance D. Necaie, "Data Structures and Algorithms using Python", Wiley Student Edition.					
Online Learning Resources/Virtual Labs:					
http://cse01-iiith.vlabs.ac.in/ http://peterindia.net/Algorithms.html					



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Computer Science & Engineering

Course Code	Object Oriented Programming Through Java Lab (Common to CSE, IT, CSE (AI), CSE (AI & ML) and AI& DS)	L	T	P	C
20A05302P		0	0	3	1.5
Pre-requisite	Fundamental Programming	Semester		III	
Course Objectives:					
<ul style="list-style-type: none"> • To introduce the concepts of Java. • To Practice object-oriented programs and build java applications. • To implement java programs for establishing interfaces. • To implement sample programs for developing reusable software components. • To establish database connectivity in java and implement GUI applications. 					
Course Outcomes (CO):					
After completion of the course, students will be able to <ul style="list-style-type: none"> • Recognize the Java programming environment. • Develop efficient programs using multithreading. • Design reliable programs using Java exception handling features. • Extend the programming functionality supported by Java. • Select appropriate programming constructs to solve a problem. 					
List of Experiments:					
Week-1					
a. Installation of Java software, study of any Integrated development environment, Use Eclipse or Netbeans platform and acquaint with the various menus. Create a test project, add a test class and run it. See how you can use auto suggestions, auto fill. Try code formatter and code refactoring like renaming variables, methods and classes. Try debug step by step with java program to find prime numbers between 1 to n. b. Write a Java program that prints all real solutions to the quadratic equation $ax^2+bx+c=0$. Read in a, b, c and use the quadratic formula. c. Develop a Java application to generate Electricity bills. Create a class with the following members: Consumer no., consumer name, previous month reading, current month reading, type of EB connection (i.e domestic or commercial). Compute the bill amount using the following tariff. If the type of the EB connection is domestic, calculate the amount to be paid as follows: <ul style="list-style-type: none"> • First 100 units - Rs. 1 per unit • 101-200 units - Rs. 2.50 per unit • 201 -500 units - Rs. 4 per unit • > 501 units - Rs. 6 per unit If the type of the EB connection is commercial, calculate the amount to be paid as follows: <ul style="list-style-type: none"> • First 100 units - Rs. 2 per unit • 101-200 units - Rs. 4.50 per unit • 201 -500 units - Rs. 6 per unit • > 501 units - Rs. 7 per unit d. Write a Java program to multiply two given matrices.					
Week-2					
a. Write Java program on use of inheritance, preventing inheritance using final, abstract classes. b. Write Java program on dynamic binding, differentiating method overloading and overriding. c. Develop a java application to implement currency converter (Dollar to INR, EURO to INR, Yen) using Interfaces.					
Week-3					
a. Write Java program that inputs 5 numbers, each between 10 and 100 inclusive. As each number is read, display it only if it's not a duplicate of any number already read display the complete set of unique values input after the user enters each new value.					



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- b. Write a Java Program to create an abstract class named Shape that contains two integers and an empty method named print Area(). Provide three classes named Rectangle, Triangle and Circle such that each one of the classes extends the class Shape. Each one of the classes contains only the method print Area () that prints the area of the given shape.
- c. Write a Java program to read the time intervals (HH:MM) and to compare system time if the system Time between your time intervals print correct time and exit else try again to repute the same thing. By using StringTokenizer class.

Week-4

- a. Write a Java program to implement user defined exception handling.
- b. Write java program that inputs 5 numbers, each between 10 and 100 inclusive. As each number is read display it only if it's not a duplicate of any number already read. Display the complete set of unique values input after the user enters each new value.

Week-5

- a. Write a Java program that creates a user interface to perform integer division. The user enters two numbers in the text fields, Num1 and Num2. The division of Num1 and Num2 is displayed in the Result field when the Divide button is clicked. If Num1 and Num2 were not integers, the program would throw a Number Format Exception. If Num2 were zero, the program would throw an Arithmetic Exception Display the exception in a message dialog box.
- b. Write a Java program that creates three threads. First thread displays —Good Morning! every one second, the second thread displays —Hello! every two seconds and the third thread displays —Welcome! every three seconds.

Week-6

- a. Write a java program to split a given text file into n parts. Name each part as the name of the original file followed by .part where n is the sequence number of the part file.
- b. Write a Java program that reads a file name from the user, displays information about whether the file exists, whether the file is readable, or writable, the type of file and the length of the file in bytes.

Week-7

- a. Write a java program that displays the number of characters, lines and words in a text file.
- b. Write a java program that reads a file and displays the file on the screen with line number before each line.

Week-8

- a. Write a Java program that correctly implements the producer-consumer problem using the concept of inter thread communication.
- b. Develop a Java application for stack operation using Buttons and JOptionPane input and Message dialog box.
- c. Develop a Java application to perform Addition, Division, Multiplication and subtraction using the JOptionPane dialog Box and Textfields.

Week-9

- a. Develop a Java application for the blinking eyes and mouth should open while blinking.
- b. Develop a Java application that simulates a traffic light. The program lets the user select one of the three lights: Red, Yellow or Green with radio buttons. On selecting a button an appropriate message with —STOP! or —READY! or !GO! should appear above the buttons in the selected color. Initially, there is no message shown.

Week-10

- a. Develop a Java application to implement the opening of a door while opening man should present before hut and closing man should disappear.
- b. Develop a Java application by using JTextField to read decimal values and converting a decimal number into a binary number then print the binary value in another JTextField.

Week-11

- a. Develop a Java application that handles all mouse events and shows the event name at the center of the window when a mouse event is fired. Use adapter classes.
- b. Develop a Java application to demonstrate the key event handlers.



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Week-12

- a. Develop a Java application to find the maximum value from the given type of elements using a generic function.
- b. Develop a Java application that works as a simple calculator. Use a grid layout to arrange buttons for the digits and for the +, -, *, % operations. Add a text field to display the result.
- c. Develop a Java application for handling mouse events.

Week-13

- a. Develop a Java application to establish a JDBC connection, create a table student with properties name, register number, mark1, mark2, mark3. Insert the values into the table by using java and display the information of the students at front end.

References:

1. P. J. Deitel, H. M. Deitel, "Java for Programmers", Pearson Education, PHI, 4th Edition, 2007.
2. P. Radha Krishna, "Object Oriented Programming through Java", Universities Press, 2nd Edition, 2007
3. Bruce Eckel, "Thinking in Java", Pearson Education, 4th Edition, 2006.
4. Sachin Malhotra, Saurabh Chaudhary, "Programming in Java", Oxford University Press, 5th Edition, 2010.

Online Learning Resources/Virtual Labs:

- <https://java-iitd.vlabs.ac.in/>
<http://peterindia.net/JavaFiles.html>



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Computer Science & Engineering

Course Code	Web Application Development	L	T	P	C
20A05304	(Common to CSE, CSE (AI), CSE (AI & ML) and AI& DS)	1	0	2	2
Pre-requisite	Semester	III			
Course Objectives:					
<ul style="list-style-type: none"> • Learn website development using HTML, CSS, JavaScript. • Understand the concepts of responsive web development using the bootstrap framework • Make use of the JQueryjavascript library to provide interactiveness to the websites. • Discover how to use Google Charts to provide a better way to visualize data on a website • 5. Learn Content Management Systems to speed the development process 					
Course Outcomes (CO):					
After completion of the course, students will be able to <ul style="list-style-type: none"> • Construct web sites with valid HTML, CSS, JavaScript • Create responsive Web designs that work on phones, tablets, or traditional laptops and wide-screen monitors. • Develop websites using jQuery to provide interactivity and engaging user experiences • Embed Google chart tools in a website for better visualization of data. • Design and develop web applications using Content Management Systems like WordPress 					
Activities:					
Module - 1: HTML: What is a browser?, What is HTML?, Elements and Tags, Basic HTML5 structure, Metadata, <title>, Adding favicon, Comments, headings Task: Create a Basic HTML document					
Module - 2: HTML (continued): Block-Level Elements & Inline Elements, Links (Understand Absolute vs Relative paths), Lists, Images, iframe (embed youtube video) Task: Create your Profile Page					
Module - 3: HTML (continued): Tables: <table>, <tr>, <th>, <td>, Attributes for each Table element Task: Create a Class Timetable (to merge rows/columns, use rowspan/colspan)					
Module - 4: HTML (continued): Form Elements: <input>, <select>, <textarea>, <button>, Attributes for each Form element Task: Create a Student Hostel Application Form					
Module - 5: Cascading Style Sheets (CSS): CSS Properties, Types of CSS, Selectors, box model, Pseudo-elements, z-index Task: Make the Hostel Application Form designed in Module -4 beautiful using CSS (add colors, backgrounds, change font properties, borders, etc.)					
Module - 6: Bootstrap - CSS Framework: Layouts (Containers, Grid system), Forms, Other Components Task: Style the Hostel Application Form designed in Module-5still more beautiful using Bootstrap CSS (Re-size browser and check how the webpage displays in mobile resolution)					
Module - 7: HTTP & Browser Developer Tools: Understand HTTP Headers (Request & Response Headers), URL & its Anatomy, Developer Tools: Elements/Inspector, Console, Network, Sources, performance, Application Storage.					



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Task: Analyse various HTTP requests (initiators, timing diagrams, responses) and identify problems if any.

Module - 8:

Javascript: Variables, Data Types, Operators, Statements, Objects, Functions, Events & Event Listeners, DOM.

Task: Design a simple calculator using JavaScript to perform sum, product, difference, and quotient operations:

Module - 9:

Dynamic HTML with JavaScript: Manipulate DOM, Error Handling, Promises, async/await, Modules.

Task: Design & develop a Shopping Cart Application with features including Add Products, Update Quantity, Display Price (Sub-Total & Total), Remove items/products from the cart.

Module - 10:

JQuery - A Javascript Library: Interactions, Widgets, Effects, Utilities, Ajax using JQuery.

Task: Validate all Fields and Submit the Hostel Application Form designed in Module-6 using JQuery

Module - 11:

Google Charts: Understand the Usage of Pie chart, Bar Chart, Histogram, Area & Line Charts, Gantt Charts.

Task: Develop an HTML document to illustrate each chart with real-time examples.

Module - 12:

Open Source CMS (Content Management System): What is a CMS?, Install CMS, Themes, Plugins.

Task: Develop an E-learning website using any CMS (for example WordPress)

References:

1. Deitel and Deitel and Nieto, —Internet and World Wide Web - How to Program, Prentice Hall, 5th Edition, 2011.
2. Web Technologies, Uttam K. Roy, Oxford Higher Education., 1st edition, 10th impression, 2015.
3. Stephen Wynkoop and John Burke —Running a Perfect Website, QUE, 2nd Edition, 1999.
4. Jeffrey C and Jackson, —Web Technologies A Computer Science Perspective Pearson Education, 2011.
5. Gopalan N.P. and Akilandeswari J., —Web Technology, Prentice Hall of India, 2011.

Online Learning Resources/Virtual Labs:

- a. HTML: <https://html.spec.whatwg.org/multipage/>
- b. HTML: <https://developer.mozilla.org/en-US/docs/Glossary/HTML5>
- c. CSS: <https://www.w3.org/Style/CSS/>
- d. Bootstrap - CSS Framework: <https://getbootstrap.com/>
- e. Browser Developer Tools: https://developer.mozilla.org/en-US/docs/Learn/Common_questions/What_are_browser_developer_tools
- f. Javascript: <https://developer.mozilla.org/en-US/docs/Web/JavaScript>
- g. JQuery: <https://jquery.com>
- h. Google Charts: <https://developers.google.com/chart>
- i. Wordpress: <https://wordpress.com>



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Computer Science & Engineering

Course Code	ENVIRONMENTAL SCIENCE (Common to All Branches of Engineering)		L	T	P	C
20A99201			3	0	0	0
Pre-requisite	NIL	Semester	III			
Course Objectives:						
<ul style="list-style-type: none"> • To make the students to get awareness on environment • To understand the importance of protecting natural resources, ecosystems for future generations and pollution causes due to the day to day activities of human life • To save earth from the inventions by the engineers. 						
Course Outcomes (CO):						
<p>At the end of the course, the student will be able to</p> <ul style="list-style-type: none"> • Grasp multidisciplinary nature of environmental studies and various renewable and nonrenewable resources. • Understand flow and bio-geo- chemical cycles and ecological pyramids. • Understand various causes of pollution and solid waste management and related preventive measures. • About the rainwater harvesting, watershed management, ozone layer depletion and waste land reclamation. • Casus of population explosion, value education and welfare programmes. 						
UNIT - I						8 Hrs
<p>Multidisciplinary Nature Of Environmental Studies: – Definition, Scope and Importance – Need for Public Awareness.</p> <p>Natural Resources : Renewable and non-renewable resources – Natural resources and associated problems – Forest resources – Use and over – exploitation, deforestation, case studies – Timber extraction – Mining, dams and other effects on forest and tribal people – Water resources – Use and over utilization of surface and ground water – Floods, drought, conflicts over water, dams – benefits and problems – Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies – Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. – Energy resources:</p>						
UNIT - II						12 Hrs
<p>Ecosystems: Concept of an ecosystem. – Structure and function of an ecosystem – Producers, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food webs and ecological pyramids – Introduction, types, characteristic features, structure and function of the following ecosystem:</p> <ol style="list-style-type: none"> a. Forest ecosystem. b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) <p>Biodiversity And Its Conservation : Introduction 0 Definition: genetic, species and ecosystem diversity – Bio-geographical classification of India – Value of biodiversity: consumptive use, Productive use, social, ethical, aesthetic and option values – Biodiversity at global, National and local levels – India as a mega-diversity nation – Hot-spots of biodiversity – Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts – Endangered and endemic species of India – Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</p>						
UNIT - III						8 Hrs



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Environmental Pollution: Definition, Cause, effects and control measures of :

- a. Air Pollution.
- b. Water pollution
- c. Soil pollution
- d. Marine pollution
- e. Noise pollution
- f. Thermal pollution
- g. Nuclear hazards

Solid Waste Management: Causes, effects and control measures of urban and industrial wastes – Role of an individual in prevention of pollution – Pollution case studies – Disaster management: floods, earthquake, cyclone and landslides.

UNIT - IV

10 Hrs

Social Issues and the Environment: From Unsustainable to Sustainable development – Urban problems related to energy – Water conservation, rain water harvesting, watershed management – Resettlement and rehabilitation of people; its problems and concerns. Case studies – Environmental ethics: Issues and possible solutions – Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies – Wasteland reclamation. – Consumerism and waste products. – Environment Protection Act. – Air (Prevention and Control of Pollution) Act. – Water (Prevention and control of Pollution) Act – Wildlife Protection Act – Forest Conservation Act – Issues involved in enforcement of environmental legislation – Public awareness.

UNIT - V

8 Hrs

Human Population And The Environment: Population growth, variation among nations. Population explosion – Family Welfare Programmes. – Environment and human health – Human Rights – Value Education – HIV/AIDS – Women and Child Welfare – Role of information Technology in Environment and human health – Case studies.

Field Work: Visit to a local area to document environmental assets River/forest grassland/hill/mountain – Visit to a local polluted site-Urban/Rural/Industrial/Agricultural Study of common plants, insects, and birds – river, hill slopes, etc..

Textbooks:

1. Text book of Environmental Studies for Undergraduate Courses ErachBharucha for University Grants Commission, Universities Press.
2. Palaniswamy, “Environmental Studies”, Pearson education
3. S.AzeemUnnisa, “Environmental Studies” Academic Publishing Company
4. K.Raghavan Nambiar, “Text book of Environmental Studies for Undergraduate Courses as per UGC model syllabus”, Scitech Publications (India), Pvt. Ltd.

Reference Books:

1. Deeksha Dave and E.Sai Baba Reddy, “Textbook of Environmental Science”, Cengage Publications.
2. M.Anji Reddy, “Text book of Environmental Sciences and Technology”, BS Publication.
3. J.P.Sharma, Comprehensive Environmental studies, Laxmi publications.
4. J. Glynn Henry and Gary W. Heinke, “Environmental Sciences and Engineering”, Prentice hall of India Private limited
5. G.R.Chatwal, “A Text Book of Environmental Studies” Himalaya Publishing House
6. Gilbert M. Masters and Wendell P. Ela, “Introduction to Environmental Engineering and Science, Prentice hall of India Private limited.



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Computer Science & Engineering

Course Code	Deterministic & Stochastic Statistical Methods	L	T	P	C
20A54404	(Common to CSE, IT, CSE (AI), CSE (AI & ML) and AI & DS)	3	0	0	3
Pre-requisite	Basic Mathematics	Semester		IV	
Course Objectives:					
This course provides a study of various Mathematical Methods and Statistical Methods which is needed for Artificial Intelligence, Machine Learning, and Data Science and also for Computer Science and engineering problems.					
Course Outcomes (CO):					
After completion of the course, students will be able to					
<ul style="list-style-type: none"> • Apply logical thinking to problem-solving in context. • Employ methods related to these concepts in a variety of data science applications. • Use appropriate technology to aid problem-solving and data analysis. • The Bayesian process of inference in probabilistic reasoning system. • Demonstrate skills in unconstrained optimization. 					
UNIT - I	Data Representation	9 Hrs			
Distance measures, Projections, Notion of hyper planes, half-planes. Principal Component Analysis- Population Principal Components, sample principal coefficients, covariance, matrix of data set, Dimensionality reduction, Singular value decomposition, Gram Schmidt process.					
UNIT - II	Single Variable Distribution	9 Hrs			
Random variables (discrete and continuous), probability density functions, properties, mathematical expectation- Probability distribution - Binomial, Poisson approximation to the binomial distribution and normal distribution-their properties-Uniform distribution-exponential distribution.					
UNIT - III	Stochastic Processes And Markov Chains:	9 Hrs			
Introduction to Stochastic processes- Markov process. Transition Probability, Transition Probability Matrix, First order and Higher order Markov process, step transition probabilities, Markov chain, Steady state condition, Markov analysis.					
UNIT - IV	Multivariate Distribution Theory	10 Hrs			
Multivariate Normal distribution – Properties, Distributions of linear combinations, independence, marginal distributions, conditional distributions, Partial and Multiple correlation coefficient. Moment generating function. BAYESIAN INFERENCE AND ITS APPLICATIONS: Statistical tests and Bayesian model comparison, Bit, Surprisal, Entropy, Source coding theorem, Joint entropy, Conditional entropy, Kullback-Leibler divergence.					
UNIT - V	Optimization	9 Hrs			
Unconstrained optimization, Necessary and sufficiency conditions for optima, Gradient descent methods, Constrained optimization, KKT conditions, Introduction to non-gradient techniques, Introduction to least squares optimization, Optimization view of machine learning. Data Science Methods: Linear regression as an exemplar function approximation problem, linear classification problems.					
Textbooks:					
<ol style="list-style-type: none"> 1. Mathematics for Machine Learning by A. Aldo Faisal, Cheng Soon Ong, and Marc Peter Deisenroth 2. Dr.B.S Grewal, Higher Engineering Mathematics, 45th Edition, Khanna Publishers. 3. Operations Research, S.D. Sharma 					
Reference Books:					
<ol style="list-style-type: none"> 1. Operations Research, An Introduction, Hamdy A. Taha, Pearson publishers. 2. A Probabilistic Theory of Pattern Recognition by Luc Devroye., Laszlo Gyorf, Gabor Lugosi. 					
Online Learning Resources:					
https://www.math.brown.edu/swatson2/classes/data1010/pdf/data1010.pdf					

Course Code	DATABASE MANAGEMENT SYSTEMS	L	T	P	C
20A05401T		3	0	0	3



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(Common to CSE, IT, CSE(DS), CSE (IoT), CSE (AI), CSE (AI & ML) and AI & DS)				
Pre-requisite	NIL	Semester	IV	
Course Objectives:				
This course is designed to: <ul style="list-style-type: none"> • Train in the fundamental concepts of database management systems, database modeling and design, SQL, PL/SQL and system implementation techniques. • Enable students to model ER diagrams for any customized application • Inducting appropriate strategies for optimization of queries. • Provide knowledge on concurrency techniques • Demonstrate the organization of Databases 				
Course Outcomes (CO):				
After completion of the course, students will be able to <ul style="list-style-type: none"> • Design a database for a real-world information system • Define transactions that preserve the integrity of the database • Generate tables for a database • Organize the data to prevent redundancy • Pose queries to retrieve the information from the database. 				
UNIT - I	Introduction, Introduction to Relational Model		9Hrs	
Introduction: Database systems applications, Purpose of Database Systems, view of Data, Database Languages, Relational Databases, Database Design, Data Storage and Querying, Transaction Management, Database Architecture, Data Mining and Information Retrieval, Specialty Databases, Database users and Administrators, Introduction to Relational Model: Structure of Relational Databases, Database Schema, Keys, Schema Diagrams, Relational Query Languages, Relational Operations				
UNIT - II	Introduction to SQL, Advanced SQL		9 Hrs	
Introduction to SQL: Overview of the SQL Query Language, SQL Data Definition, Basic Structure of SQL Queries, Additional Basic Operations, Set Operations, Null Values, Aggregate Functions, Nested Sub-queries, Modification of the Database. Intermediate SQL: Joint Expressions, Views, Transactions, Integrity Constraints, SQL Data types and schemas, Authorization. Advanced SQL: Accessing SQL from a Programming Language, Functions and Procedures, Triggers, Recursive Queries, OLAP, Formal relational query languages.				
UNIT - III	Database Design and the E-R Model, Relational Database Design		8Hrs	
Database Design and the E-R Model: Overview of the Design Process, The Entity-Relationship Model, Constraints, Removing Redundant Attributes in Entity Sets, Entity-Relationship Diagrams, Reduction to Relational Schemas, Entity-Relationship Design Issues. Relational Database Design: Features of Good Relational Designs, Atomic Domains and First Normal Form, Decomposition Using Functional Dependencies, Functional-Dependency Theory, Algorithms for Decomposition, Decomposition Using Multivalued Dependencies, More Normal Forms.				
UNIT - IV	Query Processing, Query optimization		8 Hrs	
Query Processing: Overview, Measures of Query cost, Selection operation, sorting, Join Operation, other operations, Evaluation of Expressions. Query optimization: Overview, Transformation of Relational Expressions, Estimating statistics of Expression results, Choice of Evaluation Plans, Materialized views, Advanced Topics in Query Optimization.				
UNIT - V	Transaction Management, Concurrency Control, Recovery System		10Hrs	
Transaction Management:				
Transactions: Concept, A Simple Transactional Model, Storage Structures, Transaction Atomicity and Durability, Transaction Isolation, Serializability, Isolation and Atomicity, Transaction Isolation Levels, Implementation of Isolation Levels, Transactions as SQL Statements.				



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<p>Concurrency Control: Lock-based Protocols, Deadlock Handling, Multiple granularity, Timestamp-based Protocols, and Validation-based Protocols.</p> <p>Recovery System: Failure Classification, Storage, Recovery and Atomicity, Recovery Algorithm, Buffer Management, Failure with Loss of Nonvolatile Storage, Early Lock Release and Logical Undo Operations.</p>
<p>Textbooks:</p> <p>1. A.Silberschatz, H.F.Korth, S.Sudarshan, “Database System Concepts”,6/e, TMH 2019</p>
<p>Reference Books:</p> <p>1. Database Management System, 6/e RamezElmasri, Shamkant B. Navathe, PEA</p> <p>2. Database Principles Fundamentals of Design Implementation and Management, Carlos Coronel, Steven Morris, Peter Robb, Cengage Learning.</p> <p>3.Database Management Systems, 3/e, Raghurama Krishnan, Johannes Gehrke,TMH</p>
<p>Online Learning Resources:</p> <p>https://onlinecourses.nptel.ac.in/noc21_cs04/preview</p>



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Computer Science & Engineering

Course Code	OPERATING SYSTEMS (Common to CSE, IT, CSE(DS), CSE (IoT), CSE (AI), CSE (AI & ML) and AI & DS)		L	T	P	C
20A05402T			3	0	0	3
Pre-requisite	Basics of CO and DBMS	Semester	IV			
Course Objectives:						
<p>The course is designed to</p> <ul style="list-style-type: none"> • Understand basic concepts and functions of operating systems • Understand the processes, threads and scheduling algorithms. • Provide good insight on various memory management techniques • Expose the students with different techniques of handling deadlocks • Explore the concept of file-system and its implementation issues • Familiarize with the basics of the Linux operating system • Implement various schemes for achieving system protection and security 						
Course Outcomes (CO):						
<p>After completion of the course, students will be able to</p> <ul style="list-style-type: none"> • Realize how applications interact with the operating system • Analyze the functioning of a kernel in an Operating system. • Summarize resource management in operating systems • Analyze various scheduling algorithms • Examine concurrency mechanism in Operating Systems • Apply memory management techniques in the design of operating systems • Understand the functionality of the file system • Compare and contrast memory management techniques. • Understand deadlock prevention and avoidance. • Perform administrative tasks on Linux based systems. 						
UNIT - I	Operating Systems Overview, System Structures		8Hrs			
<p>Operating Systems Overview: Introduction, Operating system functions, Operating systems operations, Computing environments, Open-Source Operating Systems System Structures: Operating System Services, User and Operating-System Interface, systems calls, Types of System Calls, system programs, Operating system Design and Implementation, Operating system structure, Operating system debugging, System Boot.</p>						
UNIT - II	Process Concept, Multithreaded Programming, Process Scheduling, Inter-process Communication		10Hrs			
<p>Process Concept: Process scheduling, Operations on processes, Inter-process communication, Communication in client server systems. Multithreaded Programming: Multithreading models, Thread libraries, Threading issues, Examples. Process Scheduling: Basic concepts, Scheduling criteria, Scheduling algorithms, Multiple processor scheduling, Thread scheduling, Examples. Inter-process Communication: Race conditions, Critical Regions, Mutual exclusion with busy waiting, Sleep and wakeup, Semaphores, Mutexes, Monitors, Message passing, Barriers, Classical IPC Problems - Dining philosophers problem, Readers and writers problem.</p>						
UNIT - III	Memory-Management Strategies, Virtual Memory Management		Lecture 8Hrs			
<p>Memory-Management Strategies: Introduction, Swapping, Contiguous memory allocation, Paging, Segmentation, Examples. Virtual Memory Management: Introduction, Demand paging, Copy on-write, Page replacement, Frame allocation, Thrashing, Memory-mapped files, Kernel memory allocation, Examples.</p>						
UNIT - IV	Deadlocks, File Systems		Lecture 9Hrs			



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Deadlocks: Resources, Conditions for resource deadlocks, Ostrich algorithm, Deadlock detection And recovery, Deadlock avoidance, Deadlock prevention.		
File Systems: Files, Directories, File system implementation, management and optimization. Secondary-Storage Structure: Overview of disk structure, and attachment, Disk scheduling, RAID structure, Stable storage implementation.		
UNIT - V	System Protection, System Security	Lecture 8Hrs
System Protection: Goals of protection, Principles and domain of protection, Access matrix, Access control, Revocation of access rights. System Security: Introduction, Program threats, System and network threats, Cryptography as a security, User authentication, implementing security defenses, firewalling to protect systems and networks, Computer security classification. Case Studies: Linux, Microsoft Windows.		
Textbooks:		
<ol style="list-style-type: none">1. Silberschatz A, Galvin P B, and Gagne G, Operating System Concepts, 9th edition, Wiley, 2016.2. Tanenbaum A S, Modern Operating Systems, 3rd edition, Pearson Education, 2008. (Topics: Inter-process Communication and File systems.)		
Reference Books:		
<ol style="list-style-type: none">1. Tanenbaum A S, Woodhull A S, Operating Systems Design and Implementation, 3rd edition, PHI, 2006.2. Dhamdhare D M, Operating Systems A Concept Based Approach, 3rd edition, Tata McGraw-Hill, 2012.3. Stallings W, Operating Systems -Internals and Design Principles, 6th edition, Pearson Education, 20094. Nutt G, Operating Systems, 3rd edition, Pearson Education, 2004		
Online Learning Resources:		
https://nptel.ac.in/courses/106/106/106106144/ http://peterindia.net/OperatingSystems.html		



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Computer Science & Engineering

Course Code	Software Engineering	L	T	P	C
20A05403T	(Common to CSE, IT, CSE(DS), CSE (IoT))	3	0	0	3
Pre-requisite	Semester	IV			
Course Objectives:					
<ul style="list-style-type: none"> To learn the basic concepts of software engineering and life cycle models To explore the issues in software requirements specification and enable to write SRS documents for software development problems To elucidate the basic concepts of software design and enable to carry out procedural and object oriented design of software development problems To understand the basic concepts of black box and white box software testing and enable to design test cases for unit, integration, and system testing To reveal the basic concepts in software project management 					
Course Outcomes (CO):					
After completion of the course, students will be able to <ul style="list-style-type: none"> Obtain basic software life cycle activity skills. Design software requirements specifications for given problems. Implement structure, object oriented analysis and design for given problems. Design test cases for given problems. Apply quality management concepts at the application level. 					
UNIT - I	Basic concepts in software engineering and software project management	Lecture 8Hrs			
Basic concepts: abstraction versus decomposition, evolution of software engineering techniques, Software development life cycle (SDLC) models: Iterative waterfall model, Prototype model, Evolutionary model, Spiral model, RAD model, Agile models, software project management: project planning, project estimation, COCOMO, Halstead's Software Science, project scheduling, staffing, Organization and team structure, risk management, configuration management.					
UNIT - II	Requirements analysis and specification	Lecture 8Hrs			
The nature of software, The Unique nature of Webapps, Software Myths, Requirements gathering and analysis, software requirements specification, Traceability, Characteristics of a Good SRS Document, IEEE 830 guidelines, representing complex requirements using decision tables and decision trees, overview of formal system development techniques, axiomatic specification, algebraic specification.					
UNIT - III	Software Design	Lecture 9Hrs			
Good Software Design, Cohesion and coupling, Control Hierarchy: Layering, Control Abstraction, Depth and width, Fan-out, Fan-in, Software design approaches, object oriented vs. function oriented design. Overview of SA/SD methodology, structured analysis, Data flow diagram, Extending DFD technique to real life systems, Basic Object oriented concepts, UML Diagrams, Structured design, Detailed design, Design review, Characteristics of a good user interface, User Guidance and Online Help, Mode-based vs Mode-less Interface, Types of user interfaces, Component-based GUI development, User interface design methodology: GUI design methodology.					
UNIT - IV	Coding and Testing	Lecture 9Hrs			
Coding standards and guidelines, code review, software documentation, Testing, Black Box Testing, White Box Testing, debugging, integration testing, Program Analysis Tools, system testing, performance testing, regression testing, Testing Object Oriented Programs.					
UNIT - V	Software quality, reliability, and other issues	Lecture 9Hrs			
Software reliability, Statistical testing, Software quality and management, ISO 9000, SEI capability maturity model (CMM), Personal software process (PSP), Six sigma, Software quality metrics, CASE and its scope, CASE environment, CASE support in software life cycle, Characteristics of software maintenance, Software reverse engineering, Software maintenance processes model, Estimation maintenance cost. Basic issues in any reuse program, Reuse approach, Reuse at organization level.					
Textbooks:					



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|---|
| <ol style="list-style-type: none">1. Rajib Mall, “Fundamentals of Software Engineering”, 5th Edition, PHI, 2018.2. Pressman R, “Software Engineering- Practioner Approach”, McGraw Hill. |
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Reference Books:

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| <ol style="list-style-type: none">1. Somerville, “Software Engineering”, Pearson 2.2. Richard Fairley, “Software Engineering Concepts”, Tata McGraw Hill.3. JalotePankaj, “An integrated approach to Software Engineering”, Narosa |
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Online Learning Resources:

<p>https://nptel.ac.in/courses/106/105/106105182/ http://peterindia.net/SoftwareDevelopment.html</p>
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Computer Science & Engineering

Course Code	MANAGERIAL ECONOMICS AND FINANCIAL ANALYSIS (Common to All branches of Engineering)		L	T	P	C
20A52301			3	0	0	3
Pre-requisite	NIL	Semester	III			
Course Objectives:						
<ul style="list-style-type: none"> To inculcate the basic knowledge of micro economics and financial accounting To make the students learn how demand is estimated for different products, input-output relationship for optimizing production and cost To Know the Various types of market structure and pricing methods and strategy To give an overview on investment appraisal methods to promote the students to learn how to plan long-term investment decisions. To provide fundamental skills on accounting and to explain the process of preparing financial statements 						
Course Outcomes (CO):						
<ul style="list-style-type: none"> Define the concepts related to Managerial Economics, financial accounting and management. Understand the fundamentals of Economics viz., Demand, Production, cost, revenue and markets Apply the Concept of Production cost and revenues for effective Business decision Analyze how to invest their capital and maximize returns Evaluate the capital budgeting techniques Develop the accounting statements and evaluate the financial performance of business entity. 						
UNIT - I	Managerial Economics					
Introduction – Nature, meaning, significance, functions, and advantages. Demand-Concept, Function, Law of Demand - Demand Elasticity- Types – Measurement. Demand Forecasting- Factors governing Forecasting, Methods. Managerial Economics and Financial Accounting and Management.						
UNIT - II	Production and Cost Analysis					
Introduction – Nature, meaning, significance, functions and advantages. Production Function– Least-cost combination– Short run and Long run Production Function- Isoquants and Isocosts, MRTS - Cobb-Douglas Production Function - Laws of Returns - Internal and External Economies of scale. Cost & Break-Even Analysis - Cost concepts and Cost behavior- Break-Even Analysis (BEA) - Determination of Break-Even Point (Simple Problems)-Managerial significance and limitations of Break-Even Analysis.						
UNIT - III	Business Organizations and Markets					
Introduction – Nature, meaning, significance, functions and advantages. Forms of Business Organizations- Sole Proprietary - Partnership - Joint Stock Companies - Public Sector Enterprises. Types of Markets - Perfect and Imperfect Competition - Features of Perfect Competition Monopoly-Monopolistic Competition–Oligopoly-Price-Output Determination - Pricing Methods and Strategies						
UNIT - IV	Capital Budgeting					
Introduction – Nature, meaning, significance, functions and advantages. Types of Working Capital, Components, Sources of Short-term and Long-term Capital, Estimating Working capital requirements. Capital Budgeting– Features, Proposals, Methods and Evaluation. Projects – Pay Back Method, Accounting Rate of Return (ARR) Net Present Value (NPV) Internal Rate Return (IRR) Method (sample problems)						
UNIT - V	Financial Accounting and Analysis					



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Computer Science & Engineering

Introduction – Nature, meaning, significance, functions and advantages. Concepts and Conventions- Double-Entry Book Keeping, Journal, Ledger, Trial Balance- Final Accounts (Trading Account, Profit and Loss Account and Balance Sheet with simple adjustments). **Financial Analysis** - Analysis and Interpretation of Liquidity Ratios, Activity Ratios, and Capital structure Ratios and Profitability.

Textbooks:

1. Varshney&Maheswari: Managerial Economics, Sultan Chand, 2013.
2. Aryasri: Business Economics and Financial Analysis, 4/e, MGH, 2019

Reference Books:

1. Ahuja HI Managerial economics Schand,3/e,2013
2. S.A. Siddiqui and A.S. Siddiqui: Managerial Economics and Financial Analysis, New Age International, 2013.
3. Joseph G. Nellis and David Parker: Principles of Business Economics, Pearson, 2/e, New Delhi.
4. Domnick Salvatore: Managerial Economics in a Global Economy, Cengage, 2013.

Online Learning Resources:

<https://www.slideshare.net/123ps/managerial-economics-ppt>
<https://www.slideshare.net/rossanz/production-and-cost-45827016>
<https://www.slideshare.net/darkyla/business-organizations-19917607>
<https://www.slideshare.net/balarajbl/market-and-classification-of-market>
<https://www.slideshare.net/ruchi101/capital-budgeting-ppt-59565396>
<https://www.slideshare.net/ashu1983/financial-accounting>



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Course Code	ORGANISATIONAL BEHAVIOUR (Common to All branches of Engineering)		L	T	P	C
20A52302			3	0	0	3
Pre-requisite	NIL	Semester	III			
Course Objectives:						
<ul style="list-style-type: none"> To enable student's comprehension of organizational behavior To offer knowledge to students on self-motivation, leadership and management To facilitate them to become powerful leaders To Impart knowledge about group dynamics To make them understand the importance of change and development 						
Course Outcomes (CO):						
<ul style="list-style-type: none"> Define the Organizational Behaviour, its nature and scope. Understand the nature and concept of Organizational behaviour Apply theories of motivation to analyse the performance problems Analyse the different theories of leadership Evaluate group dynamics Develop as powerful leader 						
UNIT - I	Introduction to Organizational Behavior					
Meaning, definition, nature, scope and functions - Organizing Process – Making organizing effective -Understanding Individual Behaviour –Attitude -Perception - Learning – Personality.						
UNIT - II	Motivation and Leading					
Theories of Motivation- Maslow's Hierarchy of Needs - Herzberg's Two Factor Theory - Vroom's theory of expectancy – Mc Clelland's theory of needs–Mc Gregor's theory X and theory Y– Adam's equity theory – Locke's goal setting theory– Alderfer's ERG theory .						
UNIT - III	Organizational Culture					
Introduction – Meaning, scope, definition, Nature - Organizational Climate - Leadership - Traits Theory–Managerial Grid - Transactional Vs Transformational Leadership - Qualities of good Leader - Conflict Management -Evaluating Leader- Women and Corporate leadership.						
UNIT - IV	Group Dynamics					
Introduction – Meaning, scope, definition, Nature- Types of groups - Determinants of group behavior - Group process – Group Development - Group norms - Group cohesiveness - Small Groups - Group decision making - Team building - Conflict in the organization– Conflict resolution						
UNIT - V	Organizational Change and Development					
Introduction –Nature, Meaning, scope, definition and functions- Organizational Culture - Changing the Culture – Change Management – Work Stress Management - Organizational management – Managerial implications of organization's change and development						
Textbooks:						
1. Luthans, Fred, Organisational Behaviour, McGraw-Hill, 12 Th edition 2011 2. P Subba Ran, Organisational Behaviour, Himalya Publishing House 2017						
Reference Books:						
<ul style="list-style-type: none"> McShane, Organizational Behaviour, TMH 2009 Nelson, Organisational Behaviour, Thomson, 2009. Robbins, P. Stephen, Timothy A. Judge, Organisational Behaviour, Pearson 2009. Aswathappa, Organisational Behaviour, Himalaya, 2009 						
Online Learning Resources:						
https://www.slideshare.net/Knight1040/organizational-culture-9608857s://www.slideshare.net/AbhayRajpoot3/motivation-165556714 https://www.slideshare.net/harshrastogi1/group-dynamics-159412405 https://www.slideshare.net/vanyasingla1/organizational-change-development-26565951						



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Computer Science & Engineering

Course Code	Business Environment (Common to All branches of Engineering)		L	T	P	C
20A52303			3	0	0	3
Pre-requisite	NIL	Semester	III			
Course Objectives:						
<ul style="list-style-type: none"> • To make the student to understand about the business environment • To enable them in knowing the importance of fiscal and monetary policy • To facilitate them in understanding the export policy of the country • To Impart knowledge about the functioning and role of WTO • To Encourage the student in knowing the structure of stock markets 						
Course Outcomes (CO):						
<ul style="list-style-type: none"> • Define Business Environment and its Importance. • Understand various types of business environment. • Apply the knowledge of Money markets in future investment • Analyse India's Trade Policy • Evaluate fiscal and monetary policy • Develop a personal synthesis and approach for identifying business opportunities 						
UNIT - I	Overview of Business Environment					
Introduction – meaning Nature, Scope, significance, functions and advantages. Types-Internal & External, Micro and Macro. Competitive structure of industries -Environmental analysis- advantages & limitations of environmental analysis& Characteristics of business.						
UNIT - II	Fiscal & Monetary Policy					
Introduction – Nature, meaning, significance, functions and advantages. Public Revenues - Public Expenditure - Evaluation of recent fiscal policy of GOI. Highlights of Budget- Monetary Policy - Demand and Supply of Money –RBI -Objectives of monetary and credit policy - Recent trends- Role of Finance Commission.						
UNIT - III	India's Trade Policy					
Introduction – Nature, meaning, significance, functions and advantages. Magnitude and direction of Indian International Trade - Bilateral and Multilateral Trade Agreements - EXIM policy and role of EXIM bank -Balance of Payments– Structure & Major components - Causes for Disequilibrium in Balance of Payments - Correction measures.						
UNIT - IV	World Trade Organization					
Introduction – Nature, significance, functions and advantages. Organization and Structure - Role and functions of WTO in promoting world trade - GATT -Agreements in the Uruguay Round –TRIPS, TRIMS - Disputes Settlement Mechanism - Dumping and Anti-dumping Measures.						
UNIT - V	Money Markets and Capital Markets					
Introduction – Nature, meaning, significance, functions and advantages. Features and components of Indian financial systems - Objectives, features and structure of money markets and capital markets - Reforms and recent development – SEBI – Stock Exchanges - Investor protection and role of SEBI, Introduction to international finance.						
Textbooks:						
1. Francis Cherunilam (2009), International Business: Text and Cases, Prentice Hall of India. 2. K. Aswathappa, Essentials of Business Environment: Texts and Cases & Exercises 13th Revised Edition.HPH2016						
Reference Books:						



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- 1.K. V. Sivayya, V. B. M Das (2009), Indian Industrial Economy, Sultan Chand Publishers, New Delhi, India.
2. Sundaram, Black (2009), International Business Environment Text and Cases, Prentice Hall of India, New Delhi, India.
3. Chari. S. N (2009), International Business, Wiley India.
- 4.E. Bhattacharya (2009), International Business, Excel Publications, New Delhi.

Online Learning Resources:

<https://www.slideshare.net/ShompaDhali/business-environment-53111245>
<https://www.slideshare.net/rbalsells/fiscal-policy-ppt>
<https://www.slideshare.net/aguness/monetary-policy-presentationppt>
<https://www.slideshare.net/DaudRizwan/monetary-policy-of-india-69561982>
<https://www.slideshare.net/ShikhaGupta31/indias-trade-policyppt>
<https://www.slideshare.net/viking2690/wto-ppt-60260883>
<https://www.slideshare.net/prateeknepal3/ppt-mo>



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Course Code	Database Management Systems Laboratory (Common to CSE, IT, CSE(DS), CSE (IoT), CSE (AI), CSE (AI & ML) and AI & DS)	L	T	P	C													
20A05401P		0	0	3	1.5													
Pre-requisite		Semester IV																
Course Objectives:																		
<ul style="list-style-type: none">• To implement the basic knowledge of SQL queries and relational algebra.• To construct database models for different database applications.• To apply normalization techniques for refining of databases.• To practice various triggers, procedures, and cursors using PL/SQL.• To design and implementation of a database for an organization																		
Course Outcomes (CO):																		
After completion of the course, students will be able to <ul style="list-style-type: none">• Design database for any real world problem• Implement PL/SQL programs• Define SQL queries• Decide the constraints• Investigate for data inconsistency																		
List of Experiments:																		
Week-1: CREATION OF TABLES																		
1. Create a table called Employee with the following structure.																		
		<table border="1"><thead><tr><th>Name</th><th>Type</th></tr></thead><tbody><tr><td>Empno</td><td>Number</td></tr><tr><td>Ename</td><td>Varchar2(20)</td></tr><tr><td>Job</td><td>Varchar2(20)</td></tr><tr><td>Mgr</td><td>Number</td></tr><tr><td>Sal</td><td>Number</td></tr></tbody></table>	Name	Type	Empno	Number	Ename	Varchar2(20)	Job	Varchar2(20)	Mgr	Number	Sal	Number				
Name	Type																	
Empno	Number																	
Ename	Varchar2(20)																	
Job	Varchar2(20)																	
Mgr	Number																	
Sal	Number																	
<ol style="list-style-type: none">• Add a column commission with domain to the Employee table.• Insert any five records into the table.• Update the column details of job• Rename the column of Employ table using alter command.• Delete the employee whose empno is 19.																		
2. Create department table with the following structure.																		
		<table border="1"><thead><tr><th>Name</th><th>Type</th></tr></thead><tbody><tr><td>Deptno</td><td>Number</td></tr><tr><td>Deptname</td><td>Varchar2(20)</td></tr><tr><td>location</td><td>Varchar2(20)</td></tr></tbody></table>	Name	Type	Deptno	Number	Deptname	Varchar2(20)	location	Varchar2(20)								
Name	Type																	
Deptno	Number																	
Deptname	Varchar2(20)																	
location	Varchar2(20)																	
<ol style="list-style-type: none">• Add column designation to the department table.• Insert values into thetable.• List the records of emp table grouped bydeptno.• Update the record where deptno is 9.• Delete any column data from thetable																		
3. Create a table called Customertable																		



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Name	Type
Cust name	Varchar2(20)
Cust street	Varchar2(20)
Cust city	Varchar2(20)

- a. Insert records into the table.
- b. Add salary column to the table.
- c. Alter the table column domain.
- d. Drop salary column of the customer table.
- e. Delete the rows of customer table whose cust_city is 'hyd'.
- f. Create a table called branch table.

Name	Type
Branch name	Varchar2(20)
Branch city	Varchar2(20)
asserts	Number

4. Increase the size of data type for asserts to the branch.
 - a. Add and drop a column to the branch table.
 - b. Insert values to the table.
 - c. Update the branch name column
 - d. Delete any two columns from the table
5. Create a table called sailor table

Name	Type
Sid	Number
Sname	Varchar2(20)
rating	Varchar2(20)

- a. Add column age to the sailor table.
 - b. Insert values into the sailor table.
 - c. Delete the row with rating > 8.
 - d. Update the column details of sailor.
 - e. Insert null values into the table.
6. Create a table called reserves table

Name	Type
Boat id	Integer
sid	Integer
day	Integer

- a. Insert values into the reserves table.
- b. Add column time to the reserves table.
- c. Alter the column day data type to date.
- d. Drop the column time in the table.
- e. Delete the row of the table with some condition.

Week-2: QUERIES USING DDL AND DML

1. a. Create a user and grant all permissions to the user.
b. Insert the any three records in the employee table and use rollback. Check the result.



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- c. Add primary key constraint and not null constraint to the employeetable.
- d. Insert null values to the employee table and verify theresult.
2. a. Create a user and grant all permissions to theuser.
- b. Insert values in the department table and usecommit.
- c. Add constraints like unique and not null to the departmenttable.
- d. Insert repeated values and null values into thetable.
3. a. Create a user and grant all permissions to theuser.
- b. Insert values into the table and use commit.
- c. Delete any three records in the department table and use rollback.
- d. Add constraint primary key and foreign key to thetable.
4. a. Create a user and grant all permissions to theuser.
- b. Insert records in the sailor table and usecommit.
- c. Add save point after insertion of records and verify save point.
- d. Add constraints not null and primary key to the sailortable.
5. a. Create a user and grant all permissions to theuser.
- b. Use revoke command to remove userpermissions.
- c. Change password of the usercreated.
- d. Add constraint foreign key and notnull.
6. a. Create a user and grant all permissions to theuser.
- b. Update the table reserves and use savepointandrollback.
- c. Add constraint primary key , foreign key and not null to the reserves table
- d. Delete constraint not null to the tablecolumn

Week-3:QUERIES USING AGGREGATE FUNCTIONS

1. a. By using the group by clause, display the enames who belongs to deptno 10 alongwithaveragesalary.
- b. Display lowest paid employee details under eachdepartment.
- c. Display number of employees working in each department and their departmentnumber.
- d. Using built in functions, display number of employees working in each department and their department name from dept table. Insert deptname to dept table and insert deptname for each row, do the required thing specified above.
- e. List all employees which start with either B or C.
- f. Display only these ename of employees where the maximum salary is greater than or equalto 5000.
2. a. Calculate the average salary for each differentjob.
- b. Show the average salary of each job excludingmanager.
- c. Show the average salary for all departments employing more than threepople.
- d. Display employees who earn more than thelowest salary in department 30
- e. Show that value returned by sign (n)function.
- f. How many days between day of birth to currentdate
3. a. Show that two substring as singlestring.
- b. List all employee names, salary and 15% rise insalary.
- c. Display lowest paid emp details under eachmanager
- d. Display the average monthly salary bill for eachdeptno.
- e. Show the average salary for all departments employing more than twopeople.
- f. By using the group by clause, display the eid who belongs to deptno 05 along withaverage salary.
4. a. Count the number of employees in department20
- b. Find the minimum salary earned byclerk.
- c. Find minimum, maximum, average salary of allemployees.
- d. List the minimum and maximum salaries for each jobtype.
- e. List the employee names in descendingorder.



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- f. List the employee id, names in ascending order by empid.
5. a. Find the sids ,names of sailors who have reserved all boats called“INTERLAKE
Find the age of youngest sailor who is eligible to vote for each rating level with at least two such sailors.
- b. Find the sname , bid and reservation date for each reservation.
- c. Find the ages of sailors whose name begin and end with B and has at least 3 characters.
- d. List in alphabetic order all sailors who have reserved redboat.
- e. Find the age of youngest sailor for each rating level.
6. a. List the Vendors who have delivered products within 6 months from orderdate.
- b. Display the Vendor details who have supplied both Assembled and Subparts.
- c. Display the Sub parts by grouping the Vendor type (Local or NonLocal).
- d. Display the Vendor details in ascending order.
- e. Display the Sub part which costs more than any of the Assembled parts.
- f. Display the second maximum cost Assembled part

Week-4: PROGRAMS ON PL/SQL

1. a. Write a PL/SQL program to swap two numbers.
- b. Write a PL/SQL program to find the largest of three numbers.
2. a. Write a PL/SQL program to find the total and average of 6 subjects and display the grade.
- b. Write a PL/SQL program to find the sum of digits in a given number.
3. a. Write a PL/SQL program to display the number in reverse order.
- b. Write a PL/SQL program to check whether the given number is prime or not.
4. a. Write a PL/SQL program to find the factorial of a given number.
- b. Write a PL/SQL code block to calculate the area of a circle for a value of radius varying from 3 to 7. Store the radius and the corresponding values of calculated area in an empty table named areas, consisting of two columns radius and area.
5. a. Write a PL/SQL program to accept a string and remove the vowels from the string. (When ‘hello’ passed to the program it should display ‘Hll’ removing e and o from the word Hello).
- b. Write a PL/SQL program to accept a number and a divisor. Make sure the divisor is less than or equal to 10. Else display an error message. Otherwise Display the remainder in words.

Week-5: PROCEDURES AND FUNCTIONS

1. Write a function to accept employee number as parameter and return Basic +HRA together as single column.
2. Accept year as parameter and write a Function to return the total net salary spent for a given year.
3. Create a function to find the factorial of a given number and hence find NCR.
4. Write a PL/SQL block to print prime Fibonacci series using local functions.
5. Create a procedure to find the lucky number of a given birthdate.
6. Create function to the reverse of given number

Week-6: TRIGGERS

1. Create a row level trigger for the customers table that would fire for INSERT or UPDATE or DELETE operations performed on the CUSTOMERS table. This trigger will display the salary difference between the old values and new values:

CUSTOMERS table:

ID	NAME	AGE	ADDRESS	SALARY
1	Alive	24	Khammam	2000
2	Bob	27	Kadappa	3000



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3	Catri	25	Guntur	4000
4	Dena	28	Hyderabad	5000
5	Eeshwar	27	Kurnool	6000
6	Farooq	28	Nellore	7000

2. Creation of insert trigger, delete trigger, update trigger practice triggers using the passenger database.
Passenger(Passport_ id INTEGER PRIMARY KEY, Name VARCHAR (50) NotNULL, Age Integer Not NULL, Sex Char, Address VARCHAR (50) NotNULL);
 - a. Write a Insert Trigger to check the Passport_id is exactly six digits ornot.
 - b. Write a trigger on passenger to display messages ‘1 Record is inserted’, ‘1 record is deleted’, ‘1 record is updated’ when insertion, deletion and updation are done on passengerrespectively.
3. Insert row in employee table using Triggers. Every trigger is created with name any trigger have same name must be replaced by new name. These triggers can raised before insert, update or delete rows on data base. The main difference between a trigger and a stored procedure is that the former is attached to a table and is only fired when an INSERT, UPDATE or DELETEoccurs.
4. Convert employee name into uppercase whenever an employee record is inserted or updated. Trigger to fire before the insert orupdate.
5. Trigger before deleting a record from emp table. Trigger will insert the row to be deleted into table called delete _emp and also record user who has deleted the record and date and time ofdelete.
6. Create a transparent audit system for a table CUST_MSTR. The system must keep track of the records that are being deleted orupdated

Week-7:PROCEDURES

1. Create the procedure for palindrome of givennumber.
2. Create the procedure for GCD: Program should load two registers with two Numbers and then apply the logic for GCD of two numbers. GCD of two numbers is performed by dividing the greater number by the smaller number till the remainder is zero. If it is zero, the divisor is the GCD if not the remainder and the divisors of the previous division are the new set of two numbers. The process is repeated by dividing greater of the two numbers by the smaller number till the remainder is zero and GCD isfound.
3. Write the PL/SQL programs to create the procedure for factorial of givennumber.
4. Write the PL/SQL programs to create the procedure to find sum of N naturalnumber.
5. Write the PL/SQL programs to create the procedure to find Fibonacciseries.
6. Write the PL/SQL programs to create the procedure to check the given number is perfect ornot

Week-8: CURSORS

1. Write a PL/SQL block that will display the name, dept no, salary of fist highest paidemployees.
2. Update the balance stock in the item master table each time a transaction takes place in the item transaction table. The change in item master table depends on the item id is already present in the item master then update operation is performed to decrease the balance stock by the quantity specified in the item transaction in case the item id is not present in the item master table then the record is inserted in the item mastertable.
3. Write a PL/SQL block that will display the employee details along with salary usingcursors.
4. To write a Cursor to display the list of employees who are working as a ManagersorAnalyst.
5. To write a Cursor to find employee with given job anddeptno.
6. Write a PL/SQL block using implicit cursor that will display message, the salaries of all the



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employees in the 'employee' table are updated. If none of the employee's salary are updated we get a message 'None of the salaries were updated'. Else we get a message like for example, 'Salaries for 1000 employees are updated' if there are 1000 rows in 'employee' table

Week-9: CASE STUDY: BOOK PUBLISHING COMPANY

A publishing company produces scientific books on various subjects. The books are written by authors who specialize in one particular subject. The company employs editors who, not necessarily being specialists in a particular area, each take sole responsibility for editing one or more publications.

A publication covers essentially one of the specialist subjects and is normally written by a single author. When writing a particular book, each author works with one editor, but may submit another work for publication to be supervised by other editors. To improve their competitiveness, the company tries to employ a variety of authors, more than one author being a specialist in a particular subject for the above case study, do the following:

1. Analyze the data required.
2. Normalize the attributes.

Create the logical data model using E-R diagrams

Week-10: CASE STUDY GENERAL HOSPITAL

A General Hospital consists of a number of specialized wards (such as Maternity, Pediatric, Oncology, etc.). Each ward hosts a number of patients, who were admitted on the recommendation of their own GP and confirmed by a consultant employed by the Hospital. On admission, the personal details of every patient are recorded. A separate register is to be held to store the information of the tests undertaken and the results of a prescribed treatment. A number of tests may be conducted for each patient. Each patient is assigned to one leading consultant but may be examined by another doctor, if required. Doctors are specialists in some branch of medicine and may be leading consultants for a number of patients, not necessarily from the same ward. For the above case study, do the following.

1. Analyze the data required.
2. Normalize the attributes.

Create the logical data model using E-R diagrams

Week-11: CASE STUDY: CAR RENTAL COMPANY

A database is to be designed for a car rental company. The information required includes a description of cars, subcontractors (i.e. garages), company expenditures, company revenues and customers. Cars are to be described by such data as: make, model, year of production, engine size, fuel type, number of passengers, registration number, purchase price, purchase date, rent price and insurance details. It is the company policy not to keep any car for a period exceeding one year. All major repairs and maintenance are done by subcontractors (i.e. franchised garages), with whom CRC has long-term agreements. Therefore the data about garages to be kept in the database includes garage names, addresses, range of services and the like. Some garages require payments immediately after a repair has been made; with others CRC has made arrangements for credit facilities. Company expenditures are to be registered for all outgoings connected with purchases, repairs, maintenance, insurance etc. Similarly the cash inflow coming from all sources: Car hire, car sales, insurance claims must be kept of file. CRC maintains a reasonably stable client base. For this privileged category of customers special credit card facilities are provided. These customers may also book in advance a particular car. These reservations can be made for any period of time up to one month. Casual customers must pay a deposit for an estimated time of rental, unless they wish to pay by credit card. All major credit cards are accepted. Personal details such as name, address, telephone number, driving license, number about each customer are kept



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in the database. For the above case study, do the following:

1. Analyze the data required.
2. Normalize the attributes.

Create the logical data model using E-R diagrams

Week-12: CASE STUDY: STUDENT PROGRESS MONITORING SYSTEM

A database is to be designed for a college to monitor students' progress throughout their course of study. The students are reading for a degree (such as BA, BA (Hons.) M.Sc., etc) within the framework of the modular system. The college provides a number of modules, each being characterized by its code, title, credit value, module leader, teaching staff and the department they come from. A module is coordinated by a module leader who shares teaching duties with one or more lecturers. A lecturer may teach (and be a module leader for) more than one module. Students are free to choose any module they wish but the following rules must be observed: Some modules require pre-requisites modules and some degree programs have compulsory modules. The database is also to contain some information about students including their numbers, names, addresses, degrees they read for, and their past performance i.e. modules taken and examination results. For the above case study, do the following:

1. Analyze the data required.
2. Normalize the attributes.
3. Create the logical data model i.e., ER diagrams.
4. Comprehend the data given in the case study by creating respective tables with primary keys and foreign keys wherever required.
5. Insert values into the tables created (Be vigilant about Master- Slave tables).
6. Display the Students who have taken M.Sc course
7. Display the Module code and Number of Modules taught by each Lecturer.
8. Retrieve the Lecturer names who are not Module Leaders.
9. Display the Department name which offers 'English' module.
10. Retrieve the Prerequisite Courses offered by every Department (with Department names).
11. Present the Lecturer ID and Name who teaches 'Mathematics'.
12. Discover the number of years a Module is taught.
13. List out all the Faculties who work for 'Statistics' Department.
14. List out the number of Modules taught by each Module Leader.
15. List out the number of Modules taught by a particular Lecturer.
16. Create a view which contains the fields of both Department and Module tables.
(Hint- The fields like Module code, title, credit, Department code and its name).
17. Update the credits of all the prerequisite courses to 5. Delete the Module 'History' from the Module table.

References:

1. Ramez Elmasri, Shamkant, B. Navathe, "Database Systems", Pearson Education, 6th Edition, 2013.
2. Peter Rob, Carles Coronel, "Database System Concepts", Cengage Learning, 7th Edition, 2008.

Online Learning Resources/Virtual Labs:

- <http://www.scoopworld.in>
<http://vlabs.iitb.ac.in/vlabs-dev/labs/dblab/index.php>



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Computer Science & Engineering

Course Code	OPERATING SYSTEMS LAB		L	T	P	C
20A05402P	(Common to CSE, IT, CSE(DS), CSE (IoT), CSE (AI), CSE (AI & ML) and AI & DS)		0	0	3	1.5
Pre-requisite	Basics of CO and DBMS	Semester	IV			
Course Objectives:						
<ul style="list-style-type: none"> • To familiarize students with the architecture of OS. • To provide necessary skills for developing and debugging CPU Scheduling algorithms. • To elucidate the process management and scheduling and memory management. • To explain the working of an OS as a resource manager, file system manager, process manager, memory manager, and page replacement tool. • To provide insights into system calls, file systems and deadlock handling. 						
Course Outcomes (CO):						
<p>After completion of the course, students will be able to</p> <ul style="list-style-type: none"> • Trace different CPU Scheduling algorithms (L2). • Implement Bankers Algorithms to Avoid and prevent the Dead Lock (L3). • Evaluate Page replacement algorithms (L5). • Illustrate the file organization techniques (L4). • Illustrate shared memory process (L4). • Design new scheduling algorithms (L6) 						
List of Experiments:						
<ol style="list-style-type: none"> 1. Practicing of Basic UNIX Commands. 2. Write programs using the following UNIX operating system calls Fork, exec, getpid, exit, wait, close, stat, opendir and readdir 3. Simulate UNIX commands like cp, ls, grep, etc., 4. Simulate the following CPU scheduling algorithms a) Round Robin b) SJF c) FCFS d) Priority 5. Implement a dynamic priority scheduling algorithm. 6. Assume that there are five jobs with different weights ranging from 1 to 5. Implement round robin algorithm with time slice equivalent to weight. 7. Implement priority scheduling algorithm. While executing, no process should wait for more than 10 seconds. If the waiting time is more than 10 seconds that process has to be executed for at least 1 second before waiting again. 8. Control the number of ports opened by the operating system with a) Semaphore b) Monitors. 9. Simulate how parent and child processes use shared memory and address space. 10. Simulate sleeping barber problem. 11. Simulate dining philosopher's problem. 12. Simulate producer-consumer problem using threads. 13. Implement the following memory allocation methods for fixed partition a) First fit b) Worst fit c) Best fit 14. Simulate the following page replacement algorithms a) FIFO b) LRU c) LFU etc., 15. Simulate Paging Technique of memory management 16. Simulate Bankers Algorithm for Dead Lock avoidance and prevention 17. Simulate the following file allocation strategies a) Sequential b) Indexed c) Linked 18. Simulate all File Organization Techniques a) Single level directory b) Two level c) Hierarchical d) DAG 						
References:						



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1. “Operating System Concepts”, Abraham Silberchatz, Peter B. Galvin, Greg Gagne, Eighth Edition, John Wiley.
2. “Operating Systems: Internals and Design Principles”, Stallings, Sixth Edition–2009, Pearson Education
3. “Modern Operating Systems”, Andrew S Tanenbaum, Second Edition, PHI.
4. “Operating Systems”, S.Haldar, A.A.Aravind, Pearson Education.
5. “Principles of Operating Systems”, B.L.Stuart, Cengage learning, India Edition.2013-2014
6. “Operating Systems”, A.S.Godbole, Second Edition, TMH.
7. “An Introduction to Operating Systems”, P.C.P. Bhatt, PHI.

Online Learning Resources/Virtual Labs:

<https://www.cse.iitb.ac.in/~mythili/os/>

<http://peterindia.net/OperatingSystems.html>



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Computer Science & Engineering

Course Code	SOFTWARE ENGINEERING LAB	L	T	P	C
20A05403P	(Common to CSE, IT, CSE(DS), CSE (IoT))	0	0	3	1.5
Pre-requisite	Semester	IV			
Course Objectives:					
<ul style="list-style-type: none"> • To learn and implement the fundamental concepts of Software Engineering. • To explore functional and non-functional requirements through SRS. • To practice the various design diagrams through the appropriate tool. • To learn to implement various software testing strategies. 					
Course Outcomes (CO):					
After completion of the course, students will be able to <ul style="list-style-type: none"> • Acquaint with historical and modern software methodologies • Understand the phases of software projects and practice the activities of each phase • Practice clean coding • Take part in project management • Adopt skills such as distributed version control, unit testing, integration testing, build management, and deployment 					
List of Experiments:					
<ol style="list-style-type: none"> 1 Draw the Work Breakdown Structure for the system to be automated 2 Schedule all the activities and sub-activities Using the PERT/CPM charts 3 Define use cases and represent them in use-case document for all the stakeholders of the system to be automated 4 Identify and analyze all the possible risks and its risk mitigation plan for the system to be automated 5 Diagnose any risk using Ishikawa Diagram (Can be called as Fish Bone Diagram or Cause& Effect Diagram) 6 Define Complete Project plan for the system to be automated using Microsoft Project Tool 7 Define the Features, Vision, Business objectives, Business rules and stakeholders in the vision document 8 Define the functional and non-functional requirements of the system to be automated by using Use cases and document in SRS document 9 Define the following traceability matrices : <ol style="list-style-type: none"> 1. Use case Vs. Features 2. Functional requirements Vs. Usecases 10 Estimate the effort using the following methods for the system to be automated: <ol style="list-style-type: none"> 1. Function point metric 2. Usecase point metric 11 Develop a tool which can be used for quantification of all the non-functional requirements 12 Write C/C++/Java/Python program for classifying the various types of coupling. 13 Write a C/C++/Java/Python program for classifying the various types of cohesion. 14 Write a C/C++/Java/Python program for object oriented metrics for design proposed by Chidamber and Kremer. (Popularly called CK metrics) 15 Convert the DFD into appropriate architecture styles. 16 Draw a complete class diagram and object diagrams using Rational tools 17 Define the design activities along with necessary artifacts using Design Document. 18 Reverse Engineer any object-oriented code to an appropriate class and object diagrams. 19 Test a piece of code that executes a specific functionality in the code to be tested and asserts a certain behavior or state using Junit. 20 Test the percentage of code to be tested by unit test using any code coverage tools 21 Define appropriate metrics for at least 3 quality attributes for any software application of your interest. 					



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22	Define a complete call graph for any C/C++ code. (Note: The student may use any tool that generates call graph for source code)
References:	
<ol style="list-style-type: none">1. Software Engineering? A Practitioner's Approach, Roger S. Pressman, 1996, MGH.2. Software Engineering by Ian Sommerville, Pearson Edu, 5th edition, 19993. An Integrated Approach to software engineering by Pankaj Jalote , 1991 Narosa	
Online Learning Resources/Virtual Labs:	
http://vlabs.iitkgp.ac.in/se/	



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Computer Science & Engineering

Course Code	Exploratory Data Analytics with R (Common to CSE, CSE (AI), CSE (AI & ML) and AI& DS)		L	T	P	C
20A05404			0	0	3	1.5
Pre-requisite	Fundamental Programming	Semester	IV			
Course Objectives:						
<p>The students will be able to learn:</p> <ul style="list-style-type: none"> • How to manipulate data within R and to create simple graphs and charts used in introductory statistics. • The given data using different distribution functions in R. • The hypothesis testing and calculate confidence intervals; perform linear regression models for data analysis. • The relevance and importance of the theory in solving practical problems in the real world. 						
Course Outcomes (CO):						
<p>After completion of the course, students will be able to</p> <ul style="list-style-type: none"> • Install and use R for simple programming tasks. • Extend the functionality of R by using add-on packages • Extract data from files and other sources and perform various data manipulation tasks on them. • Explore statistical functions in R. • Use R Graphics and Tables to visualize results of various statistical operations on data. • Apply the knowledge of R gained to data Analytics for real-life applications. 						
List of Experiments:						
<p>1: INTRODUCTION TO COMPUTING</p> <ol style="list-style-type: none"> a. Installation of R b. The basics of R syntax, workspace c. Matrices and lists d. Subsetting e. System-defined functions; the help system f. Errors and warnings; coherence of the workspace <p>2: GETTING USED TO R: DESCRIBING DATA</p> <ol style="list-style-type: none"> a. Viewing and manipulating Data b. Plotting data c. Reading the data from console, file (.csv) local disk and web d. Working with larger datasets <p>3: SHAPE OF DATA AND DESCRIBING RELATIONSHIPS</p> <ol style="list-style-type: none"> a. Tables, charts and plots. b. Univariate data, measures of central tendency, frequency distributions, variation, and Shape. c. Multivariate data, relationships between a categorical and a continuous variable, d. Relationship between two continuous variables – covariance, correlation coefficients, comparing multiple correlations. e. Visualization methods – categorical and continuous variables, two categorical variables, two continuous variables. <p>4: PROBABILITY DISTRIBUTIONS</p> <ol style="list-style-type: none"> a. Sampling from distributions – Binomial distribution, normal distribution b. tTest, zTest, Chi Square test c. Density functions d. Data Visualization using ggplot – Box plot, histograms, scatter plotter, line chart, bar chart, heat maps 						



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5: EXPLORATORY DATA ANALYSIS Demonstrate the range, summary, mean, variance, median, standard deviation, histogram, box plot, scatter plot using population dataset.

6: TESTING HYPOTHESES

- a. Null hypothesis significance testing
- b. Testing the mean of one sample
- c. Testing two means

7: PREDICTING CONTINUOUS VARIABLES

- a. Linear models
- b. Simple linear regression
- c. Multiple regression
- d. Bias-variance trade-off – cross-validation

8: CORRELATION

- a. How to calculate the correlation between two variables.
- b. How to make scatter plots.
- c. Use the scatter plot to investigate the relationship between two variables

9: TESTS OF HYPOTHESES

- a. Perform tests of hypotheses about the mean when the variance is known.
- b. Compute the p-value.
- c. Explore the connection between the critical region, the test statistic, and the p-value

10: ESTIMATING A LINEAR RELATIONSHIP Demonstration on a Statistical Model for a Linear Relationship

- a. Least Squares Estimates
- b. The R Function lm
- c. Scrutinizing the Residuals

11: APPLY-TYPE FUNCTIONS

- a. Defining user defined classes and operations, Models and methods in R
- b. Customizing the user's environment
- c. Conditional statements
- d. Loops and iterations

12: STATISTICAL FUNCTIONS IN R

- a. Write Demonstrate Statistical functions in R
- b. Statistical inference, contingency tables, chi-square goodness of fit, regression, generalized linear models, advanced modeling methods.

References:

1. SandipRakshit, "Statistics with R Programming", McGraw Hill Education, 2018.
2. Gareth James, Daniela Witten, Trevor Hastie, Robert Tibshirani, "AN Introduction to Statistical Learning: with Applications in R", Springer Texts in Statistics, 2017.
3. Joseph Schmuller, "Statistical Analysis with R for Dummies", Wiley, 2017.
4. K G Srinivasa, G M Siddesh, ChetanShetty, Sowmya B J, "Statistical Programming in R", Oxford Higher Education, 2017.

Online Learning Resources/Virtual Labs:

1. www.oikostat.ch
2. <https://learningstatisticswithr.com/>
3. <https://www.coursera.org/learn/probability-intro#syllabus>
4. <https://www.isibang.ac.in/~athreya/psweur/>



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Course Code	Design Thinking for Innovation (Common to All branches of Engineering)		L	T	P	C
20A99401			2	1	0	0
Pre-requisite	NIL	Semester	IV			
Course Objectives:						
The objective of this course is to familiarize students with design thinking process as a tool for breakthrough innovation. It aims to equip students with design thinking skills and ignite the minds to create innovative ideas, develop solutions for real-time problems.						
Course Outcomes (CO):						
<ul style="list-style-type: none"> ● Define the concepts related to design thinking. ● Explain the fundamentals of Design Thinking and innovation ● Apply the design thinking techniques for solving problems in various sectors. ● Analyse to work in a multidisciplinary environment ● Evaluate the value of creativity ● Formulate specific problem statements of real time issues 						
UNIT - I	Introduction to Design Thinking					10 Hrs
Introduction to elements and principles of Design, basics of design-dot, line, shape, form as fundamental design components. Principles of design. Introduction to design thinking, history of Design Thinking, New materials in Industry.						
UNIT - II	Design Thinking Process					10 Hrs
Design thinking process (empathize, analyze, idea & prototype), implementing the process in driving inventions, design thinking in social innovations. Tools of design thinking - person, costumer, journey map, brain storming, product development						
Activity: Every student presents their idea in three minutes, Every student can present design process in the form of flow diagram or flow chart etc. Every student should explain about product development.						
UNIT - III	Innovation					8 Hrs
Art of innovation, Difference between innovation and creativity, role of creativity and innovation in organizations. Creativity to Innovation. Teams for innovation, Measuring the impact and value of creativity.						
Activity: Debate on innovation and creativity, Flow and planning from idea to innovation, Debate on value-based innovation.						
UNIT - IV	Product Design					8 Hrs
Problem formation, introduction to product design, Product strategies, Product value, Product planning, product specifications. Innovation towards product design Case studies.						
Activity: Importance of modelling, how to set specifications, Explaining their own product design.						
UNIT - V	Design Thinking in Business Processes					10 Hrs
Design Thinking applied in Business & Strategic Innovation, Design Thinking principles that redefine business – Business challenges: Growth, Predictability, Change, Maintaining Relevance, Extreme competition, Standardization. Design thinking to meet corporate needs. Design thinking for Startups. Defining and testing Business Models and Business Cases. Developing & testing prototypes.						
Activity: How to market our own product, About maintenance, Reliability and plan for startup.						
Textbooks:						



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|---|
| <ol style="list-style-type: none">1. Change by design, Tim Brown, Harper Bollins (2009)2. Design Thinking for Strategic Innovation, Idris Mootee, 2013, John Wiley & Sons. |
|---|

Reference Books:

- | |
|---|
| <ol style="list-style-type: none">1. Design Thinking in the Classroom by David Lee, Ulysses press2. Design the Future, by Shrrutin N Shetty, Norton Press3. Universal principles of design- William lidwell, kritinaholden, Jill butter.4. The era of open innovation – chesbrough.H |
|---|

Online Learning Resources:

<p>https://nptel.ac.in/courses/110/106/110106124/ https://nptel.ac.in/courses/109/104/109104109/ https://swayam.gov.in/nd1_noc19_mg60/preview</p>
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COMMUNITY SERVICE PROJECT

.....Experiential learning through community engagement

Introduction

- Community Service Project is an experiential learning strategy that integrates meaningful community service with instruction, participation, learning and community development
- Community Service Project involves students in community development and service activities and applies the experience to personal and academic development.
- Community Service Project is meant to link the community with the college for mutual benefit. The community will be benefited with the focused contribution of the college students for the village/ local development. The college finds an opportunity to develop social sensibility and responsibility among students and also emerge as a socially responsible institution.

Objective

Community Service Project should be an integral part of the curriculum, as an alternative to the 2 months of Summer Internships / Apprenticeships / On the Job Training, whenever there is an exigency when students cannot pursue their summer internships. The specific objectives are;

- To sensitize the students to the living conditions of the people who are around them,
- To help students to realize the stark realities of the society.
- To bring about an attitudinal change in the students and help them to develop societal consciousness, sensibility, responsibility and accountability
- To make students aware of their inner strength and help them to find new /out of box solutions to the social problems.
- To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.
- To help students to initiate developmental activities in the community in coordination with public and government authorities.
- To develop a holistic life perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastages and its management, social problems, public administration system and the roles and responsibilities of different persons across different social systems.

Implementation of Community Service Project

- Every student should put in a 6 weeks for the Community Service Project during the summer vacation.
- Each class/section should be assigned with a mentor.
- Specific Departments could concentrate on their major areas of concern. For example, Dept. of Computer Science can take up activities related to Computer Literacy to different sections of people like - youth, women, house-wives, etc
- A log book has to be maintained by each of the student, where the activities undertaken/involved to be recorded.
- The logbook has to be countersigned by the concerned mentor/faculty incharge.



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- Evaluation to be done based on the active participation of the student and grade could be awarded by the mentor/faculty member.
- The final evaluation to be reflected in the grade memo of the student.
- The Community Service Project should be different from the regular programmes of NSS/NCC/Green Corps/Red Ribbon Club, etc.
- Minor project report should be submitted by each student. An internal Viva shall also be conducted by a committee constituted by the principal of the college.
- Award of marks shall be made as per the guidelines of Internship/apprentice/ on the job training

Procedure

- A group of students or even a single student could be assigned for a particular habitation or village or municipal ward, as far as possible, in the near vicinity of their place of stay, so as to enable them to commute from their residence and return back by evening or so.
- The Community Service Project is a twofold one –
 - First, the student/s could conduct a survey of the habitation, if necessary, in terms of their own domain or subject area. Or it can even be a general survey, incorporating all the different areas. A common survey format could be designed. This should not be viewed as a duplication of work by the Village or Ward volunteers, rather, it could be another primary source of data.
 - Secondly, the student/s could take up a social activity, concerning their domain or subject area. The different areas, could be like –
 - Agriculture
 - Health
 - Marketing and Cooperation
 - Animal Husbandry
 - Horticulture
 - Fisheries
 - Sericulture
 - Revenue and Survey
 - Natural Disaster Management
 - Irrigation
 - Law & Order
 - Excise and Prohibition
 - Mines and Geology
 - Energy
 - Internet
 - Free Electricity
 - Drinking Water

EXPECTED OUTCOMES

BENEFITS OF COMMUNITY SERVICE PROJECT TO STUDENTS



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Learning Outcomes

- Positive impact on students' academic learning
- Improves students' ability to apply what they have learned in "the real world"
- Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development
- Improved ability to understand complexity and ambiguity

Personal Outcomes

- Greater sense of personal efficacy, personal identity, spiritual growth, and moral development
- Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills

Social Outcomes

- Reduced stereotypes and greater inter-cultural understanding
- Improved social responsibility and citizenship skills
- Greater involvement in community service after graduation

Career Development

- Connections with professionals and community members for learning and career opportunities
- Greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity

Relationship with the Institution

- Stronger relationships with faculty
- Greater satisfaction with college
- Improved graduation rates

BENEFITS OF COMMUNITY SERVICE PROJECT TO FACULTY MEMBERS

- Satisfaction with the quality of student learning
- New avenues for research and publication via new relationships between faculty and community
- Providing networking opportunities with engaged faculty in other disciplines or institutions
- A stronger commitment to one's research

BENEFITS OF COMMUNITY SERVICE PROJECT TO COLLEGES AND UNIVERSITIES

- Improved institutional commitment
- Improved student retention
- Enhanced community relations

BENEFITS OF COMMUNITY SERVICE PROJECT TO COMMUNITY

- Satisfaction with student participation
- Valuable human resources needed to achieve community goals
- New energy, enthusiasm and perspectives applied to community work
- Enhanced community-university relations.

SUGGESTIVE LIST OF PROGRAMMES UNDER COMMUNITY SERVICE PROJECT



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The following the recommended list of projects for Engineering students. The lists are not exhaustive and open for additions, deletions and modifications. Colleges are expected to focus on specific local issues for this kind of projects. The students are expected to carry out these projects with involvement, commitment, responsibility and accountability. The mentors of a group of students should take the responsibility of motivating, facilitating, and guiding the students. They have to interact with local leadership and people and appraise the objectives and benefits of this kind of projects. The project reports shall be placed in the college website for reference. Systematic, Factual, methodical and honest reporting shall be ensured.

For Engineering Students

1. **Water facilities and drinking water availability**
2. **Health and hygiene**
3. **Stress levels and coping mechanisms**
4. **Health intervention programmes**
5. **Horticulture**
6. **Herbal plants**
7. **Botanical survey**
8. **Zoological survey**
9. **Marine products**
10. **Aqua culture**
11. **Inland fisheries**
12. **Animals and species**
13. **Nutrition**
14. **Traditional health care methods**
15. **Food habits**
16. **Air pollution**
17. **Water pollution**
18. **Plantation**
19. **Soil protection**
20. **Renewable energy**
21. **Plant diseases**
22. **Yoga awareness and practice**
23. **Health care awareness programmes and their impact**
24. **Use of chemicals on fruits and vegetables**
25. **Organic farming**
26. **Crop rotation**
27. **Floury culture**
28. **Access to safe drinking water**
29. **Geographical survey**
30. **Geological survey**
31. **Sericulture**
32. **Study of species**
33. **Food adulteration**
34. **Incidence of Diabetes and other chronic diseases**



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35. Human genetics
36. Blood groups and blood levels
37. Internet Usage in Villages
38. Android Phone usage by different people
39. Utilisation of free electricity to farmers and related issues
40. Gender ration in schooling level- observation.

Complimenting the community service project the students may be involved to take up some awareness campaigns on social issues/special groups. The suggested list of programmes are;

Programmes for School Children

1. Reading Skill Programme (Reading Competition)
2. Preparation of Study Materials for the next class.
3. Personality / Leadership Development
4. Career Guidance for X class students
5. Screening Documentary and other educational films
6. Awareness Programme on Good Touch and Bad Touch (Sexual abuse)
7. Awareness Programme on Socially relevant themes.

Programmes for Women Empowerment

1. Government Guidelines and Policy Guidelines
2. Womens' Rights
3. Domestic Violence
4. Prevention and Control of Cancer
5. Promotion of Social Entrepreneurship

General Camps

1. General Medical camps
2. Eye Camps
3. Dental Camps
4. Importance of protected drinking water
5. ODF awareness camp
6. Swatch Bharath
7. AIDS awareness camp
8. Anti Plastic Awareness
9. Programmes on Environment
10. Health and Hygiene
11. Hand wash programmes
12. Commemoration and Celebration of important days

Programmes for Youth Empowerment

1. Leadership
2. Anti-alcoholism and Drug addiction
3. Anti-tobacco
4. Awareness on Competitive Examinations
5. Personality Development

Common Programmes



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1. Awareness on RTI
2. Health intervention programmes
3. Yoga
4. Tree plantation
5. Programmes in consonance with the Govt. Departments like –
 - i. Agriculture
 - ii. Health
 - iii. Marketing and Cooperation
 - iv. Animal Husbandry
 - v. Horticulture
 - vi. Fisheries
 - vii. Sericulture
 - viii. Revenue and Survey
 - ix. Natural Disaster Management
 - x. Irrigation
 - xi. Law & Order
 - xii. Excise and Prohibition
 - xiii. Mines and Geology
 - xiv. Energy

Role of Students:

- Students may not have the expertise to conduct all the programmes on their own. The students then can play a facilitator role.
- For conducting special camps like Health related, they will be coordinating with the Governmental agencies.
- As and when required the College faculty themselves act as Resource Persons.
- Students can work in close association with Non-Governmental Organizations like Lions Club, Rotary Club, etc or with any NGO actively working in that habitation.
- And also with the Governmental Departments. If the programme is rolled out, the District Administration could be roped in for the successful deployment of the programme.
- An in-house training and induction programme could be arranged for the faculty and participating students, to expose them to the methodology of Service Learning.

Timeline for the Community Service Project Activity

Duration: 8 weeks

1. Preliminary Survey (One Week)

- A preliminary survey including the socio-economic conditions of the allotted habitation to be conducted.
- A survey form based on the type of habitation to be prepared before visiting the habitation with the help of social sciences faculty. (However, a template could be designed for different habitations, rural/urban.
- The Governmental agencies, like revenue administration, corporation and municipal authorities and village secretariats could be aligned for the survey.



R 20 Regulations

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR
(Established by Govt. of A.P., ACT No.30 of 2008)
ANANTHAPURAMU – 515 002 (A.P) INDIA

Computer Science & Engineering

2. Community Awareness Campaigns (One Week)

- Based on the survey and the specific requirements of the habitation, different awareness campaigns and programmes to be conducted, spread over two weeks of time. The list of activities suggested could be taken into consideration.

3. Community Immersion Programme (Three Weeks)

Along with the Community Awareness Programmes, the student batch can also work with any one of the below listed governmental agencies and work in tandem with them. This community involvement programme will involve the students in exposing themselves to the experiential learning about the community and its dynamics. Programmes could be in consonance with the Govt. Departments.

4. Community Exit Report (One Week)

- During the last week of the Community Service Project, a detailed report of the outcome of the 8 weeks work to be drafted and a copy shall be submitted to the local administration. This report will be a basis for the next batch of students visiting that particular habitation. The same report submitted to the teacher-mentor will be evaluated by the mentor and suitable marks are awarded for onward submission to the University.

Throughout the Community Service Project, a daily log-book need to be maintained by the students batch, which should be countersigned by the governmental agency representative and the teacher-mentor, who is required to periodically visit the students and guide them.