



## Regulations 2025-26 for Undergraduate Programme

**Learning Outcomes Based Curriculum Framework - (LOCF) Model with  
 Choice Based Credit System (CBCS)**

**Programme: B.Sc. Information Technology (B.Sc. IT)**  
**Programme Code: BIT**

**(Applicable for the Students admitted during the academic year 2025-26 onwards)**

### Eligibility

The student should have passed Higher Secondary Examination and wherever the students have not studied mathematics knowledge be imparted through Residential/Bridge Course.

(As per the eligibility condition given Ref. B/P3 & P4 /7960/2025 dated 08/05/2025).

### Program Learning Outcomes (PLOs)

The successful completion of B.Sc.IT Programme shall enable the students to:

|      |   |
|------|---|
| PLO1 | Apply the knowledge of mathematics, algorithmic, principles and computing fundamentals in the modeling and design of computer-based systems of varying complexity.  |
| PLO2 | Critically analyze, categorizes, formulate and solve the problems that emerges in the field of Computer Science and Data Analytics.   |
| PLO3 | Use contemporary techniques, skills and tools necessary for integrated solutions to become a full stack developer.  |
| PLO4 | Graduates will recognize the need for self-motivation to engage in lifelong learning to be in par with changing technology.   |
| PLO5 | Understand the impact of software solutions in Environmental and societal context and strive for sustainable development. Function effectively with ethical responsibility as an individual or as a team member with positive attitude. |

**B.Sc. Information Technology**  
**Distribution of Credits and Hours for all the Semesters**

| Part | Course Category   | No. of Courses | Hours |            | Credits | Total      |            | Semester |
|------|---|----------------|-------|------------|---------|------------|------------|----------|
| I    | Language- I   | 4              | 4 X4  | 16         | 4 X3    | 12         | 12         | 1 – 4    |
| II   | Language- II  | 4              | 4 X4  | 16         | 4 X3    | 12         | 12         | 1 – 4    |
| III  | Core Theory (6 hrs. /Week)  | 4              | 4 X6  | 24         | 4 X4    | 16         |            | 3,6      |
|      | Core Theory (5 hrs./ Week)  | 9              | 9 X5  | 45         | 9 X4    | 36         |            | 1,2,4,5  |
|      | Core Lab (5 hrs. / Week)  | 3              | 3 X5  | 15         | 3 X3    | 9          |            | 5,6      |
|      | Core Lab (4 hrs. /Week)   | 4              | 4 X4  | 16         | 4 X2    | 8          |            | 1 – 4    |
|      | Allied  | 4              | 4 X4  | 16         | 4 X3    | 12         |            | 1 – 4    |
|      | Electives   | 2              | 2 X5  | 10         | 2 X3    | 6          |            | 5,6      |
|      | Project   | 1              | 1 X6  | 6          | 1 X5    | 5          |            | 6        |
|      | Internship(IT)  | 1              | -     | -          | 1 X2    | 2          |            | 5        |
|      | Skill Enhancement (SEC)   | 3              | 3 X2  | 6          | 3 X2    | 6          |            | 3, 4, 6  |
| IV   | Foundation Course (FC)  | 3              | 2 X2  | 4          | 3 X2    | 6          |            | 1 – 3    |
|      | Ability Enhancement Compulsory Courses(AECC)                        | 3              | 3 X2  | 6          | 3 X2    | 6          |            | 1, 2, 4  |
|      | Ability Enhancement Compulsory Course (AECC) - Online Course – MOOC | 1              | -     | -          | 1 X2    | 2          |            | 3        |
| V    | Liberal Arts – Extra-curricular & Co-Curricular                     | -              | -     | -          | 2       | 2          | 2          | 4        |
|      | <b>Total</b>  | <b>46</b>      |       | <b>180</b> |         | <b>140</b> | <b>140</b> |          |

**Consolidated Semester wise and Component wise Hours and Credits Distribution**

| Semester     | Part I    |           | Part II   |           | Part III   |            | Part IV   |           | Part V   |          | Total      |            |
|--------------|-----------|-----------|-----------|-----------|------------|------------|-----------|-----------|----------|----------|------------|------------|
|              | Hrs.      | Credits   | Hrs.      | Credits   | Hrs.       | Credits    | Hrs.      | Credits   | Hrs.     | Credits  | Hrs.       | Credits    |
| 1            | 4         | 3         | 4         | 3         | 18         | 13         | 4         | 4         | -        | -        | 30         | 23         |
| 2            | 4         | 3         | 4         | 3         | 18         | 13         | 4         | 4         | -        | -        | 30         | 23         |
| 3            | 4         | 3         | 4         | 3         | 22         | 15         | -         | 4         | -        | -        | 30         | 25         |
| 4            | 4         | 3         | 4         | 3         | 20         | 15         | 2         | 2         | -        | 2        | 30         | 25         |
| 5            | -         | -         | -         | -         | 30         | 23         | -         | -         | -        | -        | 30         | 23         |
| 6            | -         | -         | -         | -         | 30         | 21         | -         | -         | -        | -        | 30         | 21         |
| <b>Total</b> | <b>16</b> | <b>12</b> | <b>16</b> | <b>12</b> | <b>138</b> | <b>100</b> | <b>10</b> | <b>14</b> | <b>-</b> | <b>2</b> | <b>180</b> | <b>140</b> |

**Curriculum**  
**B.Sc. Information Technology**

| <b>Semester–1</b>  |             |                        |                                    |                    |                          |                  |    |                |
|--------------------|-------------|------------------------|------------------------------------|--------------------|--------------------------|------------------|----|----------------|
| <b>Course Code</b> | <b>Part</b> | <b>Course Category</b> | <b>Course Name</b>                 | <b>Hours/ Week</b> | <b>Examination</b>       |                  |    | <b>Credits</b> |
|                    |             |                        |                                    |                    | <b>Duration in Hours</b> | <b>Max Marks</b> |    |                |
| 25TAM11L           | I           | Language–I             | Tamil–I                            | 4                  | 3                        | 25               | 75 | 100 3          |
|                    | 25HIN11L    |                        | Hindi–I                            |                    |                          |                  |    |                |
|                    | 25MAL11L    |                        | Malayalam–I                        |                    |                          |                  |    |                |
|                    | 25FRE11L    |                        | French–I                           |                    |                          |                  |    |                |
| 25ENG12L           | II          | Language–II            | English–I                          | 4                  | 3                        | 25               | 75 | 100 3          |
| 25BIT13C           | III         | Core–I                 | Python Programming                 | 5                  | 3                        | 25               | 75 | 100 4          |
| 25BIT14P           | III         | Core Lab–I             | <b>Lab:</b> Python Programming Lab | 4                  | 3                        | 40               | 60 | 100 2          |
| 25BIT15C           | III         | Core–II                | Foundations of Computing           | 5                  | 3                        | 25               | 75 | 100 4          |
| 25BIT16A           | III         | Allied–I               | Numerical Methods and Statistics   | 4                  | 3                        | 25               | 75 | 100 3          |
| 25ENV1FC           | IV          | FC–I                   | Environmental Studies              | 2                  | 2                        | 50               | -  | 50 2           |
| 25SOF1AE           | IV          | AECC–I                 | Soft Skills                        | 2                  | 2                        | -                | 50 | 50 2           |
| <b>Total</b>       |             |                        |                                    | <b>30</b>          |                          |                  |    | <b>700 23</b>  |

| Semester – 2 |      |                 |                                |             |                   |           |    |         |    |
|--------------|------|-----------------|--------------------------------|-------------|-------------------|-----------|----|---------|----|
| Course Code  | Part | Course Category | Course Name                    | Hours/ Week | Examination       |           |    | Credits |    |
|              |      |                 |                                |             | Duration in Hours | Max Marks |    |         |    |
| 25TAM21L     | I    | Language - I    | Tamil – II                     | 4           | 3                 | 25        | 75 | 100     |    |
|              |      |                 | Hindi – II                     |             |                   |           |    |         |    |
|              |      |                 | Malayalam – II                 |             |                   |           |    |         |    |
|              |      |                 | French – II                    |             |                   |           |    |         |    |
| 25ENG22L     | II   | Language - II   | English – II                   | 4           | 3                 | 25        | 75 | 100     | 3  |
| 25BIT23C     | III  | Core – III      | Java Programming               | 5           | 3                 | 25        | 75 | 100     | 4  |
| 25BIT24P     | III  | Core Lab - II   | Java Programming Lab           | 4           | 3                 | 40        | 60 | 100     | 2  |
| 25BIT25C     | III  | Core – IV       | Operating Systems              | 5           | 3                 | 25        | 75 | 100     | 4  |
| 25BIT26A     | III  | Allied – II     | Discrete Mathematics           | 4           | 3                 | 25        | 75 | 100     | 3  |
| 25HUM2FC     | IV   | FC – II         | Human Rights                   | 2           | 2                 | 50        | -  | 50      | 2  |
| 25DIM2FC     |      |                 | Disaster Management            |             |                   |           |    |         |    |
| 25IDT2AE/    | IV   | AECC – II       | Innovation & Design Thinking/  | 2           | 2                 | -         | 50 | 50      | 2  |
| 25IPR2AE/    |      |                 | Intellectual Property Rights / |             |                   |           |    |         |    |
| 25END2AE     |      |                 | Entrepreneurship Development   |             |                   |           |    |         |    |
| Total        |      |                 |                                | 30          |                   |           |    | 700     | 23 |

| Semester – 3 |      |                 |  |             |                  |           |    |               |
|--------------|------|-----------------|--|-------------|------------------|-----------|----|---------------|
| Course Code  | Part | Course Category | Course Name                            | Hrs. / week | Examination      |           |    | Credits       |
|              |      |                 |  |             | Duration in hrs. | Max Marks |    |               |
|              | I    | Language - I    | Tamil – III                            | 4           | 3                | 25        | 75 | 100 3         |
|              | I    |                 | Hindi – III                            |             |                  |           |    |               |
|              | I    |                 | Malayalam – III                        |             |                  |           |    |               |
|              | I    |                 | French – III                           |             |                  |           |    |               |
|              | II   | Language - II   | English – III                          | 4           | 3                | 25        | 75 | 100 3         |
|              | III  | Core – V        | Data Structures& Algorithms            | 6           | 3                | 25        | 75 | 100 4         |
|              | III  | Core Lab - III  | Data Structures & Algorithms Lab       | 4           | 3                | 40        | 60 | 100 2         |
|              | III  | Core – VI       | Web Application Development            | 6           | 3                | 25        | 75 | 100 4         |
|              | III  | Allied – III    | Internet of Things                     | 4           | 3                | 25        | 75 | 100 3         |
|              | III  | SEC – I         | Interactive JavaScript Programming Lab | 2           | 3                | 40        | 60 | 100 2         |
|              | IV   | FC – II         | Basic Tamil / Advanced Tamil           | -           | 2                | 50        | -  | 50 2          |
|              | IV   |                 | Indian Knowledge System(IKS)           |             |                  |           |    |               |
|              | IV   | AECC – III      | Online Course – MOOC                   | -           | -                | 50        | -  | 50 2          |
| <b>Total</b> |      |                 |  | <b>30</b>   |                  |           |    | <b>800 25</b> |

| Semester – 4 |      |                                 |                                |             |                  |           |    |               |
|--------------|------|---------------------------------|--------------------------------|-------------|------------------|-----------|----|---------------|
| Course Code  | Part | Course Category                 | Course Name                    | Hrs. / week | Examination      |           |    | Credits       |
|              |      |                                 |                                |             | Duration in hrs. | Max Marks |    |               |
|              | I    | Language – I                    | Tamil – IV                     | 4           | 3                | 25        | 75 | 100 3         |
|              | I    |                                 | Hindi – IV                     |             |                  |           |    |               |
|              | I    |                                 | Malayalam – IV                 |             |                  |           |    |               |
|              | I    |                                 | French – IV                    |             |                  |           |    |               |
|              | II   | Language – II                   | English – IV                   | 4           | 3                | 25        | 75 | 100 3         |
|              | III  | Core – VII                      | Database Management System     | 5           | 3                | 25        | 75 | 100 4         |
|              | III  | Core Lab – IV                   | Database Management System Lab | 4           | 3                | 40        | 60 | 100 2         |
|              | III  | Core – VIII                     | Software Engineering           | 5           | 3                | 25        | 75 | 100 4         |
|              | III  | Allied – IV                     | Digital Marketing              | 4           | 3                | 25        | 75 | 100 3         |
|              | III  | SEC – II                        | ReactJS Development Lab        | 2           | 3                | 40        | 60 | 100 2         |
|              | IV   | AECC – IV                       | Quantitative Aptitude          | 2           | 2                | -         | 50 | 50 2          |
|              | V    | Extracurricular & Co-Curricular | Liberal Arts                   | -           | -                | 50        | -  | 50 2          |
| <b>Total</b> |      |                                 |                                | <b>30</b>   |                  |           |    | <b>800 25</b> |

| Semester – 5 |      |                 |                                     |             |                  |            |     |            |           |
|--------------|------|-----------------|-------------------------------------|-------------|------------------|------------|-----|------------|-----------|
| Course Code  | Part | Course Category | Course Name                         | Hrs. / week | Examination      |            |     | Credits    |           |
|              |      |                 |                                     |             | Duration in hrs. | Max. Marks |     |            |           |
|              |      |                 |                                     |             |                  | CIA        | ESE | Total      |           |
|              | III  | Core – IX       | Artificial Intelligence             | 5           | 3                | 25         | 75  | 100        | 4         |
|              | III  | Core Lab – V    | Node.js & MongoDB Lab               | 5           | 3                | 40         | 60  | 100        | 3         |
|              | III  | Core – X        | .NET Programming                    | 5           | 3                | 25         | 75  | 100        | 4         |
|              | III  | Core Lab - VI   | .NET Programming Lab                | 5           | 3                | 40         | 60  | 100        | 3         |
|              | III  | Core – XI       | Computer Networks                   | 5           | 3                | 25         | 75  | 100        | 4         |
|              | III  | Elective – I    | App Development                     | 5           | 3                | 25         | 75  | 100        | 3         |
|              |      |                 | Augmented Reality / Virtual Reality |             |                  |            |     |            |           |
|              |      |                 | Cyber Security                      |             |                  |            |     |            |           |
|              | III  | SEC-III         | Internship                          | -           | -                | 50         | -   | 50         | 2         |
| <b>Total</b> |      |                 |                                     | <b>30</b>   |                  |            |     | <b>650</b> | <b>23</b> |

| Semester – 6       |      |                 |                                |              |                  |            |     |             |            |
|--------------------|------|-----------------|--------------------------------|--------------|------------------|------------|-----|-------------|------------|
| Course Code        | Part | Course Category | Course Name                    | Hours / Week | Examination      |            |     | Credits     |            |
|                    |      |                 |                                |              | Duration in hrs. | Max. Marks |     |             |            |
|                    |      |                 |                                |              |                  | CIA        | ESE | Total       |            |
|                    | III  | Core – XII      | Android Programming            | 6            | 3                | 25         | 75  | 100         | 4          |
|                    | III  | Core Lab-VII    | Android Programming Lab        | 5            | 3                | 40         | 60  | 100         | 3          |
|                    | III  | Core – XIII     | Cloud Computing                | 6            | 3                | 25         | 75  | 100         | 4          |
|                    | III  | Elective – II   | UI/UX Design                   | 5            | 3                | 25         | 75  | 100         | 3          |
|                    |      |                 | Game Development               |              |                  |            |     |             |            |
|                    |      |                 | Blockchain                     |              |                  |            |     |             |            |
|                    | III  | SEC – III       | Agile Software Development Lab | 2            | 3                | 40         | 60  | 100         | 2          |
|                    | III  | Core            | Project Work                   | 6            | 3                | 40         | 60  | 100         | 5          |
| <b>Total</b>       |      |                 |                                | <b>30</b>    |                  |            |     | <b>600</b>  | <b>21</b>  |
| <b>Grand Total</b> |      |                 |                                | <b>180</b>   |                  |            |     | <b>4250</b> | <b>140</b> |

# **Semester-1**

| Semester-1   |      |                 |                                  |             |                   |           |     |            |           |  |
|--------------|------|-----------------|----------------------------------|-------------|-------------------|-----------|-----|------------|-----------|--|
| Course Code  | Part | Course Category | Course Name                      | Hours/ Week | Examination       |           |     | Credits    |           |  |
|              |      |                 |                                  |             | Duration in Hours | Max Marks |     |            |           |  |
|              |      |                 |                                  |             |                   | CIA       | ESE | Total      |           |  |
| 25TAM11L     | I    | Language-I      | Tamil-I                          | 4           | 3                 | 25        | 75  | 100        | 3         |  |
| 25HIN11L     | I    |                 | Hindi-I                          |             |                   |           |     |            |           |  |
| 25MAL11L     | I    |                 | Malayalam-I                      |             |                   |           |     |            |           |  |
| 25FRE11L     | I    |                 | French-I                         |             |                   |           |     |            |           |  |
| 25ENG12L     | II   | Language-II     | English-I                        | 4           | 3                 | 25        | 75  | 100        | 3         |  |
| 25BIT13C     | III  | Core-I          | Python Programming               | 5           | 3                 | 25        | 75  | 100        | 4         |  |
| 25BIT14P     | III  | Core Lab-I      | Lab: Python Programming Lab      | 4           | 3                 | 40        | 60  | 100        | 2         |  |
| 25BIT15C     | III  | Core-II         | Foundations of Computing         | 5           | 3                 | 25        | 75  | 100        | 4         |  |
| 25BIT16A     | III  | Allied-I        | Numerical Methods and Statistics | 4           | 3                 | 25        | 75  | 100        | 3         |  |
| 25ENV1FC     | IV   | FC-I            | Environmental Studies            | 2           | 2                 | 50        | -   | 50         | 2         |  |
| 25SOF1AE     | IV   | AECC-I          | Soft Skills                      | 2           | 2                 | -         | 50  | 50         | 2         |  |
| <b>Total</b> |      |                 |                                  | <b>30</b>   |                   |           |     | <b>700</b> | <b>23</b> |  |

## Part – I : Language I –Tamil I

| Course Code | Course Name | Category     | Hours / Week | Credits |
|-------------|-------------|--------------|--------------|---------|
| 25TAM11L    | Tamil - I   | Language – I | 4            | 3       |

### Course Objectives

- இலக்கிய வளர்ச்சியை அறிந்து கொள்ளுதல்
- இலக்கியம் படைக்கும் திறன்
- இலக்கிய இலக்கண உரைசெய்தல்
- திறனாய்வு முறையினைக் கற்றுத்தேர்தல்

### Course Learning Outcomes

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

| CLO   | CLO Statements  | Knowledge Level |
|---|---|-----------------|
| CLO1  | புதுக்கவிதையின் மூலம் வாழ்வியல் விழுமியங்களை உணர்ந்து கொள்ளுதல்.  | K1, K2          |
| CLO2  | சிறந்த மற்றும் வாழும் கவிஞர்களை அறிந்து கொள்ளுதல்.  | K2, K3          |
| CLO3  | சிறந்த படைப்பாளர்களின் சிறுகதையில் வெளிப்படும் சமூகச் சிந்தனைகளை அறிந்து விழிப்புணர்வைப் பெறுதல்.   | K3              |
| CLO4  | தற்கால இலக்கியங்களான புதுக்கவிதை, சிறுகதை தோன்றி வளர்ந்த பின்புலத்தை அறிதல்.  | K1, K3          |
| CLO5  | மொழியைப் பிழையின்றி பேச எழுத கற்கத் தேவையானதமிழ் இலக்கணத்தின் இன்றியமையாமையை உணர்தல். நடைமுறை வாழ்வியலுக்குத் தேவைப்படும் ஆங்கிலக் கடிதத்தைத் தமிழாக்கம் செய்தலுக்கான பயிற்சி அடைதல். | K2, K3          |
| <b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply |   |                 |

### Part – I: Language I - Tamil – I

| Unit | Content   | No. of Hours |
|------|---|--------------|
| I    | <p><b>நாட்டுப்பற்று</b></p> <p>1. உலகத்தைநோக்கிவினாவுதல் - பாரதியார்</p> <p>2. பாரதிதாசன்கவிதைகள் - பாரதிதாசன்</p> <ul style="list-style-type: none"> <li>• தமிழ்ப்பேறு</li> </ul> <p>3. ஒற்றுமையேங்யிர்நிலை - நாமக்கல்கவிஞர்</p> <p>4. தேவதேவன்கவிதைகள் - தேவதேவன்</p> <ul style="list-style-type: none"> <li>• சாலையும்மரங்களும்செருப்பும்</li> <li>• புதியவீடு</li> </ul> <p>5. ஆலாபனை - கவிக்கோஅப்துல்ரகுமான்</p> <ul style="list-style-type: none"> <li>• போட்டி</li> <li>• பாதை</li> </ul> <p>6. புத்தகச்சந்தை - கவிஞர்வாலி</p> | 14           |
| II   | <p><b>சமுகம்</b></p> <p>1. எட்டாவதுசீர்..... - ஈரோடு தமிழன்பன்</p> <p>2. தொலைந்துபோனேன் - கவிஞர்தாமரை</p> <p>3. திருநங்கைகள் காகிதப் பூக்கள் - நா. காமராசன்</p> <p>4. மரங்களைப் பாடுவேன் - வைரமுத்து</p> <p>5. புள்ளிப் பூக்கள் (ஹைக்கூ) - அமுத பாரதி</p> <p>6. நாட்டுப்புறப் பாடல்கள் (தாலாட்டுப் பாடல், தெம்மாங்குப் பாடல், உழவுத்தொழில்)</p>   | 14           |
| III  | <p><b>சிறுக்கதை</b></p> <p>1. காஞ்சனை - புதுமைப்பித்தன்</p> <p>2. சுமைதாங்கி - ஜெயகாந்தன்</p> <p>3. சோற்றுக் கணக்கு - ஜெயமோகன்</p> <p>4. ஆறு யானைகள் - எஸ்.ராமகிருஷ்ணன்</p> <p>5. மரத்தைக்கர்ப்பம்சமந்தவள் - ஆண்டாள்பிரியதர்சினி</p>  | 12           |

| Unit               | Content   | No. of Hours |
|--------------------|---|--------------|
| IV                 | <b>இலக்கியவரலாறு</b> <ol style="list-style-type: none"> <li>1. மரபுக்கவிதையின்தோற்றமும்வளர்ச்சியும்</li> <li>2. புதுக்கவிதையின்தோற்றமும்வளர்ச்சியும்</li> <li>3. வைக்கூகவிதையின்தோற்றமும்வளர்ச்சியும்</li> <li>4. சிறுக்கையின்தோற்றமும்வளர்ச்சியும்</li> </ol>              | 10           |
| V                  | <b>இலக்கணம்</b> <ol style="list-style-type: none"> <li>1. எழுத்துகள் (முதல்எழுத்துகள், சார்பெழுத்துகள்)</li> <li>2. எழுத்துக்களின்பிறப்பு</li> <li>3. மாத்திரைகள்</li> <li>4. பயிற்சிக்குரியன - மொழிபெயர்ப்பு</li> </ol> <p>(ஆங்கிலத்திலிருந்துதமிழுக்குமொழிபெயர்த்தல்)</p> | 10           |
| <b>Total Hours</b> |   | <b>60</b>    |

### Reference Books

|    |   |
|----|---|
| 1  | பேரா. குருசாமி, ம.ரா.போ. (2014), பாரதிபாடல்கள், ஆய்வுப்பாதிப்பு, தமிழ்ப்பல்கலைக்கழகம், தஞ்சாவூர்.   |
| 2  | அப்துல்ரகுமான்,(2000), ஆலாபனை, கவிக்கோபதிப்பகம்   |
| 3  | தாமரைகவிதைகள், (2012), நியூசெஞ்சரிபுக்ஹவஸ்  |
| 4  | வரதராசனார் மு, (2021), தமிழ் இலக்கிய வரலாறு, சாகித்ய அகாடமி பதிப்பு.                                |
| 5  | முனைவர் பஞ்சாங்கம் கா, (2017), தமிழ் இலக்கிய வரலாறு, காவ்யா பதிப்பகம்.                              |
| 6  | முனைவர் வேங்கடராமன் கா. கோ (2008), தமிழ் இலக்கிய வரலாறு, கலையக வெளியீடு.                            |
| 7  | பரந்தாமனார் அ.கி. (2002), நல்ல தமிழ் எழுத வேண்டுமா?,அல்லி நிலையம்.                                  |
| 8  | ராமகிருஷ்ணன் எஸ் (2006), 100 சிறந்த சிறுக்கைகள் ( தொகுதி 1 & 2 )<br>பதிப்பகம்: தேசாந்திரி பதிப்பகம் |
| 9  | குமரன்கோ (2010), தமிழ் இலக்கணம் எனிய அறிமுகம் , சந்தியாபதி பதிப்பகம்                                |
| 10 | சக்திவேல்சு,(2012), நாட்டுப்புறவியல், மணிவாசகர்பதி பதிப்பகம்  |

| Course Code | Course Name | Category   | Hours/Week | Credits |
|-------------|-------------|------------|------------|---------|
| 25HIN11L    | Hindi-I     | Language-I | 4          | 3       |

## Course Objectives

The course intends to

- Improve grammatical knowledge.
- Read and learn about articles and think about them.
- Read and understand short stories and the thoughts and life of the people of this state.
- Have translation knowledge and the ability to read and analyze a message are also available.

## Course Learning Outcomes

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

| CLO  | CLO Statements  | Knowledge Level |
|--|---|-----------------|
| CLO1   | Understand the text styles and grammatical elements                       | K1,K2           |
| CLO2   | Discuss the content of a reading passage                                  | K2,K3           |
| CLO3   | Develop an interest in the appreciation of short stories                  | K3              |
| CLO4   | Comprehend the grammatical structures and sentence making                 | K1,K3           |
| CLO5   | Understand the language and developing English to Hindi translation skill | K2,K3           |
| <b>K1</b> -Remember; <b>K2</b> -Understand; <b>K3</b> –Apply |   |                 |

### Part-I: Language I - Hindi-I

| Unit               | Content  | Hours     |
|--------------------|--|-----------|
| I                  | <b>Prose: Nuthan Gadya Sangrah</b><br>Lesson 1 – Bharathiya Sanskurthi - Dr.Rajendra Prasad<br>Lesson Lesson 3 – Razia - Ramaviksha Benipuri<br>Lesson 4 – Makreal - Yespal<br>Lesson 5 – Bahtha Pani Nirmala - ‘Ageya’<br>Lesson 6 – Rashtrapitha Mahathma Gandhi - Mukthibodh<br>Lesson 9 – Ninda Ras - Harishankar Parsayi. | 14        |
| II                 | <b>Non Detailed Text Short Stories: Kahani Kunj</b><br>Pareksha - Premchand<br>Mamtha - Jayashankar Prasad<br>Apnaparaya - Jaynendrakumar<br>Admikabachcha - Yespal<br>Bolaramkajeev - Harishankar Parsayi<br>Vapasi - MannuBhandari   | 14        |
| III                | <b>Grammar: Shabdha Vichar Only</b><br>(Noun, Pronoun, Adjective, Verb, Tense, Case, Endings) Theoretical & Applied.   | 12        |
| IV                 | <b>Translation: English –Hindi Only.</b><br>Anuvadh Abhyas – III (1 - 15 Lessons Only)   | 10        |
| V                  | <b>Comprehension:</b><br>1 Passage From Anuvadh Abhyas – III (16 - 30)   | 10        |
| <b>Total Hours</b> |  | <b>60</b> |

| <b>Text Books</b> |  |
|-------------------|--|
| 1                 | Jayaprakash, (2009), Nuthan Gadya Sangrah, Publisher: Sumitra Prakashan Sumitrapavas, 16/4, Hastings Road, Allahabad – 211001. |
| 2                 | Amithab.V.P.(2011), Kahani Kunj, Publisher: Govind Prakashan Sadhar Bazaar, Mathura, UttarPradesh,–281 001                     |

| Course Code | Course Name | Category   | Hours/Week | Credits |
|-------------|-------------|------------|------------|---------|
| 25MAL11L    | Malayalam-I | Language-I | 4          | 3       |

## Course Objectives

The course intends to

- Improve grammatical knowledge
- Read and learn about articles and think about them
- Read and understand short stories and the thoughts and life of the people of this state
- Have translation knowledge and the ability to read and analyze a message are also available

## Course Learning Outcomes

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

| CLO   | CLO Statements  | Knowledge Level |
|---|---|-----------------|
| CLO1  | Understand the text styles and grammatical elements                           | K1              |
| CLO2  | Discuss the content of a reading passage                                      | K1              |
| CLO3  | Develop an interest in the appreciation of short stories                      | K2              |
| CLO4  | Comprehend the grammatical structures and sentence making                     | K3              |
| CLO5  | Understand the language and developing English to Malayalam translation skill | K4              |
| <b>K1-Remember; K2-Understand; K3 –Apply;K4-Analyse</b> |   |                 |

### Part-I: Language I - Malayalam-I

| Unit               | Content   | Hours     |
|--------------------|---|-----------|
| I                  | Novel – Pathummayude Aadu-Vaikam Muhammed Basheer         | 14        |
| II                 | Novel - Pathummayude Aadu-Vaikam Muhammed Basheer         | 14        |
| III                | Short Story – Ente Priyappeta Kadhakal – Akbar Kakkattil) | 12        |
| IV                 | Short Story – Ente Priyappeta Kadhakal – Akbar Kakkattil) | 10        |
| V                  | Composition & Translation (English to Malayalam)          | 10        |
| <b>Total Hours</b> |   | <b>60</b> |

| <b>Text Books</b> |  |
|-------------------|--|
| 1                 | Vaikam Muhammed Basheer, (2012), Novel – Pathummayude Aadu, D.C. Books, Kottayam, Kerala |
| 2                 | Akbar Kakkattil, (2009), Short Story – Ente Priyappeta Kadhakal                          |

  

| <b>Reference Books</b> |  |
|------------------------|--|
| 1                      | Tharakan K.M, (2016), Malayala Novel Sahithya Charitram, N.B.S.Kottayam.         |
| 2                      | Achuyuthan M, (2014), Cherukatha Innale Innu - M.Achuyuthan D.C Books, Kottayam. |
| 3                      | Dr.George K.M, (2011) Sahithya Charitram Prasthanangalilude, D.C.Books Kottayam. |
| 4                      | Sukumar Azheekode, (2015), Malayala Sahithyavimarsam, D.C.Books                  |

| Course Code | Course Name | Category   | Hours/ Week | Credits |
|-------------|-------------|------------|-------------|---------|
| 25FRE11L    | French-I    | Language-I | 4           | 3       |

## Course Objectives

The course intends

To understand, speak, read and write simple, standard speech which is very slow and is carefully articulated and can recognize familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.

## Course Learning Outcomes

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

| CLO  | Course Outcome                               | Knowledge Level |
|--|--|-----------------|
| CLO1   | Comprehend basic vocabulary                  | K1              |
| CLO2   | Understand basic syntax and grammar patterns | K2              |
| CLO3   | Converse slowly in known situations          | K2              |
| CLO4   | Translate small basic sentences              | K3              |
| <b>K1</b> -Remember; <b>K2</b> -Understand; <b>K3</b> –Apply |  |                 |

### Part-I: French-I

| Unit         | Content            | Hours     |
|--------------|--------------------|-----------|
| I            | Etape0             | 14        |
|              | Etape1(Lecons1- 3) |           |
| II           | Etape2(Lecons1- 3) | 14        |
| III          | Etape3 -Leçons1–2  | 12        |
| IV           | Etape3–Leçon3      | 10        |
|              | Etape4–Leçon1      |           |
| V            | Etape4 –Leçons2–3  | 10        |
| <b>Total</b> |                    | <b>60</b> |

#### **Text Book**

|    |   |
|----|---|
| 1. | Céline Himber, Corina Brillant, Sophie Erlich, (2008), Adomania1–Methodede français, Publisher-Hachette Fle |
|----|---|

#### **Reference Book**

|    |  |
|----|--|
| 1. | Yves Loiseau, Régine, (2014), Latitudes1, Merieux Publisher: French and European Publications Inc. |
|----|--|

| Course Code | Course Name | Category    | Hours/Week | Credits |
|-------------|-------------|-------------|------------|---------|
| 25ENG12L    | English-I   | Language II | 4          | 3       |

## Course Objectives

The course intends to cover

- Various genres of literature.
- Active and passive vocabulary.
- Usage of Grammar and Communication.

## Course Learning Outcomes

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

| CLO  | CLO Statements   | Knowledge Level |
|--|--|-----------------|
| CLO1   | Identify aesthetic sense and appreciate poetry, enhancing creativity and understanding relevant to professional environments.  | K1              |
| CLO2   | Understand diverse styles of prose, facilitating versatility in writing and inculcating interpersonal skills.  | K2              |
| CLO3   | Apply the characters and the narrative techniques in creative writing and content creation ethically.  | K3              |
| CLO4   | Employ vocabulary and grammatical proficiency in communication to enhance clarity in workplace interactions.   | K3              |
| CLO5   | Enhance overall communication competence. Practicing these skills In combination reinforces learning and provides students with opportunities to use the language in authentic contexts. | K3              |
| <b>K1</b> -Remember; <b>K2</b> -Understand; <b>K3</b> -Apply |  |                 |

## Part-II: English-I

| Unit               | Content  | No. of Hours |
|--------------------|--|--------------|
| I                  | <b>Poetry:</b> Nature<br>1. I Wandered Lonely as a Cloud – William Wordsworth<br>2. The Sparrow – Paul Laurence Dunbar<br>3. Stopping by Woods on a snowy Evening – Robert Frost   | 12           |
| II                 | <b>Prose:</b> Friendship<br>1. The Man in Black – Oliver Goldsmith<br>2. Of Friendship – Francis Bacon<br>3. The Blessing of Friends – Sir John Lubbock  | 12           |
| III                | <b>Short Stories:</b> Morality<br>1. The Necklace – Guy de Maupassant<br>2. The Lottery - Shirley Jackson<br>3. The Monkey's Paw - W.W.Jacobs  | 12           |
| IV                 | <b>Language Competency</b><br>1. Vocabulary: Synonyms, Antonyms, Word Formation<br>2. Parts of Speech<br>3. Error correction   | 12           |
| V                  | <b>English for Communication</b><br>1. Listening for General and Specific Information.<br>2. Self-Introduction, Introducing others, Greetings.<br>3. Reading a prose passage, Reading a poem and Reading a short story<br>4. Descriptive writing – Writing a short descriptive essay of two to three paragraphs. | 12           |
| <b>Total Hours</b> |  | <b>60</b>    |

### Text Books

1. Zama,M. (2004). Poetry Down the Ages. Orient Blackswan.
2. Goldsmith,O. (1869). The Works of Oliver Goldsmith. J. Dicks
3. Bacon,F., & Montagu,B. (1857). The Works of Francis Bacon (Vol. 1). Parry & McMillan.

### Reference Books

1. Kumar,V.T. Bhavani, Durga.K. Srinivas.YL.(2018). English in use –A text book for College Students. (English, Paperback).
2. Swan,M.(2005).Practical English usage (Vol.7). Oxford: Oxford university press.

### Web Resources (Swayam/NPTEL)

1. <https://nptel.ac.in/courses/109105205>

| Course Code | Course Name        | Category | Hours / Week | Credits |
|-------------|--------------------|----------|--------------|---------|
| 25BIT13C    | Python Programming | Core-I   | 5            | 4       |

## Course Objectives

This Course intends to cover:

- Core syntax and semantics of Python programming language.
- Process of structuring the data using lists, dictionaries, tuples and sets.

## Course Learning Outcomes

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

| CLO  | CLO Statements   | Knowledge Level |
|--|--|-----------------|
| CLO1   | Remember the fundamentals of solving problems with computers and execute simple Python programs. | K1              |
| CLO2   | Learn the Basic Programming constructs in Python.  | K2              |
| CLO3   | Understand the basic functions in Python Programming.  | K2              |
| CLO4   | Apply Software Objects and databases in Python.  | K3              |
| CLO5   | Apply OOPs concepts in Python programs.  | K3              |
| <b>K1</b> -Remember; <b>K2</b> -Understand; <b>K3</b> -Apply |  |                 |

## CLO – PLO Mapping

| CLOs/PLOs                    | PLO1 | PLO2                        | PLO3 | PLO4                  | PLO5 |
|------------------------------|------|-----------------------------|------|-----------------------|------|
| CLO1                         | 3    | 3                           | 1    | 1                     | 1    |
| CLO2                         | 3    | 3                           | 1    | 1                     | 1    |
| CLO3                         | 3    | 2                           | 1    | 1                     | 1    |
| CLO4                         | 3    | 2                           | 2    | 2                     | 1    |
| CLO5                         | 3    | 2                           | 2    | 2                     | 1    |
| <b>3</b> -Substantial (high) |      | <b>2</b> -Moderate (medium) |      | <b>1</b> -Slight(low) |      |

## Core-I: Python Programming

| Unit               | Content   | No. of Hours |
|--------------------|---|--------------|
| I                  | <b>Introduction:</b> The essence of computational problem solving – Limits of computational problem solving - Computer Algorithms - Computer Hardware - Computer Software - process of computational problem solving – Python Programming Language - Literals - Variables and Identifiers - Operators - Expressions and Data types, Input / Output.                           | 15           |
| II                 | <b>Control Structures:</b> Boolean Expressions - Selection Control - If Statement Indentation in Python - Multi-Way Selection - Iterative Control - While Statement- Infinite loops - Definite vs. Indefinite Loops - Boolean Flag. String, List, Tuple, Manipulations. Building blocks of Python programs, Understanding and using range-Slicing.                            | 15           |
| III                | <b>Functions:</b> Program Routines- Defining Functions- More on Functions: Calling Value - Returning Functions - Calling Non-Value – Returning Functions- Parameter Passing - Keyword Arguments in Python – Default Arguments in Python-Variable Scope. <b>Recursion:</b> Recursive Functions. Decorators. <b>Modular Design:</b> Modules - Top-Down Design - Python Modules. | 15           |
| IV                 | <b>Objects and their use:</b> Software Objects - Turtle Graphics – Turtle Attributes. <b>Text Files:</b> Opening, reading and writing text files. <b>Database Programming:</b> Connecting to a database, Creating Tables, Read, Update, Delete (CRUD) and Insert operations, Transaction Control, Disconnecting from a database, String Processing – Exception Handling.      | 15           |
| V                  | <b>Dictionaries and Sets:</b> Dictionary type in Python - Set Data type. <b>Object Oriented Programming using Python:</b> Encapsulation - Inheritance – Polymorphism. <b>Python packages:</b> Simple programs using the built-in functions of packages matplotlib, numpy, pandas etc.   | 15           |
| <b>Total Hours</b> |   | <b>75</b>    |

### Text Books

|   |  |
|---|--|
| 1 | Wesley J. Chun (2016), Core Python Applications Programming, Pearson Education,3 <sup>rd</sup> Edition.                              |
| 2 | Charles Dierbach (2015), Introduction to Computer Science using Python - A computational Problem-solving Focus, Wiley India Edition. |

### Reference Books

|   |  |
|---|--|
| 1 | Mark Lutz (2018), Learning Python Powerful Object-Oriented Programming, O'reilly Media, 5 <sup>th</sup> Edition.   |
| 2 | John Zelle (2013), Python Programming: An Introduction to Computer Science, Course Technology Cengage Learning Publications, 2 <sup>nd</sup> Edition, ISBN 978- 1590282410 |
| 3 | Timothy A. Budd (2011), Exploring Python, Tata McGraw Hill Education Private Limited, 1 <sup>st</sup> Edition.   |

### Web Resources (Swayam / NPTEL)

|   |   |
|---|---|
| 1 | <a href="https://onlinecourses.swayam2.ac.in/cec22_cs20/preview">https://onlinecourses.swayam2.ac.in/cec22_cs20/preview</a> |
| 2 | <a href="https://onlinecourses.nptel.ac.in/noc21_cs32/preview">https://onlinecourses.nptel.ac.in/noc21_cs32/preview</a>     |

| Course Code | Course Name            | Category   | Hours/Week | Credits |
|-------------|------------------------|------------|------------|---------|
| 25BIT14P    | Python Programming Lab | Core Lab-I | 4          | 2       |

| S. No. | Programs   |
|--------|--|
| 1.     | Sample Programs using Lists, Tuples, Dictionaries, Decorators, and others.   |
|        | Program to convert the given temperature from Fahrenheit to Celsius and vice versa Depending upon user's choice.   |
| 2.     | Program to find the area of rectangle, square, circle and triangle by accepting suitable input parameters from user.   |
| 3.     | Write a Python script that prints prime numbers less than 20.  |
| 4.     | Program to find factorial of the given number using recursive function.  |
| 5.     | Write a Python Program to count the number of even and odd numbers from array of N numbers.  |
| 6.     | Write a Python class to reverse a string word by word.   |
| 7.     | Given a tuple and a list as input, write a program to count the occurrences of all items of the list in the tuple. (Input:tuple = ('a', 'a', 'c', 'b', 'd'), list =['a', 'b'], Output: 3).                 |
| 8.     | Create a Savings Account class that behaves just like a Bank Account, but also has an interest rate and a method that increases the balance by the appropriate amount of interest (Hint: use Inheritance). |
| 9.     | <p>Write a Python Program to construct the following pattern, using a nested loop</p> <pre> * ** *** **** ***** ****  ***  **  * </pre>  |

| S.No.                                    | Programs  |                               |  |  |  |                              |  |
|--|---|-------------------------------|--|--|--|------------------------------|--|
| 10.                                      | Read a file content and copy only the contents at odd lines into a new file.  |                               |  |  |  |                              |  |
| 11.                                      | Create a Turtle graphics window with specific size.   |                               |  |  |  |                              |  |
| 12.                                      | Write a Python Program for Towers of Hanoi using recursion.   |                               |  |  |  |                              |  |
| 13.                                      | Create a menu driven Python program with a dictionary forwards and their meanings.  |                               |  |  |  |                              |  |
| 14.                                      | Devise a Python program to implement the Hangman Game.  |                               |  |  |  |                              |  |
| 15.                                      | <p>Program to create student database and calculate total marks, percentage and grade of a student. Marks obtained in each of the five subjects are to be input by user. Assign grades according to the following criteria:</p> <table> <tr> <td>Grade A: Percentage <math>\geq 80</math></td><td>Grade B: Percentage <math>\geq 70</math> and <math>&lt; 80</math></td></tr> <tr> <td>Grade C: Percentage <math>\geq 60</math> and <math>&lt; 70</math></td><td>Grade D: Percentage <math>\geq 40</math> and <math>&lt; 60</math></td></tr> <tr> <td>Grade E: Percentage <math>&lt; 40</math>.</td><td></td></tr> </table> | Grade A: Percentage $\geq 80$ | Grade B: Percentage $\geq 70$ and $< 80$ | Grade C: Percentage $\geq 60$ and $< 70$ | Grade D: Percentage $\geq 40$ and $< 60$ | Grade E: Percentage $< 40$ . |  |
| Grade A: Percentage $\geq 80$            | Grade B: Percentage $\geq 70$ and $< 80$  |                               |  |  |  |                              |  |
| Grade C: Percentage $\geq 60$ and $< 70$ | Grade D: Percentage $\geq 40$ and $< 60$  |                               |  |  |  |                              |  |
| Grade E: Percentage $< 40$ .             |   |                               |  |  |  |                              |  |
|  | <p><b>Capstone Project:</b> “Weather Data Analysis and Visualization” (Using Python libraries like matplotlib, numpy, and pandas to process and visualize weather data).</p>  |                               |  |  |  |                              |  |
| <b>Total Hours</b>                       |   |                               |  |  |  |                              |  |
| <b>60</b>                                |   |                               |  |  |  |                              |  |
| <b>Text Books</b>                        |   |                               |  |  |  |                              |  |
| 1.                                       | Charles Dierbach(2022), Introduction to Computer Science using Python – A computational Problem solving Focus, Wiley India Edition.   |                               |  |  |  |                              |  |
| 2.                                       | Wesley J. Chun (2016), Core Python Applications Programming, 3 <sup>rd</sup> Edition, Pearson Education.  |                               |  |  |  |                              |  |
| <b>Reference Books</b>                   |   |                               |  |  |  |                              |  |
| 1.                                       | R.Nageswara Rao (2021), Core Python Programming, Dreamtech Press, 3 <sup>rd</sup> Edition   |                               |  |  |  |                              |  |
| 2.                                       | Y.Daniel Liang (2021), Introduction to Programming Using Python, Pearson, 1 <sup>st</sup> Edition   |                               |  |  |  |                              |  |
| 3.                                       | Mark Lutz (2018), Learning Python Powerful Object-Oriented Programming, O'Reilly Media, 5 <sup>th</sup> Edition.  |                               |  |  |  |                              |  |
| <b>Web Resources (Swayam/ NPTEL)</b>     |   |                               |  |  |  |                              |  |
| 1.                                       | <a href="https://onlinecourses.swayam2.ac.in/cec24_cs01/course">https://onlinecourses.swayam2.ac.in/cec24_cs01/course</a>   |                               |  |  |  |                              |  |
| 2.                                       | <a href="https://onlinecourses.nptel.ac.in/noc24_cs57/preview">https://onlinecourses.nptel.ac.in/noc24_cs57/preview</a>   |                               |  |  |  |                              |  |

| Course Code | Course Name              | Category | Hours/Week | Credits |
|-------------|--------------------------|----------|------------|---------|
| 25BIT15C    | Foundations of Computing | Core-II  | 5          | 4       |

## Course Objectives

The Course intends to cover:

- To understand the Basics of Computers.
- To impart the knowledge of C programming language.
- To have an in-depth understanding of Branching and Looping Statement.
- To provide an exposure to Functions, Recursion and Strings in C Language.

## Course Learning Outcomes

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

| CLO  | CLO Statements   | Knowledge Level |
|--|--|-----------------|
| CLO1   | Recall and understand the basics of Computers                                | K1,K2           |
| CLO2   | Build C programs using the concepts of Input/Output operations and operators | K3              |
| CLO3   | Develop C programs using control and looping statements.                     | K2-K4           |
| CLO4   | Construct C program using functions and recursion                            | K2-K4           |
| CLO5   | Analyze the concepts of pointers, structures and unions                      | K4              |
| <b>K1</b> -Remember; <b>K2</b> -Understand; <b>K3</b> -Apply; <b>K4</b> -Analyze |  |                 |

## CLO-PLO Mapping

| CLOs/PLOs                   | PLO1 | PLO2                       | PLO3 | PLO4                  | PLO5 |
|-----------------------------|------|----------------------------|------|-----------------------|------|
| CLO1                        | 3    | 2                          | 3    | 2                     | 2    |
| CLO2                        | 3    | 2                          | 3    | 2                     | 2    |
| CLO3                        | 3    | 3                          | 3    | 2                     | 2    |
| CLO4                        | 2    | 3                          | 1    | 1                     | 1    |
| CLO5                        | 2    | 3                          | 1    | 1                     | 1    |
| <b>3</b> -Substantial(high) |      | <b>2</b> -Moderate(medium) |      | <b>1</b> -Slight(low) |      |

## Core-II: Foundations of Computing

| Unit | Content   | No. of Hours |
|------|---|--------------|
| I    | <b>Computer Basics:</b> Basics of Computer-Input Devices-Output Devices- Computer Memory-Central Processing Unit-Motherboard. Computer Generations & Classifications- Evolution of Computers - Types of Microcomputers - Distributed Computer. Types of Software- Overview of Operating System- Programming Languages- Problem Solving Techniques.  | 15           |
| II   | <p><b>Introduction to C &amp; Environment Setup:</b> History &amp; features of C - Structure of a C program – Compilation and Execution - Datatypes, variables, constants.</p> <p><b>Input/Output and Operators:</b> scanf, printf - Arithmetic, relational, logical, bitwise, assignment, and conditional operators - Type casting - operator precedence &amp; associativity. Reading &amp; Writing a character – Formatted input and output.</p> <p><b>Hands-on Exercises:</b></p> <ol style="list-style-type: none"> <li>1. Basic Input/Output and Arithmetic operations using scanf and printf</li> <li>2. Calculating a Final Grade (Arithmetic, Relational, and Conditional Operators)</li> <li>3. Input/Output operations using getchar() and putchar()</li> </ol>   | 15           |
| III  | <p><b>Branching and Looping Statements:</b> Introduction -if, if...else, nesting of if...else statements- elseif ladder – The switch statement, The ?: Operator - The goto statement.</p> <p><b>Decision Making and Looping:</b> Introduction- The while statement- the do statement – the for statement-jumps in loops.</p> <p><b>Hands-on Exercises:</b></p> <ol style="list-style-type: none"> <li>1. Program to find whether the given number is even or odd.</li> <li>2. Program to enter the marks of a student in four subjects. Then calculate the total, aggregate, and display the grades obtained by the student.</li> <li>3. Program to check if a given number is a palindrome using a while loop.</li> <li>4. Program to calculate sum of first 10 Natural numbers using do while.</li> <li>5. Menu-Driven Program Demonstrating Control Statements and Loops.</li> </ol> | 15           |
| IV   | <p><b>Functions &amp; Recursion:</b> Function declaration and definition - Call by value vs reference - Recursion basics (factorial, Fibonacci, GCD). <b>Arrays (1D and 2D):</b> Declaration, initialization, traversal - Basic operations: insert, delete, search – Matrix representation. <b>Strings in C:</b> String functions (strlen, strcpy, strcmp, etc.).Manual string manipulation-String algorithms: palindrome, anagram.</p> <p><b>Hands-on Exercises:</b></p> <ol style="list-style-type: none"> <li>1. Functions and Recursion: Factorial, Fibonacci, and GCD Calculation</li> <li>2. Array Operations: Insert, Delete, and Search in 1D Array</li> <li>3. String Manipulation: Palindrome Check and Anagram Detection</li> </ol>  | 15           |

| Unit                                 | Content  | No. of Hours |
|--------------------------------------|--|--------------|
| V                                    | <p><b>Pointers &amp; Dynamic Memory Allocation:</b> Pointer basics- malloc, calloc, free. <b>Structures and Unions:</b> Defining and using structures - Nested structures and arrays of structures - Difference between structures and unions. <b>File Handling:</b> Opening, reading, writing, and closing files - Modes: read, write, append - File pointer manipulation.</p> <p><b>Hands-on Exercises:</b></p> <ol style="list-style-type: none"> <li>1. Implement Dynamic Memory Allocation using malloc and Traverse It</li> <li>2. Create a Student Record System Using Structures and Write/Read to a File</li> </ol> | 15           |
| <b>Total Hours</b>                   |  | <b>75</b>    |
| <b>Text Books</b>                    |  |              |
| 1.                                   | Norton P. (2018), Introduction to Computers (8 <sup>th</sup> ed.). McGraw–Hill Education.  |              |
| 2.                                   | Balagurusamy E. (2018), Programming in ANSI C (7 <sup>th</sup> ed.). McGraw Hill Education.  |              |
| 3.                                   | HorowitzE., SahniS., & Anderson-Freed S. (2011), Fundamentals of Data Structures in C (2 <sup>nd</sup> ed.). University Press.   |              |
| <b>Reference Books</b>               |  |              |
| 1.                                   | Ashok N.Kamthane (2002), Programming with ANSI and TurboC, Pearson.  |              |
| 2.                                   | Kernighan B.W.,& Ritchie D.M.(1988), The C Programming Language (2 <sup>nd</sup> ed.), Prentice Hall.  |              |
| <b>Web Resources (Swayam/ NPTEL)</b> |  |              |
| 1.                                   | <b>NPTEL – Introduction to C Programming</b><br><a href="https://nptel.ac.in/courses/106104128">https://nptel.ac.in/courses/106104128</a>  |              |

### Part-III: Allied Course

(B.Sc. Computer Science/ BCA/ B.Sc. Information Technology/ B.Sc. Computer Technology/  
M.Sc. Software Systems)

| Course Code  | Course Name                      | Category   | Hours/Week | Credits |
|--|----------------------------------|------------|------------|---------|
| 25BCS16A/<br>25BCA16A/<br>25BIT16A/<br>25BCT16A/<br>25MSS17A | Numerical Methods and Statistics | Allied - I | 4          | 3       |

#### Course Objectives

The course intends to cover

- A set of strategies and approaches used to generate approximate solutions to mathematical problems that cannot be solved analytically.

#### Course Learning Outcomes

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

| CLO  | CLO Statements   | Knowledge Level |
|--|--|-----------------|
| CLO1   | Obtain numerical solutions of algebraic and transcendental equations.                            | K1              |
| CLO2   | Understand the numerical solutions of simultaneous linear equations using different methods.     | K2              |
| CLO3   | Understand the concept of numerical solutions in differentiation and integration of functions.   | K2              |
| CLO4   | Apply measures of central tendency and measures of variation to find grouped and ungrouped data. | K3              |
| CLO5   | Apply the results of correlation and regression analysis.  | K3              |
| <b>K1</b> -Remember; <b>K2</b> -Understand; <b>K3</b> – Apply; |  |                 |

#### CLO-PLO Mapping

| CLOs/PLOs                   | PLO1 | PLO2                       | PLO3 | PLO4                  | PLO5 |
|-----------------------------|------|----------------------------|------|-----------------------|------|
| CLO1                        | 3    | 1                          | 1    | 1                     | 1    |
| CLO2                        | 2    | 2                          | 2    | 1                     | 2    |
| CLO3                        | 2    | 2                          | 2    | 1                     | 2    |
| CLO4                        | 2    | 2                          | 2    | 1                     | 2    |
| CLO5                        | 1    | 2                          | 2    | 2                     | 1    |
| <b>3</b> -Substantial(high) |      | <b>2</b> -Moderate(medium) |      | <b>1</b> -Slight(low) |      |

## Allied-I: Numerical Methods and Statistics

| Unit               | Content   | No. of Hours |
|--------------------|---|--------------|
| I                  | <b>The Solution of Numerical Algebraic and Transcendental Equations:</b> Bisection Method– Iteration Method – Convergence Condition – Regula Falsi Method – Newton - Raphson Method   | 12           |
| II                 | <b>Solution of Simultaneous Linear Algebraic Equations:</b> Gauss Elimination Method - Gauss Jordan Method- Gauss Jacobi Method - Gauss Seidel Method.  | 12           |
| III                | <b>Numerical Differentiation:</b> Newton's Forward Difference - Newton's Backward Difference - Derivative using Stirling's formula.<br><b>Numerical Integration:</b> Trapezoidalrule-Simpson's 1/3 <sup>rd</sup> and 3/8 <sup>th</sup> rules.             | 12           |
| IV                 | <b>Measures of Central Tendency:</b> Mean-Median-Mode.<br><b>Measures of Dispersion:</b> Range-Standard Deviation-Co-efficient of Variation.  | 12           |
| V                  | <b>Correlation:</b> Meaning and Definition-Scatter Diagram-Karl Pearson's Co-efficient of correlation-Spearman's Rank Correlation.<br><b>Regression:</b> Meaning and Uses of Regression-Two Regression Lines-Methods of Forming the Regression Equations. | 12           |
| <b>Total Hours</b> |   | <b>60</b>    |

### Text Books

|    |  |
|----|--|
| 1  | P.Kandasamy, K.Thilagavathy & K.Gunavathi (2007)" Numerical methods" , S.Chand and Company Ltd, New Delhi.<br>Unit I: Chapter3: Section 3.1–3.4<br>Unit II : Chapter4: Section 4.1,4.2,4.8,4.9<br>Unit III: Chapter9: Section 9.1– 9.4 |
| II | Navanitham.PA (2023). "Business Mathematics and Statistics", Jai Publishers. Part II.<br>Unit IV: Chapter 7: Pg.No.159–250<br>Chapter 8: Pg.No. 301–307, 325–368<br>Unit V: Chapter 12: Pg.No. 503–522, 540–578                        |

### Reference Books

|    |   |
|----|---|
| 1. | M.K.Venkataraman(1999), "Numerical Methods in Science and Engineering", National Publishing company.. Chapter 12. pg.No.503–522 |
| 2. | K.Sankara Rao(2018), "Numerical Methods for Scientists and Engineers", Prentice Hall India.                                     |
| 3. | Vittal.P.R (2003), "Business Mathematics", Margham publications 2 <sup>nd</sup> edition.  |

### Web Resources (Swayam/ NPTEL)

|    |   |
|----|---|
| 1. | <a href="https://archive.nptel.ac.in/courses/111/107/111107105/">https://archive.nptel.ac.in/courses/111/107/111107105/</a> |
|----|---|

**Part-IV: Foundation Courses**  
**(All the Undergraduate Programmes)**

| Course Code | Course Name           | Category | Hours / Week | Credits |
|-------------|-----------------------|----------|--------------|---------|
| 25ENV1FC    | Environmental Studies | FC-I     | 2            | 2       |

| Unit | Content   |
|------|---|
| I    | <p>The Multidisciplinary nature of environmental studies Definition; Scope and importance, Need for public awareness.</p>   |
| II   | <p><b>Natural Resources:</b></p> <p>Renewable and non-renewable resources:<br/> Natural resources and associated problems.</p> <ul style="list-style-type: none"> <li>- Forest resources: Use and Over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.</li> <li>- Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.</li> <li>- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.</li> <li>- Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.</li> <li>- Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Case studies.</li> <li>- Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.</li> </ul> <p>Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.</p> |
| III  | <p><b>Ecosystems</b></p> <ul style="list-style-type: none"> <li>- Concept of an ecosystem.</li> <li>- Structure and function of an ecosystem.</li> <li>- Producers, consumers and decomposers.</li> <li>- Energy flow in the ecosystem.</li> <li>- Ecological succession.</li> <li>- Food chains, food webs and ecological pyramids.</li> <li>- Introduction, types, characteristic features, structure and function of the following ecosystem: - <ul style="list-style-type: none"> <li>a. Forest ecosystem</li> <li>b. Grassland ecosystem</li> <li>c. Desert ecosystem</li> <li>d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries).</li> </ul> </li> </ul>  |

| Unit | Content   |
|------|---|
| IV   | <p><b>Biodiversity and its Conservation</b></p> <ul style="list-style-type: none"> <li>- Introduction-Definition: genetic, species and ecosystem diversity.</li> <li>- Biogeographical classification of India.</li> <li>- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.</li> <li>- Biodiversity at global, National and local levels.</li> <li>- India as a mega-diversity nation.</li> <li>- Hot-spots of biodiversity.</li> <li>- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.</li> <li>- Endangered and endemic species of India.</li> <li>- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</li> </ul>   |
| V    | <p><b>Environmental Pollution Definition</b></p> <ul style="list-style-type: none"> <li>- Causes, effects and control measures of:- <ul style="list-style-type: none"> <li>a. Air pollution</li> <li>b. Water pollution</li> <li>c. Soil pollution</li> <li>d. Marine pollution</li> <li>e. Noise pollution</li> <li>f. Thermal pollution</li> <li>g. Nuclear hazards</li> </ul> </li> <li>- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.</li> <li>- Role of an individual in prevention of pollution.</li> <li>- Pollution case studies.</li> <li>- Disaster management: floods, earthquake, cyclone and landslides.</li> </ul>  |
| VI   | <p><b>Social Issues and the Environment</b></p> <ul style="list-style-type: none"> <li>- From Unsustainable to Sustainable development.</li> <li>- Urban problems related to energy.</li> <li>- Water conservation, rain water harvesting, watershed management.</li> <li>- Resettlement and rehabilitation of people; its problems and concerns. Case studies.</li> <li>- Environmental ethics: Issues and possible solutions.</li> <li>- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.</li> <li>- Wasteland reclamation.</li> <li>- Consumerism and waste products.</li> <li>- Environment Protection Act.</li> <li>- Air (Prevention and Control of Pollution) Act.</li> <li>- Water (Prevention and Control of Pollution) Act.</li> <li>- Wild life Protection Act. - Forest Conservation Act.</li> <li>- Issues involved in enforcement of environmental legislation.</li> <li>- Public awareness.</li> </ul> |

| Unit                   | Content  |
|------------------------|--|
| VII                    | <p><b>Human Population and the Environment</b></p> <ul style="list-style-type: none"> <li>- Population growth, variation among nations.</li> <li>- Population explosion-Family welfare Programme.</li> <li>- Environment and human health.</li> <li>- Human Rights.</li> <li>- Value Education.</li> <li>- HIV/AIDS.</li> <li>- Women and Child Welfare.</li> <li>- Role of information Technology in Environment and human health.</li> <li>- Case Studies.</li> </ul> <p><b>Biosafety and Biosecurity</b></p> <p>The basic principles of biosafety.</p> <ul style="list-style-type: none"> <li>- Biological hazards and assess risk in laboratory settings.</li> <li>- Biosafety protocols to minimize risks associated with biological agents.</li> <li>- Role of biosafety in the protection of public health, environment, and national security.</li> </ul> <p>The theoretical knowledge as well as practical applications to prepare learners for real-world biosafety challenges.</p> <ol style="list-style-type: none"> <li>1. Introduction to Biosafety <ul style="list-style-type: none"> <li>- Definition and importance of biosafety.</li> <li>- Historical perspective on biosafety incidents.</li> <li>- Biosafety vs. biosecurity: Key differences.</li> </ul> </li> <li>2. Biological Hazards and Risk Assessment <ul style="list-style-type: none"> <li>- Classification of biological agents (e.g., bacteria, viruses, fungi, parasites).</li> <li>- Risk assessment methodology: Identifying hazards, evaluating risks, and control measures.</li> </ul> </li> <li>3. Biological Waste Management <ul style="list-style-type: none"> <li>- Types of biological waste: Solid, liquid, sharps, etc.</li> <li>- Waste disposal techniques: Autoclaving, incineration, chemical disinfection.</li> <li>- Environmental impact and regulations surrounding waste management.</li> </ul> </li> <li>4. Standard Operating Procedures (SOPs) and Safety Practices <ul style="list-style-type: none"> <li>- Developing and implementing SOPs for laboratory safety.</li> <li>- Practices for handling, storing, and disposing of biological materials.</li> </ul> </li> </ol> |
| VIII                   | <p><b>Field Work (Practical).</b></p> <ul style="list-style-type: none"> <li>- Visit to a local area to document environmental assets-river/forest/grassland/hill/mountain.</li> <li>- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.</li> <li>- Study of common plants, insects, birds.</li> <li>- Study of simple ecosystems-pond, river, hill slopes, etc.</li> </ul>  |
| <b>Total Hours. 30</b> |  |
| <b>Web Resources</b>   |  |
| 1.                     | <a href="https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf">https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf</a>  |
| 2.                     | Biosafety in Microbiological and Biomedical Laboratories (CDC, NIH). (BMBL) 6 <sup>th</sup> Edition  |
| 3.                     | Sateesh,M.K. (2010). Bioethics and Biosafety. New Delhi: I.K.International Pvt Ltd.  |
| 4.                     | Additional Readings: Relevant journal articles, government publications, and guidelines (e.g., WHO, CDC, European Union, etc.).<br><a href="https://www.iberdrola.com/innovation/what-is-biosafety">https://www.iberdrola.com/innovation/what-is-biosafety</a>   |

## Part-IV: Ability Enhancement Compulsory Courses (AECC)

(All the Undergraduate Programmes)

| Course Code | Course Name | Category | Hours/ Week | Credits |
|-------------|-------------|----------|-------------|---------|
| 25SOF1AE    | Soft Skills | AECC-I   | 2           | 2       |

### Course Objectives

The course intends to cover

- The essential soft skills that is crucial for success into day's dynamic and interconnected workplace.

### Course Learning Outcomes

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

| CLO   | CLO Statements  | Knowledge Level |
|---|---|-----------------|
| CLO1  | Understand the comprehensive skills to participate actively in conversation, writing short texts with expression                                    | K1,K2,K3        |
| CLO2  | Infer the cohesive devices to describe and discuss any objects, pictures using compound, complex sentence forms.                                    | K2,K3           |
| CLO3  | Comprehend the logic in the given situation to organize the ideas to write formal and informal letters.   | K2,K3           |
| CLO4  | Understand the given material to organize it in a logical sequence to present a paragraph with main and supporting ideas with concluding sentences. | K3              |
| CLO5  | Present valuable ideas in conversation to emulate the main ideas and keypoints in short essays.   | K3              |
| <b>K1</b> -Remember; <b>K2</b> -Understand; <b>K3</b> -Apply; |   |                 |

### Ability Enhancement Compulsory Course-I: Soft Skills

| Module                     | Unit | Details  | No. of Hours |
|----------------------------|------|--|--------------|
| <b>Presentation Skills</b> |      |  |              |
| I                          | 1    | <b>Getting to Know You:</b> Grammar: Introduction to Tenses, Everyday English, Role-Play. Reading Activity: Different ways of communication. <i>Activities:</i> Fill in the blanks (Listening), Self Introduction (Speaking).                      | 6            |
|                            | 2    | <b>My Day:</b> Grammar: Present simple positive & negative/Adverbs of Frequency, Vocabulary & Speaking about Daily Activities. Listening: Observe and Answer/Telling the time. <i>Activities:</i> Reading & Writing: Describe where you live.      |              |
|                            | 3    | <b>Your World:</b> Grammar: Possessive determiners. Listening: Positive & negative contractions. Reading & Writing: Personal profile. <i>Activities:</i> Talk about countries, nationalities (Vocabulary & Speaking).                              |              |
|                            | 4    | <b>The World of Work:</b> Grammar: Yes/No & Wh Questions. Vocabulary & Speaking: Jobs. Listening: Recognize the schwa sound. <i>Activities:</i> Opening and closing an email (Reading & Writing).  |              |
|                            | 5    | <b>Places and Things:</b> Grammar: There is / there are, articles. Vocabulary & Speaking: Talk about rooms & furniture. Listening: Directions. Reading & Writing: Imperatives.   |              |
|                            | 6    | <b>24 Hours:</b> Grammar: Likes & Dislikes. Vocabulary & Speaking: Speak about hobbies and interests. Reading: Match the photos with descriptions. Writing: Write complete sentence using prompt. <i>Activities:</i> Observe & answer (Listening). |              |
|                            |      | <b>Practice:</b> Listening & Speaking Presentations - Talking about how you learn—Understanding key information in a presentation – Writing sentences about you.   |              |
| <b>Confidence</b>          |      |  |              |
| II                         | 1    | <b>Clothes and Shopping:</b> Grammar: Modal verbs/Adverbs of Frequency/Adjectives and Adverbs. Vocabulary & Speaking: Shopping. Reading & Writing: Product Review. <i>Activities:</i> Observe & answer (Listening).                                | 6            |
|                            | 2    | <b>Travel &amp; Transport:</b> Grammar: Past simple questions. Vocabulary & Speaking: Talk about holidays. Listening: At the train station. <i>Activities:</i> Email - A perfect holiday (Reading & Writing).                                      |              |
|                            | 3    | <b>Health &amp; Fitness:</b> Grammar: Past simple irregular verbs; Listening: Listen & Answer; Reading & Writing: Time sequencers; <i>Activities:</i> Talk about a healthy lifestyle (Vocabulary & Speaking)                                       |              |
|                            | 4    | <b>Music:</b> Grammar: Present perfect simple; Vocabulary & Speaking: Survey about music; Listening: Listen two people talk about music; <i>Activities:</i> Use adjectives and create sentences (Reading)  |              |
|                            | 5    | <b>Let's go shopping:</b> Vocabulary & Speaking: Town Survey; Listening: Listen and answer; Reading & Writing: Read and match; <i>Activities:</i> Countable & Uncountable (Grammar)  |              |
|                            |      | <b>Practice:</b> Writing a personal statement.   |              |

| <b>Creativity</b>  |   | 6         |  |
|--|---|-----------|--|
| 1  | <b>Cooking &amp; Eating:</b> Grammar: Some & Any, Quantifiers. Vocabulary & Speaking about Food & Drink. <i>Activities</i> Kitchen conversation (Listening). Reading an article & answering.                        |           |  |
| 2  | <b>Survival:</b> Grammar: Comparison of adjectives. <i>Activities</i> Describing people (Speaking and Vocabulary). Listening to an audio & Answering. Reading & Writing: Read and Answer.                           |           |  |
| 3  | <b>Working Together:</b> Grammar: Verb + Noun phrases. <i>Activities</i> Technology (Vocabulary & Speaking). Listening: Listen & Answer. Reading & Writing: Notice.   |           |  |
| 4  | <b>Music:</b> Grammar: Present perfect simple. <i>Activities</i> Survey about music (Vocabulary & Speaking). Listen to two people talking about music (Listening). Reading: Use adjectives and create sentences.    |           |  |
| 5  | <b>Culture and Arts:</b> Grammar: Present perfect. Vocabulary & Speaking activity: Speak on the phone. <i>Activities</i> : Listen and answer. Reading & Writing activity: Review.                                   |           |  |
| <b>Practice:</b> Writing comparison sentences & paragraphs.    |   |           |  |
| <b>Problem-Solving</b>   |   |           |  |
| 1  | <b>Do's and Don'ts:</b> Grammar, Modal Verbs. <i>Activities</i> Roleplay (Speaking). Holidays in January (Listening). Reading an article & answering.   | 6         |  |
| 2  | <b>Body:</b> Grammar: First conditional. Vocabulary & Speaking about Personality & Appearance. <i>Activities</i> Conversations about personality (Listening), Reading & Writing: Read and Answer about your skills. |           |  |
| 3  | <b>Speed:</b> Grammar: Present simple passive. Vocabulary & Speaking about relationships. Listening: Listen & Answer. Reading and Error spotting.   |           |  |
| 4  | <b>Work:</b> Grammar: Adverbs of manner. Vocabulary & Speaking about work advice. Listening: Observe & Answer; Reading: Read & check your ideas.  |           |  |
| <b>Practice:</b> Writing argumentative and descriptive essays. |   |           |  |
| <b>Critical Thinking</b>                                       |   |           |  |
| 1  | <b>Influence:</b> Grammar: would/past habits. Listening: Sentence Correction. <i>Activities</i> Your inspiration (Speaking). Picture Description (Reading). Rewrite the sentences (Writing).                        | 6         |  |
| 2  | <b>Money:</b> Grammar: Second conditional. <i>Activities</i> : Radio programme (Listening). Talk about games (Speaking). Reading & Writing: Fill in the blanks.   |           |  |
| 3  | <b>Things that changed the world:</b> Grammar: articles. <i>Activities</i> : Talk about chewing gum (Speaking & Listening). Reading & Writing: Read and write a book review.  |           |  |
| <b>Practice:</b> Writing Emails, reports and proposals.        |   |           |  |
|  | <b>Total Hours</b>  | <b>30</b> |  |

## Components for Internal Assessment and Distribution of Marks for CIA and ESE (Theory)

| Max Marks | Marks for |     | Components for CIA |           |        |           |            |                   |       |
|-----------|-----------|-----|--------------------|-----------|--------|-----------|------------|-------------------|-------|
|           |           |     | CIA                |           | Model  |           | Attendance | Active Engagement | Total |
|           | CIA       | ESE | Actual             | Weightage | Actual | Weightage | 5          | 5                 | 25    |
| 100       |           |     | 25                 | 75        | 50     | 5         |            |                   |       |

### Question Paper Pattern

| Component      | Duration in Hours | Section A        |                  |         | Section B        |                  |        | Section C        |                  |        | Total |
|----------------|-------------------|------------------|------------------|---------|------------------|------------------|--------|------------------|------------------|--------|-------|
|                |                   | Type of Question | No. of Questions | Marks   | Type of Question | No. of Questions | Marks  | Type of Question | No. of Questions | Marks  |       |
| CIA            | 2                 | MCQ              | 8                | 8x1=8   | Either or        | 3                | 3x6=18 | Either or        | 3                | 3x8=24 | 50    |
| Model Exam/ESE | 3                 | MCQ              | 10               | 10x1=10 | Either or        | 5                | 5x5=25 | Either or        | 5                | 5x8=40 | 75    |

### Components for Internal Assessment and Distribution of Marks for CIA (Lab)

| Max Marks | Marks for |    | Components for CIA |           |        |           |       |  |                       | Total |
|-----------|-----------|----|--------------------|-----------|--------|-----------|-------|--|-----------------------|-------|
|           |           |    | CIA                | ESE       | Test   |           | Model |  | Experiments /Programs |       |
| 100       | 40        | 60 | Actual             | Weightage | Actual | Weightage | Marks |  | 5                     | 40    |
|           |           |    | 50                 | 10        | 60     | 15        | 10    |  |                       |       |

### Examination Pattern

| Component         | Duration in Hours | Marks          |        |           | Total Marks |
|-------------------|-------------------|----------------|--------|-----------|-------------|
|                   |                   | Practical Exam | Record | Weightage |             |
| Test              | 2                 | 50             | -      | 10        | 50          |
| Model             | 3                 | 60             | -      | 15        | 60          |
| Experiments       | -                 | -              | -      | 10        | 10          |
| Observation       | -                 | -              | -      | 05        | 05          |
| Total Marks - CIA |                   |                |        | 40        | 40          |
| ESE               | 3                 | 50             | 10     | -         | 60          |

**Components for Internal Assessment and  
Distribution of Marks for CIA (Foundation Course - Theory)**

| Max Marks | Marks for |     | Components for CIA |           |        |           |       |  |
|-----------|-----------|-----|--------------------|-----------|--------|-----------|-------|--|
|           | CIA       | ESE | CIA                |           | Model  |           | Total |  |
|           |           |     | Actual             | Weightage | Actual | Weightage |       |  |
| 50        | 50        | -   | 50                 | 25        | 50     | 25        | 50    |  |

**Question Paper Pattern**

| Duration in Hours | Mode of Exam | Type of Questions | No. of Questions | Marks   |
|-------------------|--------------|-------------------|------------------|---------|
| 2                 | Offline      | Open Choice       | 5 (Out of 8)     | 5x10=50 |

**Components for and Distribution of Marks for ESE (Theory) Ability Enhancement  
Compulsory Courses (AECC)  
&  
Question Paper Pattern**

| Duration in Hours | Mode of Exam | Type of Questions | No. of Questions | Marks   |
|-------------------|--------------|-------------------|------------------|---------|
| 2                 | Online       | MCQ               | 50               | 50x1=50 |



# Semester 2

| Semester – 2 |      |                 |                                |             |                   |           |    |         |    |
|--------------|------|-----------------|--------------------------------|-------------|-------------------|-----------|----|---------|----|
| Course Code  | Part | Course Category | Course Name                    | Hours/ Week | Examination       |           |    | Credits |    |
|              |      |                 |                                |             | Duration in Hours | Max Marks |    |         |    |
| 25TAM21L     | I    | Language - I    | Tamil – II                     | 4           | 3                 | 25        | 75 | 100     |    |
|              |      |                 | Hindi – II                     |             |                   |           |    |         |    |
|              |      |                 | Malayalam – II                 |             |                   |           |    |         |    |
|              |      |                 | French – II                    |             |                   |           |    |         |    |
| 25ENG22L     | II   | Language - II   | English – II                   | 4           | 3                 | 25        | 75 | 100     | 3  |
| 25BIT23C     | III  | Core – III      | Java Programming               | 5           | 3                 | 25        | 75 | 100     | 4  |
| 25BIT24P     | III  | Core Lab - II   | Java Programming Lab           | 4           | 3                 | 40        | 60 | 100     | 2  |
| 25BIT25C     | III  | Core – IV       | Operating Systems              | 5           | 3                 | 25        | 75 | 100     | 4  |
| 25BIT26A     | III  | Allied – II     | Discrete Mathematics           | 4           | 3                 | 25        | 75 | 100     | 3  |
| 25HUM2FC     | IV   | FC – II         | Human Rights                   | 2           | 2                 | 50        | -  | 50      | 2  |
| 25DIM2FC     |      |                 | Disaster Management            |             |                   |           |    |         |    |
| 25IDT2AE/    | IV   | AECC – II       | Innovation & Design Thinking/  | 2           | 2                 | -         | 50 | 50      | 2  |
| 25IPR2AE/    |      |                 | Intellectual Property Rights / |             |                   |           |    |         |    |
| 25END2AE     |      |                 | Entrepreneurship Development   |             |                   |           |    |         |    |
| Total        |      |                 |                                | 30          |                   |           |    | 700     | 23 |

**Part – I: Language – I : தமிழ் – II**

(All the UG Programmes)

| Course Code | Course Name | Category     | Hours / Week | Credits |
|-------------|-------------|--------------|--------------|---------|
| 25TAM21L    | Tamil – II  | Language - I | 4            | 3       |

**Course Objectives**

The Course intends to cover

- தமிழ் இலக்கியம் கற்பதன் மூலம் நாகரிகம் மற்றும் பண்பாட்டைப் புரிந்துகொள்ளுதல்.
- தனிப்பட்ட வளர்ச்சி, படைப்பாற்றல் திறனை வளர்த்தல்.
- வாழ்வியல் அறங்களைக் கற்றல் மற்றும் வாழ்வைச் செழுமையாக்க உதவும் நன்னெறிகளை அறிதல்.

**Course Learning Outcomes**

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

| CLO   | CLO Statements   | Knowledge Level |
|---|--|-----------------|
| CLO1  | அற இலக்கியங்கள் வழி வாழ்வியல் ஒழுக்கங்களைப் பின்பற்றுதல்                         | K1 - K3         |
| CLO2  | பக்தி இலக்கியங்கள் வழி பக்தி நெறிகளை உணர்தல்.                                    | K1 - K3         |
| CLO3  | உரைநடை இலக்கிய படைப்பாளர்களின் சிந்தனைகளைக் கற்று பின்பற்றுதல்                   | K1 - K3         |
| CLO4  | தமிழ் இலக்கிய வரலாற்றில் அற இலக்கியம் மற்றும் உரைநடையின் தாக்கம் குறித்து அறிதல் | K1- K3          |
| CLO5  | இலக்கணங்களைக் கற்று பிழையின்றி எழுதுதல்.   | K1 - K3         |
| <b>K1 - Remember; K2 - Understand; K3 – Apply</b> |  |                 |

| Unit | Content   | No. of Hours |
|------|---|--------------|
| I    | <p>(அறம்)</p> <ol style="list-style-type: none"> <li>1. திருக்குறள்(மூன்று அதிகாரங்கள்) <ul style="list-style-type: none"> <li>• புகழ்</li> <li>• வினை செயல்வகை</li> <li>• நெஞ்சொடு கிளத்தல்</li> </ul> </li> <li>2. திரிகடுகம்(10, 16, 19, 26, 42 பாடல்கள் மட்டும்)</li> <li>3. பழமொழி நானூறு( 2,7,21,54,69,119,130,184,267,375 பாடல்கள் மட்டும்)</li> </ol>             | 14           |
| II   | <p>(பக்தி)</p> <ol style="list-style-type: none"> <li>1. தாயுமானவர் பாடல்கள்(பராபரக் கண்ணி முதல் 10 பாடல்கள்)</li> <li>2. உமர்கயாம் பாடல்கள் (தனிப்பாடல்கள்) - கவிமணி தேசிகவிநாயகம் பிள்ளை</li> <li>3. வள்ளலார் பாடல்கள்(திருவருட்பா – வள்ளலார் விண்ணப்பம்)</li> <li>4. இயேசுகாவியம் - மலைப்பொழிவு - கண்ணதாசன்</li> <li>5. சித்தர் பாடல் - சிவவாக்கியார் பாடல்</li> </ol> | 14           |
| III  | <p>(கலை மற்றும் பண்பாடு )</p> <ol style="list-style-type: none"> <li>1. அறம் எனப்படுவது - அமுதன்</li> <li>2. ஏட்டில் எழுதா இலக்கியம் - ஒளவை துறைச்சாமி</li> <li>3. கீழடி - தொல்லியல் துறை, வெளியீடு</li> <li>4. மனம் எனும் சொர்க்கவாசல்- டாக்டர் எம்.எஸ்.உதயழுர்த்தி</li> <li>5. ஆளுமைத் திறன் - அறிவுக்கதிர். அரசுப்பணி சிறப்பிதழ்</li> </ol>                            | 12           |
| IV   | <p>(இலக்கிய வரலாறு)</p> <ol style="list-style-type: none"> <li>1. பதினெண் கீழ்க்கணக்கு நூல்கள்</li> <li>2. உரைநடையின் தோற்றமும் வளர்ச்சியும்</li> </ol>   | 10           |

| Unit | Content   | No. of Hours |
|------|---|--------------|
| V    | <p><b>(இலக்கணம்)</b></p> <ol style="list-style-type: none"> <li>1. சொல்லின் வகைகள்</li> <li>2. வேற்றுமைத் தொகைகள்</li> <li>3. பகுபத உறுப்புகள்</li> </ol> | 10           |
|      | <b>Total Hours</b>  | <b>60</b>    |

| Reference Books |   |
|-----------------|---|
| 1               | கவிஞர் கண்ணதாசன், (2006, 6-ஆம் பதிப்பு), இயேசு காவியம், கலைக்காவிரி பதிப்பகம்.  |
| 2               | நடராசன் தி.ச. (2013, 16-ஆம் பதிப்பு), உரைகளும் உரையாசிரியர்களும், நியூ செஞ்சரி புக் ஹவுஸ்.                              |
| 3               | முனைவர் சேதுராமன் சி.(2010, முதல் பதிப்பு), அபிராமி அந்தாதி, நியூ செஞ்சரி புக் ஹவுஸ்.                                   |
| 4               | முனைவர் பஞ்சாங்கம் கா. (2017, 4-ஆம் பதிப்பு), தமிழ் இலக்கிய வரலாறு, காவியா பதிப்பகம்.                                   |
| 5               | வரதராசன் மு. (2021, 34-வது பதிப்பு), தமிழ் இலக்கிய வரலாறு, சாகித்திய அகாதமி பதிப்பு.                                    |
| 6               | செல்வநாயகம் வி.(2003, முதல் பதிப்பு), தமிழ் உரைநடை வரலாறு, அடையாளம் பதிப்பகம்.  |
| 7               | பேரா. முனைவர் பாக்கியமேரி, (2022, 6-ம் பதிப்பு), வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு, நியூசெஞ்சரி புக் ஹவுஸ்(பி). லிட். |
| 8               | டாக்டர் உதயழுர்த்தி எம். எஸ்.(2016, முதல் பதிப்பு), எண்ணங்கள், வெளியீடு கங்கை புத்தக நிலையம்.                           |
| 9               | புலவர்.பொன்மணிமாறன், (2011, முதல் பதிப்பு) அடோன் தமிழ் இலக்கணத் தொகுப்பு, அருள் பப்ளிஷிங்.                              |
| 10              | குமரன் கோ (2010, முதல் பதிப்பு), தமிழ் இலக்கணம் எளிய அறிமுகம் , சந்தியா பதிப்பகம்.                                      |

### Part – I: Language – I - Hindi - II

| Course Code     | Course Name       | Category            | Hours / Week | Credits  |
|-----------------|-------------------|---------------------|--------------|----------|
| <b>25HIN21L</b> | <b>Hindi - II</b> | <b>Language - I</b> | <b>4</b>     | <b>3</b> |

### Course Objectives

The Course intends to cover :

- A basic understanding of contemporary poetry can be gained and the nature of modern poetry can be realized.
- Realizing the nature of drama and its nature and improving the knowledge of reading and understanding the nature of contemporary plays.
- Understands the benefits of correspondence and can enhance the correspondence you need.
- Translation is especially useful for translating from Hindi to English

### Course Learning Outcomes

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

| CLO   | CLO Statements  | Knowledge Level |
|---|---|-----------------|
| CLO1  | Get a basic understanding of renewal poetry and the essence of the poem | K1              |
| CLO2  | It is possible to understand the genre of Drama                         | K2              |
| CLO3  | Translating skill improved specially from English to Hindi              | K2, K3          |
| CLO4  | Knowledge is gained by using phrases and idioms                         | K3              |
| CLO5  | Learners can express opinion in small sentences                         | K4              |
| <b>K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse</b> |   |                 |

| Unit               | Content   | No. of Hours |
|--------------------|---|--------------|
| I                  | <b>Modern Poetry :</b> Panchvati By Mythli Sharan Gupt  | 14           |
| II                 | <b>One Act Play:</b> Ekaniki Piyush<br>1. Owrangeb ki aakirirath– Ramkumar varma<br>2. Ek din - Lakshminarayan Misra                   3. Vapasi - Vishnuprabhakar<br>4. Badsurath rajkumari – Krishnachandra       5. Aakket – Harijeeth                       | 14           |
| III                | <b>Letter Writing :</b> (Leave Letter, Job Application, Ordering Books, Letter to Publisher, Personal Letter)   | 12           |
| IV                 | <b>Conversation:</b> (Doctor & Patient, Teacher & Student, Storekeeper & Buyer, Two Friends, Booking Clerk & Passenger at Railway Station, Auto rickshaw driver and Passenger)Ref : Bolchal Ki Hindi Aur Sanchar by Dr. Madhu Dhavan Vani Prakashan, New Delhi. | 10           |
| V                  | <b>Translation:</b> Hindi-English only Lessons – 1-15 only Anuvadh Abyas -III   | 10           |
| <b>Total Hours</b> |   | <b>60</b>    |

#### Text Book

1. Luca Giachino, Carla Baracco, Romain Chrétien(DELF), (2022), Nouvelle Génération A1, Didier FLE

#### Reference Books

1. Kavya Parasar, Dr.Bolanath,(2018) Jawahar Pustakalay, Sadar Bazaar, Mathura-U.P.281001.
2. Sone ki Varsha (2020) Dakshin Bharat Hindi Prachar Sabha, Chennai – 600 017

## Part – I: Language – I

### French – II

| Course Code | Course Name | Category     | Hours / Week | Credits |
|-------------|-------------|--------------|--------------|---------|
| 25FRE21L    | French - II | Language - I | 4            | 3       |

### Course Objectives

The course intends to

- Understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of concrete needs.
- Recognize key aspects of Francophone cultures such as greetings, etiquette, daily life, and basic geography of French-speaking countries.
- Write short, simple texts such as postcards, emails, or short descriptions about themselves and their immediate environment.
- Construct simple sentences using correct word order and basic vocabulary.
- Develop sensitivity to cross-cultural differences in communication and social practices.
- Read and understand short, simple texts such as personal messages, advertisements, menus, and schedules.

### Course Learning Outcomes

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

| CLO   | CLO Statements  | Knowledge Level |
|---|---|-----------------|
| CLO1  | Improve all the four French language skills (speaking, listening, reading, and writing) (Effective communicators) | K1              |
| CLO2  | Comprehend French and other Francophone nations' cultures and civilizations.                                      | K2              |
| CLO3  | Comprehend the fundamentals of language structure, vocabulary, grammar, and phonetics (language skill).           | K3              |
| CLO4  | The French DELF-A1 Certification is appreciated.  | K3              |
| CLO5  | Developing Communication Skills   | K4              |
| <b>K1 - Remember; K2 - Understand; K3 – Apply; K4-Analyse</b> |   |                 |

| Unit | Content   | No. of Hours |
|------|---|--------------|
| I    | Portraits(pg 50-60) Grammaire: pg(140-144)            | 14           |
| II   | Communication(pg 61-65) Grammaire: pg(145-146)        | 14           |
| III  | Temps Libre(pg 66-68) Grammaire: pg(147)              | 12           |
| IV   | Mots Et Expressions((pg 69-76) Grammaire: pg(148-151) | 10           |
| V    | Communication(pg 77-81) Grammaire: pg(152-155)        | 10           |
|      | <b>Total Hours</b>                                    | <b>60</b>    |

### Text Book

|    |  |
|----|--|
| 1. | Luca Giachino, Carla Baracco, Romain Chrétien(DELF), (2022), Nouvelle Génération A1, Didier FLE. |
|----|--|

### Reference Book

|    |   |
|----|---|
| 1. | Nathalie Hirschsprung, Tony Tricot, (2017) Cosmopolite, Hachette. |
|----|---|

**Part – II: Language-II - English -II**  
**(All the Undergraduate Programmes)**

| Course Code | Course Name | Category      | Hours /Week | Credits |
|-------------|-------------|---------------|-------------|---------|
| 25ENG22L    | English-II  | Language - II | 4           | 3       |

### Course Objectives

The course intends to cover

- The literary elements in poetry.
- The critical contemplation and writing in styles of prose texts.
- The modernist techniques and ethics in the narratives of short stories.
- The interpersonal skills essential in the work environment.

### Course Learning Outcomes

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

| CLO   | CLO Statements   | Knowledge Level |
|---|--|-----------------|
| CLO1  | Identify the common techniques underlying free verse and traditional forms of poetry for crafting poems. | K1              |
| CLO2  | Understand humour in prose texts psychologically to master the oratory skills.                           | K2              |
| CLO3  | Employ empathy and morale in diplomatic Day-to-day circumstances.  | K3              |
| CLO4  | Strengthen the writing skills for documentation.   | K3              |
| CLO5  | Demonstrate flexibility and mobility in the sequel LSRW Skills.  | K3              |
| <b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply |  |                 |

| Unit                                  | Content   | No. of Hours |
|---------------------------------------|---|--------------|
| I                                     | <b>Poetry:</b> Motherhood<br>1. My Grand Mother's House – Kamala Das<br>2. Of mother, among others things – A.K Ramanujam<br>3. Night of the Scorpion – Nissim Ezekiel  | 12           |
| II                                    | <b>Prose:</b> Humour<br>1. With The Photographer – Stephen Leacock<br>2. Travel by Train – J.B.Priestley<br>3. On Forgetting – Robert Lynd  | 12           |
| III                                   | <b>Short Stories:</b> Integrity<br>1. The taxi driver – K.S. Duggal<br>2. A Retrieved Reformation- O Henry<br>3. Kabuliwala - Rabindranath Tagore   | 12           |
| IV                                    | <b>Language Competency : Vocabulary</b><br>1. Homonyms, Homophones, Homographs Portmanteau words<br>2. Verbs and Tenses, Subject Verb Agreement<br>3. Error Correction Vocabulary : Synonyms, Antonyms, Word Formation  | 12           |
| V                                     | <b>English for Communication</b><br>1. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks<br>2. Participating in a meeting: face to face and online<br>3. Reading news and weather reports<br>4. Preparing first drafts of short assignments . | 12           |
| <b>Total Hours</b>                    |   | <b>60</b>    |
| <b>Text Books</b>                     |   |              |
| 1.                                    | Ezekiel Nissim, 1989 .Collected Poems 1952-1988. Oxford University Press.   |              |
| 2.                                    | Hewings, M. (2000). Advanced English Grammar. Cambridge. University Press.  |              |
| <b>Reference Books</b>                |   |              |
| 1.                                    | Bakshi, S.P. & Sharma, R. (2019). Descriptive English. Arihant Publications (India) Ltd.  |              |
| 2.                                    | Cameron S & Dempsey L. (2019). The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing.   |              |
| 3.                                    | Sherman B. (2014) Skimming and Scanning Techniques. Liberty University Press.   |              |
| <b>Web Resources (Swayam / NPTEL)</b> |   |              |
| 1.                                    | <a href="https://nptel.ac.in/courses/109103020">https://nptel.ac.in/courses/109103020</a>   |              |

| Course Code | Course Name      | Category  | Hours /Week | Credits |
|-------------|------------------|-----------|-------------|---------|
| 25BIT23C    | Java Programming | Core -III | 5           | 4       |

## Course Objectives

This Course intends to cover:

- Fundamentals of Object-Oriented Programming in Java.
- AWT controls, Event Handling, Swing and Graphical User Interface (GUI) concepts and Spring Boot.

## Course Learning Outcomes

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

| CLO   | CLO Statements   | Knowledge Level |
|---|--|-----------------|
| CLO1  | Remember object-oriented features to build simple applications.  | K1              |
| CLO2  | Understand the concept of Inheritance, Packages, Interfaces and Exception Handling.                                      | K2              |
| CLO3  | Apply multithreaded programming and file handling concepts.  | K3              |
| CLO4  | Understand the fundamental concepts of AWT controls and develop GUI applications using Swing in java.                    | K2, K3          |
| CLO5  | Learn the basic concepts of JavaFX, develop simple application using Spring Boot and learn the basic concepts of Jython. | K1, K3          |
| <b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> – Apply |  |                 |

## CLO-PLO Mapping

| CLOs/PLOs                     | PLO1 | PLO2                         | PLO3 | PLO4                    | PLO5 |
|-------------------------------|------|------------------------------|------|-------------------------|------|
| CLO1                          | 3    | 2                            | 3    | 2                       | 2    |
| CLO2                          | 3    | 3                            | 2    | 3                       | 1    |
| CLO3                          | 3    | 2                            | 3    | 2                       | 1    |
| CLO4                          | 2    | 3                            | 2    | 3                       | 2    |
| CLO5                          | 3    | 3                            | 1    | 2                       | 1    |
| <b>3</b> - Substantial (high) |      | <b>2</b> - Moderate (medium) |      | <b>1</b> - Slight (low) |      |

### Core – III: Java Programming

| Unit               | Content  | No. of Hours |
|--------------------|--|--------------|
| I                  | <b>Introduction:</b> Review of Object-Oriented concepts – History of Java - Java buzzwords - JVM architecture - Datatypes – Variables - Scope and lifetime of variables – arrays – operators – control statements – type conversion and casting – Simple Java program – constructors – methods – Static Block - Static Data – Static Method String and String Buffer Classes.  | 15           |
| II                 | <b>Inheritance:</b> Basic concepts - Types of inheritance - Member access rules – Usage of this and Super keyword - Method Overloading - Method overriding - Abstract classes - Dynamic method dispatch - Usage of final keyword. <b>Packages:</b> Definition - Access Protection - Importing Packages - Interfaces- Definition – Implementation – Extending. <b>Exception Handling:</b> try –catch - throw - throws – finally – Built-in exceptions - Creating own Exception classes. | 15           |
| III                | <b>Multithreaded Programming:</b> Thread Class - Runnable interface - Synchronization –Using synchronized methods-Using synchronized statement- Interthread Communication – Deadlock. <b>I/O Streams:</b> Concepts of streams - Stream classes - Byte and Character stream - Reading console Input and Writing Console output - File Handling.   | 15           |
| IV                 | <b>AWT:</b> Overview of AWT - <b>Swing:</b> Introduction to Swing - Hierarchy of swing components. Containers-Top level containers - JFrame - JWindow - JDialog - JPanel - JButton – JToggleButton - JCheckBox - JRadioButton - JLabel, JTextField - JTextArea - JList - JComboBox - JScrollPane. <b>Event Handling:</b> Events – Event sources - Event Listeners -Event Delegation Model (EDM) - Handling Mouse and Keyboard Events - Adapter classes - Inner classes.                | 15           |
| V                  | <b>JavaFX:</b> Introduction to JavaFX, Setting the Scene, Hello World- <b>Spring Boot:</b> Fundamentals of Spring Boot-Spring vs Spring Boot-Spring Boot Architecture- Develop Spring Boot Application step by step-Run Spring Boot Application. <b>Introduction to Jython:</b> Basics of Jython.  | 15           |
| <b>Total Hours</b> |  | <b>75</b>    |

#### Text Books

|    |  |
|----|--|
| 1. | Herbert Schildt (2017), The Complete Reference, Tata McGraw Hill, New Delhi, 9 <sup>th</sup> Edition.                  |
| 2. | E.Balagurusamy (2023), Programming with Java, Tata McGraw Hill, New Delhi, 7th Edition.                                |
| 3. | Ashish Sarin, J. Sharma , (2017), Getting Started with Spring Framework, Create Space Independent Publishing Platform. |
| 4. | J. F. DiMarzio(2014),Quickstart Guide to JavaFX, <a href="https://www.oreilly.com/">https://www.oreilly.com/</a>       |

#### Reference Books

|    |   |
|----|---|
| 1. | Y.Daniel Liang (2018), Introduction to Java Programming, 10 <sup>th</sup> Edition, Pearson Education India.   |
| 2. | Kathy Sierra, Bert Bates, Trisha Gee (2022), Head First Java. O.Reilly Publications, 3 <sup>rd</sup> Edition. |

#### Web Resources (SWAYAM / NPTEL)

|    |   |
|----|---|
| 1. | <a href="https://onlinecourses.nptel.ac.in/noc20_cs58/preview">https://onlinecourses.nptel.ac.in/noc20_cs58/preview</a> |
| 2. | <a href="https://onlinecourses.nptel.ac.in/noc24_cs40/preview">https://onlinecourses.nptel.ac.in/noc24_cs40/preview</a> |

| Course Code | Course Name          | Category     | Hours /Week | Credits |
|-------------|----------------------|--------------|-------------|---------|
| 25BIT24P    | Java Programming Lab | Core Lab -II | 4           | 2       |

| S No. | List of Programs   |
|-------|--|
| 1     | Basic Java programs.   |
| 2     | Java program that prompts the user for an integer and then prints out all the prime numbers up to that Integer.  |
| 3     | Java program to multiply two given matrices.   |
| 4     | Java program that displays the number of characters, lines, and words in a text.   |
| 5     | Generate random numbers between two given limits using Random class and print messages according to the range of the value generated.  |
| 6     | Java program to do String Manipulation using Character Array and perform the following string operations:- a.) String length b.) Finding a character at a particular position c.) Concatenating two strings.   |
| 7     | Java program to perform the following string operations using String class: a.) String Concatenation b.) Search a substring c.) To extract substring from the given string.  |
| 8     | Java program to perform string operations using the String Buffer class:<br>a.) Length of a string b.) Reverse a string c.) Delete a substring from the given string   |
| 9     | Java program that implements a multi-thread application that has three threads. The first thread generates a random integer every 1 second and if the value is even, the second thread computes the square of the number and prints. If the value is odd, the third thread will print the value of the cube of the number. |
| 10    | Java threading program that uses the same method asynchronously to print the numbers 1 to 10 using Thread1 and to print 90 to 100 using Thread2.   |
| 11    | Java Program to demonstrate the use of the following exceptions.<br>a) ArithmeticException<br>b) NumberFormatException<br>c) ArrayIndexOutOfBoundsException<br>d) NegativeArraySizeException   |
| 12    | Java program that reads on file name from the user, then displays information about whether the file exists, whether the file is readable, whether the file is writable, the type of file, and the length of the file in bytes.  |
| 13    | Java program to accept a text and change its size and font. Include bold italic options. Use frames and controls.  |
| 14    | Java program 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).  |

| S No.   | List of Programs  | Total Hours | 60 |
|---|---|-------------|----|
| 15  | Java program that works as a simple calculator. Use a grid layout to arrange buttons for the digits and for the +, -, *, and % operations. Add a text field to display the result. Handle any possible exceptions like divide by zero.  |             |    |
| 16  | Java program that simulates a traffic light. The program lets the user select one of 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 a selected color. Initially there is no message shown. |             |    |
| <b>Text Books</b>                             |   |             |    |
| 1.  | Herbert Schildt (2017), The Complete Reference, Tata McGraw Hill, New Delhi, 9 <sup>th</sup> Edition.   |             |    |
| 2.  | E. Balagurusamy (2023), Programming with Java, Tata McGraw Hill, New Delhi, 7 <sup>th</sup> Edition.  |             |    |
| 3.  | Ashish Sarin, J. Sharma, (2017), Getting Started with Spring Framework, CreateSpace Independent Publishing Platform.  |             |    |
| 4.  | J. F. DiMarzio(2014),Quickstart Guide to JavaFX, <a href="https://www.oreilly.com/">https://www.oreilly.com/</a>  |             |    |
| <b>Reference Books</b>                        |   |             |    |
| 1.  | Y.Daniel Liang (2018), Introduction to Java Programming, 10 <sup>th</sup> Edition, Pearson Education India.   |             |    |
| 2.  | Kathy Sierra, Bert Bates, Trisha Gee (2022), Head First Java. O.Reilly Publications, 3 <sup>rd</sup> Edition.   |             |    |
| <b>Web Resources (SWAYAM / NPTEL Courses)</b> |   |             |    |
| 1.  | <a href="https://onlinecourses.nptel.ac.in/noc20_cs58/preview">https://onlinecourses.nptel.ac.in/noc20_cs58/preview</a>   |             |    |
| 2.  | <a href="https://onlinecourses.nptel.ac.in/noc24_cs40/preview">https://onlinecourses.nptel.ac.in/noc24_cs40/preview</a>   |             |    |



| Course Code | Course Name       | Category | Hours / Week | Credits |
|-------------|-------------------|----------|--------------|---------|
| 25BIT25C    | Operating Systems | Core-IV  | 5            | 4       |

## Course Objectives

This Course intends to cover:

- Basic Operating System concepts.
- Process concepts, Deadlock and Memory management.
- Scheduling algorithms, devices and information management.

## Course Learning Outcomes

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

| CLO   | CLO Statements  | Knowledge Level |
|---|---|-----------------|
| CLO1  | Learn the process concepts and its lifecycle in operating system.                         | K1              |
| CLO2  | Understand the Asynchronous concurrent process and algorithms.                            | K2              |
| CLO3  | Understand the deadlock detection, prevention and recovery using algorithms.              | K2              |
| CLO4  | Apply the knowledge of job Scheduling Algorithms to make the effective utilization of CPU | K3              |
| CLO5  | Apply memory management strategies to enhance system efficiency.                          | K3              |
| <b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> – Apply |   |                 |

## CLO-PLO Mapping

| CLOs/PLOs                     | PLO1 | PLO2                         | PLO3 | PLO4                    | PLO5 |
|-------------------------------|------|------------------------------|------|-------------------------|------|
| CLO1                          | 3    | 2                            | 2    | 2                       | 2    |
| CLO2                          | 3    | 3                            | 2    | 2                       | 1    |
| CLO3                          | 3    | 2                            | 3    | 2                       | 1    |
| CLO4                          | 2    | 2                            | 2    | 2                       | 2    |
| CLO5                          | 2    | 2                            | 2    | 3                       | -    |
| <b>3</b> - Substantial (high) |      | <b>2</b> - Moderate (medium) |      | <b>1</b> - Slight (low) |      |

## Core –IV: Operating Systems

| Unit               | Content  | No. of Hours |
|--------------------|--|--------------|
| I                  | <b>Introduction:</b> Operating system, History (1990s to 2000 and beyond), Distributed computing - Parallel computation. <b>Process concepts:</b> Definition of process-Process states-Life cycle of a process-Process management- Process state transitions- Process Control Block (PCB)- Process operations- Suspend and resume-Context switching. <b>Interrupts:</b> Interrupt processing- Interrupt classes- Inter-process communication- Signals-Message passing. | 15           |
| II                 | <b>Asynchronous concurrent processes:</b> Mutual exclusion - Critical section-Mutual exclusion primitives-Implementing mutual exclusion primitives- Peterson's algorithm- Software solutions to the mutual exclusion problem- N-thread mutual exclusion. <b>Semaphores:</b> Mutual exclusion with semaphores-Thread synchronization with semaphores- Counting semaphores-Implementing semaphores. <b>Concurrent programming:</b> Monitors-message passing.             | 15           |
| III                | <b>Deadlock and indefinite postponement:</b> Resource concepts, Four necessary conditions for deadlock - Deadlock prevention- Deadlock avoidance and the Banker's algorithm - Deadlock detection- Deadlock recovery.   | 15           |
| IV                 | <b>Job and processor scheduling:</b> Scheduling levels- Scheduling objectives- scheduling criteria- Preemptive vs non-preemptive scheduling- Interval timer or interrupting clock- Priorities- Scheduling algorithms - FIFO scheduling- RR scheduling- Quantum size- SJF scheduling- SRT scheduling-Multi-level feedback queues-Fair share scheduling.   | 15           |
| V                  | <b>Real memory organization and management:</b> Memory organization- Memory management- Memory hierarchy- Memory management strategies-Contiguous vs non-contiguous memory allocation- Single user contiguous memory allocation.<br><b>Virtual memory organization and management:</b> Basic concepts- Paging - segmentation- Demand Paging- Page replacement strategies (FIFO,LRU,LFU,Clock).   | 15           |
| <b>Total Hours</b> |  | <b>75</b>    |

### Text Books

1. H.M.Deitel (2011), Operating Systems, 3<sup>rd</sup> Edition, Pearson Education Asia.
2. Silberschatz, A., Galvin, P. B., & Gagne, G. (2021). Operating System concepts (11<sup>th</sup> ed.). Wiley.
3. Tanenbaum, A. S., & Bos, H. (2015). Modern operating systems (4<sup>th</sup> ed.). Pearson Education Asia

### Reference Books

1. Stallings, W. (2020). Operating Systems: Internals and Design Principles (9<sup>th</sup> ed.). Pearson.
2. William Stallings (2012), Operating System: Internals and Design Principles, 7<sup>th</sup> Edition, Prentice-Hall of India.
3. Avi Silberschatz, Peter Baer Galvin, Greg Gagne (2012), Operating Systems Concepts, 9<sup>th</sup> Edition, John Wiley & Sons (ASIA) Pvt. Ltd.

### Web Resources (SWAYAM / NPTEL)

1. [https://onlinecourses.nptel.ac.in/noc21\\_cs88/preview](https://onlinecourses.nptel.ac.in/noc21_cs88/preview)
2. [https://onlinecourses.nptel.ac.in/noc21\\_cs72/preview](https://onlinecourses.nptel.ac.in/noc21_cs72/preview)

### Part – III: Allied Course

| Course Code | Course Name          | Category    | Hours / Week | Credits |
|-------------|----------------------|-------------|--------------|---------|
| 25BIT26A    | Discrete Mathematics | Allied – II | 4            | 3       |

#### Course Objectives

The course intends to cover

- The fundamental concepts and tools in discrete mathematics with emphasis on their applications to computer science.

#### Course Learning Outcomes

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

| CLO   | CLO Statements  | Knowledge Level |
|---|---|-----------------|
| CLO1  | Formulate the basic terminology of sets.  | K1              |
| CLO2  | Design the operations with relations.   | K2              |
| CLO3  | Apply FSA to find a solution for a computer-based system.                               | K3              |
| CLO4  | Demonstrate the concepts of Connectives and tautological implications in data analysis. | K3              |
| CLO5  | Apply the basic terminology of graph theory.  | K3              |
| <b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> - Apply |   |                 |

#### CLO – PLO Mapping

| CLOs/PLOs                     | PLO1 | PLO2                         | PLO3 | PLO4                    | PLO5 |
|-------------------------------|------|------------------------------|------|-------------------------|------|
| CLO1                          | 3    | 3                            | 2    | 1                       | 3    |
| CLO2                          | 2    | 1                            | 1    | 3                       | 3    |
| CLO3                          | 2    | 3                            | 2    | 1                       | 2    |
| CLO4                          | 3    | 3                            | 2    | 1                       | 3    |
| CLO5                          | 3    | 1                            | 3    | 2                       | 2    |
| <b>3</b> - Substantial (high) |      | <b>2</b> - Moderate (medium) |      | <b>1</b> - Slight (low) |      |

## Allied – II: Discrete Mathematics

| Unit | Content  | No. of Hours |
|------|--|--------------|
| I    | <b>Set Theory:</b> -Set & its elements-set description-types of sets-venn diagram - set operations & laws of set theory-fundamental products-partitions of sets-minsets-algebra of sets and duality-inclusion and exclusion principle.                               | 12           |
| II   | <b>Relations:</b> Binary relations – set operation on relations-types of relations – partial order relation – equivalence relation – composition of relations.   | 12           |
| III  | <b>Languages:</b> Operations on languages – regular expressions and regular languages – grammar – types of grammars – finite state machine – finite state automata.  | 12           |
| IV   | <b>Mathematical Logic:</b> Propositional calculus –basic logical operations-tautologies-contradiction-argument-method of proof- predicate calculus.  | 12           |
| V    | <b>Graph Theory:</b> Basic terminology – paths, cycle & connectivity – sub graphs – types of graphs – representation of graphs in computer memory - trees – properties of trees – binary trees – traversing binary trees – computer representation of general trees. | 12           |
|      | <b>Total Hours</b>   | <b>60</b>    |

## Text Book

|    |   |
|----|---|
| 1. | <p>J.K. Sharma, (2022). Discrete Mathematics (Ed.2), Macmillan India Ltd.</p> <p>Unit I: Chapter 1: Section 1.1 – 1.7, 1.9, 1.10, 1.12, 1.14</p> <p>Unit II: Chapter 3: Section 3.3 – 3.7, 3.9, 3.11</p> <p>Unit III: Chapter 15: Section 15.3 – 15.7</p> <p>Unit IV: Chapter 12: Section 12.1 – 12.3, 12.8 – 12.12, 12.14</p> <p>Unit V: Chapter 9: Section 9.1 – 9.5, 9.8</p> <p>Chapter 10: Section 10.1 -10.3, 10.6, 10.8</p> |
|----|---|

## Reference Books

|    |  |
|----|--|
| 1. | J.P. Tremblay, R. Manohar, (2002). Discrete Mathematics Structures with Applications to Computer Science, McGraw Hill International Edition. |
| 2. | M.K. Venkataraman., N. Sridharan. & N. Chandrasekaran, (2004). Discrete Mathematics, National Publishing Company, Chennai.                   |

## Web Resources (Swayam / NPTEL)

1. <https://archive.nptel.ac.in/courses/111/106/111106086/>

**Part – IV : Foundation Courses****(All the Undergraduate Programmes)**

| Course Code | Course Name  | Category | Hours / Week | Credits |
|-------------|--------------|----------|--------------|---------|
| 25HUM2FC    | Human Rights | FC - II  | 2            | 2       |

| Unit | Content  |
|------|--|
| I    | <p><b>Concept of Human Values, Value Education Towards Personal Development</b><br/> Aim of Education and Value Education; Evolution of Value Oriented Education; Concept of Human Values; Types of Values; Components of Value Education.</p> <p><b>Personal Development:</b><br/> Self-analysis and Introspection; Sensitization towards Gender Equality, Physically Challenged, Intellectually Challenged. Respect to - Age, Experience, Maturity, Family Members, Neighbors, Co-workers.</p> <p>Character Formation towards Positive Personality:<br/> Truthfulness, Constructively, Sacrifice, Sincerity, Self-Control, Altruism, Tolerance, Scientific Vision.</p> |
| II   | <p><b>Value Education Towards National and Global Development</b></p> <p><b>National and International Values:</b><br/> Constitutional or National Values - Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, and Fraternity.<br/> Social Values - Pity and Probity, Self-Control, Universal Brotherhood.<br/> Professional Values - Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, and Faith.</p> <p>Religious Values - Tolerance, Wisdom, Character.<br/> Aesthetic Values - Love and Appreciation of Literature and Fine Arts and Respect for the Same.<br/> National Integration and International Understanding.</p>      |
| III  | <p><b>Impact of Global Development on Ethics and Values</b><br/> Conflict of Cross-Cultural Influences, Mass Media, Cross-Border Education, Materialistic Values, Professional Challenges, and Compromise.<br/> Modern Challenges of Adolescent Emotions and Behavior; Sex and Spirituality: Comparison and Competition; Positive and Negative Thoughts.<br/> Adolescent Emotions, Arrogance, Anger, Sexual Instability, Selfishness, Defiance</p>   |
| IV   | <p><b>Therapeutic Measures</b><br/> Control of the Mind through <ol style="list-style-type: none"> <li>Simplified Physical Exercise</li> <li>Meditation – Objectives, Types, Effect on Body, Mind and Soul</li> <li>Yoga – Objectives, Types, Asanas</li> <li>Activities: <ol style="list-style-type: none"> <li>Moralisation of Desires</li> <li>Neutralisation of Anger</li> <li>Eradication of Worries</li> <li>Benefits of Blessings</li> </ol> </li> </ol> </p>   |

| Unit | Content   |
|------|---|
| V    | <p><b>Human Rights</b></p> <ol style="list-style-type: none"> <li>1. Concept of Human Rights – Indian and International Perspectives             <ol style="list-style-type: none"> <li>a. Evolution of Human Rights</li> <li>b. Definitions under Indian and International Documents</li> </ol> </li> <li>2. Broad Classification of Human Rights and Relevant Constitutional Provisions.             <ol style="list-style-type: none"> <li>a. Right to Life, Liberty and Dignity</li> <li>b. Right to Equality</li> <li>c. Right against Exploitation</li> <li>d. Cultural and Educational Rights</li> <li>e. Economic Rights</li> <li>f. Political Rights</li> <li>g. Social Rights</li> </ol> </li> <li>3. Human Rights of Women and Children             <ol style="list-style-type: none"> <li>a. Social Practice and Constitutional Safeguards                     <ol style="list-style-type: none"> <li>(i) Female Feticide and Infanticide</li> <li>(ii) Physical Assault and harassment</li> <li>(iii) Domestic Violence</li> <li>(iv) Conditions of Working Women</li> </ol> </li> </ol> </li> <li>4. Institutions for Implementation             <ol style="list-style-type: none"> <li>a. Human Rights Commission</li> <li>b. Judiciary</li> </ol> </li> <li>5. Violations and Redressal             <ol style="list-style-type: none"> <li>a. Violation by State</li> <li>b. Violation by Individuals</li> <li>c. Nuclear Weapons and terrorism</li> <li>d. Safeguards</li> </ol> </li> </ol> |
|      | <b>Total Hours</b> <b>30</b>  |

#### Web Resources

1. [https://syllabus.b-u.ac.in/syl\\_college/ug\\_ve.pdf](https://syllabus.b-u.ac.in/syl_college/ug_ve.pdf)

| Course Code | Course Name         | Category | Hours / Week | Credits |
|-------------|---------------------|----------|--------------|---------|
| 25DIM2FC    | Disaster Management | FC - II  | 2            | 2       |

| Unit | Content   |
|------|---|
| I    | <p><b>Unit I:Introduction to Disasters</b></p> <p>1.1. Definition of Concepts<br/> 1.2. Difference between hazards and vulnerability<br/> 1.3. Types of Disasters<br/> 1.4. Natural Disasters<br/> 1.5. Human - Made Disasters</p>  |
| II   | <p><b>Unit II : Disasters Management</b></p> <p>2.1. Disaster Management<br/> 2.2. Disaster Management Cycle<br/> 2.3. Key Phases of Disaster Management<br/> 2.4. Disaster and Development<br/> 2.5. Disaster Impacts on Differential Groups</p>   |
| III  | <p><b>Unit III : Vulnerability Assessment and Reduction</b></p> <p>3.1. Vulnerability<br/> 3.2. Vulnerability Assessment<br/> 3.3. Early Warning System<br/> 3.4. Factors Contributing to Vulnerability<br/> 3.5. Vulnerability Reduction<br/> 3.6. Impact of Development Projects such as Dams, Embankments, Changes in Land-use etc.<br/> 3.7. Climate Change Adaptation</p>  |
| IV   | <p><b>Unit IV: Disaster Risk Reduction</b></p> <p>4.1. Disaster Risk Reduction (DRR)<br/> 4.2. Knowledge Management in Disaster Risk Reduction<br/> 4.3. The Knowledge Management Cycle<br/> 4.4. Role of Information and Knowledge in Disaster Risk Reduction<br/> 4.5. Indigenous Knowledge and Disaster Risk Reduction<br/> 4.6. Indigenous Knowledge and Early Warning Indicators<br/> 4.7. Indigenous Knowledge and Coping Strategies<br/> 4.8. Sendai Framework for Disaster Risk Reduction<br/> 4.9. Intergovernmental Panel on Climate Change (IPCC)<br/> 4.10. IPCC Scenario in the Context of India</p> |

| Unit | Content   | Total Hours | 30 |
|------|---|-------------|----|
| V    | <p><b>Unit V: Institutional Framework for Disaster Management</b></p> <p>5.1. National Policy on Disaster Management 2009</p> <p>5.2. The National Disaster Management Authority (NDMA)</p> <p>5.3. State Disaster Management Authority (SDMA)</p> <p>5.4. District Disaster Management Authorities (DDMAs)</p> <p>5.5. Community-Based Disaster Management (CBDM)</p> <p>5.6. NGOs and Disaster Management</p> <p>5.7. Other Related Policies, Plans, Programmes and Legislation</p> |             |    |

| References |   |
|------------|---|
| 1.         | Agrawal A. (1995), Dismantling the divide between Indigenous Knowledge and Scientific Knowledge. <i>Development Change</i> 26: 413 – 439.                 |
| 2.         | Mrinalini Pandey (2014), <i>Text Book of Disaster Management</i> , Wiley India Pvt Ltd.   |
| 3.         | Pradeep K Goyal, Anil K Gupta, <i>Disaster Management</i> , All India Council for Technical Education Nelson Mandela Marg, Vasant Kunj, New Delhi, 110070 |
| 4.         | Sharma S.C (2020), <i>Disaster Management</i> (1 <sup>st</sup> ed.), Khanna Book Publishing Co. (P) Ltd, New Delhi.                                       |
| 5.         | Srivastava A.K (2021), <i>Text Book of Disaster Management</i> , Scientific Publishers, Jodhpur.  |
| 6.         | Subramanian, (2018), <i>Disaster Management</i> , Vikas Publishing House, Noida.  |
| 7.         | Tushar Bhattacharya (2015), <i>Text Book of Disaster Science and Management</i> , McGraw Hill Education.  |
| 8.         | United Nation (2015), <i>Sendai Framework for Disaster Risk Reduction. 2015 – 2030</i> . Geneva: UNISDR   |
| 9.         | <a href="http://www.EasyEngineering.net">www.EasyEngineering.net</a>  |

| Course Code | Course Name                  | Category  | Hours / Week | Credits |
|-------------|------------------------------|-----------|--------------|---------|
| 25IDT2AE    | Innovation & Design Thinking | AECC - II | 2            | 2       |

## Course Objectives

The Course intends to cover

- The principles and practices of innovation and design thinking.
- Creative problem-solving skills, and impactful solutions across diverse contexts.
- The user-centered research techniques, and practical tools to generate, prototype.

## Course Learning Outcomes

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

| CLO  | CLO Statements  | Knowledge Level |
|------|---|-----------------|
| CLO1 | Understand the design thinking methodology for solving real-world problems.                               | K2              |
| CLO2 | Generate, prototype, and test innovative ideas.   | K3              |
| CLO3 | Frame human-centered solutions and present them effectively.  | K3              |
| CLO4 | Enhance their confidence in collaborative approaches to problem solving.                                  | K3              |
| CLO5 | Integrate innovation strategies into business, social, and creative contexts to drive sustainable impact. | K4              |

**K2** - Understand; **K3** – Apply ; **K4** – Evaluate

**Ability Enhancement Compulsory Courses (AECC)-II : Innovation & Design Thinking**

| Unit               | Content   | No. of Hours |
|--------------------|---|--------------|
| I                  | <b>Principles of Design Thinking:</b> Usability, Human-centeredness, Empathy, Iteration.<br><b>Types of Innovation:</b> Product, Process, Business Model, Social Innovation.  | 6            |
| II                 | <b>Empathy &amp; Defining The Problem:</b> Understanding users - observation - ethnographic research - interviews - Empathy maps and personas - Identifying user pain points - Problem framing vs. problem solving.   | 6            |
| III                | <b>Ideation &amp; Creativity Tools:</b> Divergent vs. Convergent Thinking - Brainstorming and mind mapping techniques – SCAMPER. Idea selection and prioritization frameworks.  | 6            |
| IV                 | <b>Prototyping &amp; Experimentation:</b> Low-fidelity vs. High-fidelity prototyping - Storyboarding, sketching, mock-ups, and role-playing - Rapid prototyping with simple materials.  | 6            |
| V                  | <b>Testing &amp; Feedback:</b> Testing prototypes with users - Iteration and learning from feedback.<br><b>Innovation Strategy &amp; Implementation :</b> Scaling ideas into innovations - Measuring innovation impact - Barriers - Design Thinking for social change and sustainability. | 6            |
| <b>Total Hours</b> |   | <b>30</b>    |

**Text Books**

|   |  |
|---|--|
| 1 | Kelley, T., & Kelley, D. (2013). <i>Creative confidence: Unleashing the Creative Potential within us all</i> . Crown Business. |
| 2 | Dan Saffer, <i>Designing for Interaction</i> , New Riders Publications, 2010.  |

**Reference Books**

|   |   |
|---|---|
| 1 | Plattner, H., Meinel, C., & Leifer, L. (Eds.). (2018). <i>Design Thinking Research: Making Distinctions: Collaboration versus Cooperation</i> . Springer. |
| 2 | Liedtka, J., & Ogilvie, T. (2011). <i>Designing for Growth: A Design Thinking Tool kit for Managers</i> . Columbia University Press.                      |
| 3 | Martin, R. (2009). <i>The Design of Business: Why Design Thinking is the Next Competitive Advantage</i> . Harvard Business Press.                         |

**Web Resources (Swayam / NPTEL)**

|   |   |
|---|---|
| 1 | <a href="https://onlinecourses.nptel.ac.in/noc22_mg32/preview">https://onlinecourses.nptel.ac.in/noc22_mg32/preview</a>     |
| 2 | <a href="https://onlinecourses.swayam2.ac.in/imb23_mg65/preview">https://onlinecourses.swayam2.ac.in/imb23_mg65/preview</a> |
| 3 | <a href="https://onlinecourses.nptel.ac.in/noc20_hs08/preview">https://onlinecourses.nptel.ac.in/noc20_hs08/preview</a>     |

| Course Code | Course Name                  | Category  | Hours/Week | Credits |
|-------------|------------------------------|-----------|------------|---------|
| 25IPR2AE    | Intellectual Property Rights | AECC - II | 2          | 2       |

## Course Objectives

This course intends to cover

- Identify the objectives, forms, duration, and scope of protection for different types of intellectual property.
- Understand the global IP framework and India's compliance challenges.
- Recognize the role of IP as a policy tool for national, economic, social, and cultural growth.
- Gain knowledge of substantive laws and procedural mechanisms of IP in India.
- Analyze recent national and global trends in intellectual property rights.

## Course Learning Outcomes

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

| CLO  | CLO Statements   | Knowledge Level |
|--|--|-----------------|
| CLO1   | Understand the core principles of intellectual property protection.                              | K1, K2          |
| CLO2   | Identify the key concepts and principles of trademarks.  | K2              |
| CLO3   | Comprehend the legal implications and rights under copyright law.                                | K3              |
| CLO4   | Understand the legal consequences of patents and trade secrets.                                  | K2              |
| CLO5   | Comprehend IP rights for plant varieties and farmers, along with their legal and social aspects. | K4              |
| <b>K1</b> - Remember; <b>K2</b> - Understand; <b>K3</b> – Apply; <b>K4</b> – Analyze |  |                 |

## Ability Enhancement Compulsory Courses(AECC)-II : Intellectual Property Rights

| Unit               | Content  | No. of Hours |
|--------------------|--|--------------|
| I                  | <b>Introduction to Intellectual Property:</b> Introduction, types of intellectual property, international organizations, agencies and treaties, importance of intellectual property rights.  | 6            |
| II                 | <b>Trade Marks:</b> Purpose and function of trademarks, acquisition of trade mark rights, protectable matter, selecting, and evaluating trade mark, trade mark registration processes.   | 6            |
| III                | <b>Law of Copy Rights:</b> Fundamental of copy right law, originality of material, rights of reproduction, rights to perform the work publicly, copy right ownership issues, copy right registration, notice of copy right, international copy right law.  | 6            |
| IV                 | <b>Law of Patents, Trade Secrets:</b> Foundation of patent law, patent searching process, ownership rights and transfer. Trade Secrets: Trade secrete law, determination of trade secrete status, liability for misappropriations of trade secrets, protection for submission, trade secrete litigation. | 6            |
| V                  | <b>Protection of Plant Varieties and Farmers' Rights:</b> Introduction -Meaning and Definition - Registrable Varieties of Plants - Procedure for Registration - Plant Varieties Protection.  | 6            |
| <b>Total Hours</b> |  | <b>30</b>    |

### Text Books

|   |   |
|---|---|
| 1 | V K Ahuja - Law Relating To Intellectual Property Rights - Lexis Nexis; Third edition , 2017. |
| 2 | Elizabeth Verkey - Intellectual Property Law and Practice – Eastern Book Company – 2018.      |
| 3 | S R Myneni - Law of Intellectual Property - Asia Law House – 2021.                            |

### Reference Books

|   |  |
|---|--|
| 1 | B.L. Wadehra - Law Relating To Intellectual Property – Universal Law Publishing House, New Delhi , 2011. |
| 2 | Avtar Singh - Intellectual Property Law - Eastern Book Company – 2015.                                   |

### Web Resources (Swayam/NPTEL)

|   |   |
|---|---|
| 1 | <a href="https://onlinecourses.nptel.ac.in/noc22_hs59/preview">https://onlinecourses.nptel.ac.in/noc22_hs59/preview</a> |
|---|---|

| Course Code | Course Name                  | Category  | Hours / Week | Credits |
|-------------|------------------------------|-----------|--------------|---------|
| 25END2AE    | Entrepreneurship Development | AECC – II | 2            | 2       |

### Course Objectives

This course intends to cover

- Basics of starting and managing entrepreneurial ventures.
- Tools for planning, funding, and entrepreneurial growth.

### Course Learning Outcomes

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

| CLO   | CLO Statements                               | Knowledge Level |
|---|--|-----------------|
| CLO1  | Understand the concept of entrepreneurship.  | K2              |
| CLO2  | Gain knowledge on entrepreneurial motivation | K2              |
| CLO3  | Apply business idea evaluation               | K3              |
| CLO4  | Create systematic Business plan              | K3              |
| CLO5  | Analyse business finance and support         | K4              |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse</b> |  |                 |

## Ability Enhancement Compulsory Course – II : Entrepreneurship Development

| Unit                                | Content  | No. of Hours |
|-------------------------------------|--|--------------|
| I                                   | <b>Entrepreneurship:</b> Meaning of Entrepreneurship - Characteristics, Functions and Types of entrepreneurs - Intrapreneur vs. Entrepreneur - Need for Entrepreneurship in economic development - Contribution to GDP, Employment, Innovation.                                      | 5            |
| II                                  | <b>Entrepreneurial Motivation:</b> Meaning - Need for Achievement Theory - Risk-taking Behaviour - Innovation and Entrepreneur – Economic & non-economic factors affecting entrepreneurial growth.   | 5            |
| III                                 | <b>Business Ideas:</b> Sources of Business Ideas & Opportunity Identification – Idea generation techniques (Brainstorming, Design Thinking). Business incubation - Technical Assistance for small business – Preparation of Feasibility Reports, Legal Formalities and Documentation | 7            |
| IV                                  | <b>Business Plan:</b> Meaning and importance of Business Plan – Structure and components – Market Study.   | 7            |
| V                                   | <b>Entrepreneurial finance:</b> Sources of finance (Bank, Angel investors, Venture Capital, Crowdfunding, Mudra Loans) - Institutional support to entrepreneurs (DIC, KVIC, EDII and MSME).  | 6            |
| <b>Total Hours</b>                  |  | <b>30</b>    |
| <b>Text Books</b>                   |  |              |
| 1                                   | C.B. Gupta and N.P. Srinivasan (2020), Entrepreneurship Development, Sultan Chand and Sons.  |              |
| 2                                   | Dr. Vasant Desai and Dr. Kulveer Kaur (2021), Entrepreneurship Development and Management, Himalaya Publications.  |              |
| <b>Reference Books</b>              |  |              |
| 1                                   | Dr. Jayashree Suresh (2021), Entrepreneurial Publications, Margham Publications  |              |
| 2                                   | S S Khanka (2020), Entrepreneurial Development, Sultan Chand and Sons, New Delhi.  |              |
| <b>Web Resources (Swayam/NPTEL)</b> |  |              |
| 1                                   | <a href="https://onlinecourses.nptel.ac.in/noc25_mg95/preview">https://onlinecourses.nptel.ac.in/noc25_mg95/preview</a>  |              |

**Components for Internal Assessment and  
Distribution of Marks for CIA and ESE (Theory)**

| Max Marks | Marks for |     | Components for CIA |           |        |           |            |                   |       |  |
|-----------|-----------|-----|--------------------|-----------|--------|-----------|------------|-------------------|-------|--|
|           | CIA       | ESE | CIA                |           | Model  |           | Attendance | Active Engagement | Total |  |
|           |           |     | Actual             | Weightage | Actual | Weightage |            |                   |       |  |
| 100       | 25        | 75  | 50                 | 5         | 75     | 10        | 5          | 5                 | 25    |  |

**Question Paper Pattern**

| Component        | Duration in Hours | Section A        |                  |         | Section B        |                  |        | Section C        |                  |        | Total |
|------------------|-------------------|------------------|------------------|---------|------------------|------------------|--------|------------------|------------------|--------|-------|
|                  |                   | Type of Question | No. of Questions | Marks   | Type of Question | No. of Questions | Marks  | Type of Question | No. of Questions | Marks  |       |
| CIA              | 2                 | MCQ              | 8                | 8x1=8   | Either or        | 3                | 3x6=18 | Either or        | 3                | 3x8=24 | 50    |
| Model Exam / ESE | 3                 | MCQ              | 10               | 10x1=10 | Either or        | 5                | 5x5=25 | Either or        | 5                | 5x8=40 | 75    |

**Components for Internal Assessment and  
Distribution of Marks for CIA (Lab)**

| Max Marks | Marks for |     | Components for CIA |        |           |        |                        |             |       | Total |
|-----------|-----------|-----|--------------------|--------|-----------|--------|------------------------|-------------|-------|-------|
|           | CIA       | ESE | Test               |        | Model     |        | Experiments / Programs | Observation | Total |       |
|           | 100       | 40  | 60                 | Actual | Weightage | Actual | Weightage              | Marks       | 5     | 40    |
|           |           |     | 50                 | 10     | 60        | 15     | 10                     |             |       |       |

**Examination Pattern**

| Component         | Duration in Hours | Marks          |        |           | Total Marks |
|-------------------|-------------------|----------------|--------|-----------|-------------|
|                   |                   | Practical Exam | Record | Weightage |             |
| Test              | 2                 | 50             | -      | 10        | 50          |
| Model             | 3                 | 60             | -      | 15        | 60          |
| Experiments       | -                 | -              | -      | 10        | 10          |
| Observation       | -                 | -              | -      | 05        | 05          |
| Total Marks - CIA |                   |                |        | 40        | 40          |
| ESE               | 3                 | 50             | 10     | -         | 60          |

**Components for Internal Assessment and  
Distribution of Marks for CIA (Foundation Course -Theory)**

| Max<br>Marks | Marks for |     | Components for CIA |           |        |           |       |  |
|--------------|-----------|-----|--------------------|-----------|--------|-----------|-------|--|
|              |           |     | CIA                |           | Model  |           | Total |  |
|              | CIA       | ESE | Actual             | Weightage | Actual | Weightage |       |  |
| 50           | 50        | -   | 50                 | 25        | 50     | 25        | 50    |  |

**Question Paper Pattern**

| Duration in Hours | Mode of Exam | Type of Questions | No. of Questions | Marks     |
|-------------------|--------------|-------------------|------------------|-----------|
| 2                 | Offline      | Open Choice       | 5 (Out of 8)     | 5 x 10=50 |

**Components for and Distribution of Marks for ESE (Theory)  
Ability Enhancement Compulsory Courses (AECC)  
&  
Question Paper Pattern**

| Duration in Hours | Mode of Exam | Type of Questions | No. of Questions | Marks   |
|-------------------|--------------|-------------------|------------------|---------|
| 2                 | Online       | MCQ               | 50               | 50x1=50 |

