INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)

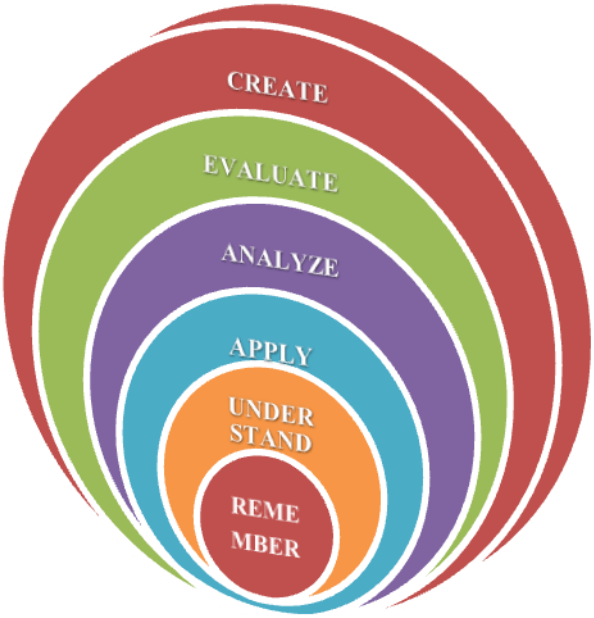
Dundigal - 500 043, Hyderabad

OUTCOME BASED EDUCATION SYSTEM

INFORMATION TECHNOLOGY

B.Tech

2014 – 2018



Vision

The Department envisions to become a Center of Excellence in Information Technology with a strong teaching and research environment that produces competent graduates and to inculcate traits to make them not only good professionals but also kind, committed and socially oriented human beings.

Mission

To promote a teaching and learning process that includes latest advancements in information technology, that provides strong practical base for the graduates to make them excellent human capital for sustainable competitive edge and social relevance by inculcating the philosophy of continuous learning and innovation in the core areas.

Contents

Program Education Objectives and Outcomes

As Per NBA Norms Post June, 2015
Semester: I, II-I, II-II, III-I, III-II, IV-I & IV-II

Part – I A

PROGRAM EDUCATIONAL OBJECTIVES AND OUTCOMES

First version 22 July, 2014

Program Educational Objectives, Program Outcomes and Assessment Criteria (Approved by DAC Information Technology department on 3/9/2014):

Information Technology Departmental Advisory Council: The Information Technology Department Advisory Council (ITDAC) includes a diverse group of experts from academe and industry, as well as alumni representation. The Advisory Board meets annually, or as needed, for a comprehensive review of the Information Technology Department strategic planning and programs.

The Advisory Council meets with administration, faculty and students and prepares a report, which is presented to principal. In each visit, the Department of Information Technology responds to the report indicating improvements and amendments to the program.

1. PROGRAM EDUCATIONAL OBJECTIVES, OUTCOMES AND ASSESSMENT CRITERIA

Learning Outcomes, Assessment Criteria

The educational aims of a module are statements of the broad intentions of the teaching team. They indicate the objectives that the teaching team intends to cover and the learning opportunities that are necessary to be available to the student. A learning outcome is a statement that indicates the content that a learner (student) is expected to know, understand and/or be able to do at the end of a period of learning. It is advisable to express learning outcomes with the common prefix:

'On completion of (the period of learning e.g. module), the student is expected to be able to…'

Generally, learning outcomes do not specify curriculum, but more general areas of learning. It is not possible to prescribe precisely how specific a learning outcome statement should be. There is a balance to be struck between the degree of specificity in a learning outcome statement and that achieved by the assessment criteria. If there are too many learning outcomes for a module, then either they are becoming assessment criteria or they are specifying too much curricular detail. The curriculum should be described in the range statement. Too few learning outcomes are unlikely to provide sufficient information on the course. As a guide, there should be between 4 and 8 learning outcomes for a course.

The Program Educational Objectives (PEOs) of the Information Technology department are broad statements or road maps describing career and professional objectives that intend the graduates to achieve through this program.

2. B. TECH – INFORMATION TECHNOLOGY PROGRAM EDUCATIONAL OBJECTIVES

A graduate of Institute of Aeronautical Engineering in Information Technology discipline should have a successful career in Information Technology or a related field, and within three to five years, should attain the following:

PROGRAM EDUCATIONAL OBJECTIVES:

PEO1. Excellence in Career

To prepare the graduates for a successful career to meet the diversified needs of industry, academia and research.

PEO2. Professional Effectiveness and Contribution to Society

To train students to comprehend, analyze, design and provide ability to create novel products and technologies that give solution-frameworks to real world problems.

PEO3. Problem Solving

To equip graduates with a solid foundation in discrete mathematical and engineering fundamentals required to develop problem solving ability in complex engineering design

PEO4. Exercising Leadership

To inculcate in graduates the qualities of leadership in technology innovation and entrepreneurship with effective communication skills, teamwork, ethics and to create ability for life-long learning needed in a successful professional career.

These objectives are quite broad by intention, as Information Technology graduates may seek further education or work in diverse areas. To make these objectives meaningful, they may be demonstrated by performance, actions, or achievements.

These objectives are quite broad by intention, as Information Technology graduates may seek further education or work in diverse areas. To make these objectives meaningful, they may be demonstrated by performance, actions, or achievements.

(i) To prepare the graduates for a successful career to meet the diversified needs of industry, academia and research.

- Significantly contributing to delivery of desired component, product, or process
- Formulating and solving moderately complex computer engineering problems, accounting for hardware/software/human interactions
- Skillfully using state-of-the-art tools for computer engineering processes

- Making practical recommendations that address computer engineering product and system level issues
- Producing clear written computer engineering documentation (papers, reports, and significant parts of proposals)
- Being asked to make presentations or reports for internal colleagues or clients
- Applying for a patent or making a useful invention or innovation
- Participating in the field through public speaking, activity in professional societies, technical associations, standards boards, etc.
- Properly handling a situation involving intellectual property rights
- Accounting for larger societal, ethical, legal, business, and technical context while making decisions on a project
- Leading a project or design team Election or appointment to leadership position in a professional society

(ii) To **train** students to comprehend, analyze, design and provide ability to create novel products and technologies that give solution-frameworks to real world problems

- Estimating correctly the required resources (time, team, equipment, etc.) for computer engineering projects
- Making appropriate decisions on when to outsource, when to use off-the-shelf components, and when to develop components in-house
- Seeking assistance or elevating problems whenever and wherever necessary

(iii) To equip graduates with a **solid foundation** in discrete mathematical and engineering fundamentals required to develop problem solving ability in complex engineering design

- Accepting and satisfactorily progressing in the graduate degree program
- Successfully completing a course for B.Tech
- Successfully completing a tutorial at a conference
- Learning a new skill, tool, area, or system on your own
- Reading technical books, journals, conference papers, technical reports, or standards
- Attending a technical conference, symposium, or workshop
- Publishing papers in conferences or referred journals, or producing an internally reviewed publication
- Belonging to a professional society to excel in chosen area

(iv). To inculcate in graduates the qualities of leadership in technology innovation and entrepreneurship with effective communication skills, teamwork, ethics and to create ability for life-long learning needed in a successful **professional career**.

- Appropriately using tools for collaborations, in the areas of telecommunication, video communication, distributed meeting systems, etc.
- Intelligently using tools for project and configuration management, e.g., resource planning systems, concurrent versions system, etc.
- Working successfully on ethnically, technically or diverse teams
- Effectively resolving problems encountered in team work

- Effective Communication in a group environment
- Designate persuasively
- Properly handling a situation involving ethics (being professional, be ethical)

3. B. TECH – INFORMATION TECHNOLOGY PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

A graduate of the Information Technology Program Outcomes will demonstrate:

PROGRAM OUTCOMES:

PO1. Engineering Knowledge
Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems

PO2. Problem Analysis
Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences

PO3. Design/Development of Solutions
Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations

PO4. Conduct Investigations of Complex Problems
Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions

PO5. Modern Tool Usage
Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations

PO6. The Engineer and Society
Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice

PO7. Environment and Sustainability
Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development

PO8. Ethics
Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice

PO9. Individual and Team Work

Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

PO10. Communication

Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions

PO11. Life-long Learning

Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change

PO12. Project Management and Finance

Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments

PROGRAM SPECIFIC OUTCOMES

PSO1. Professional Skills

The ability to understand, analyze and develop computer programs in the areas related to algorithms, system software, multimedia, web design, big data analytics, and networking for efficient design of computer-based systems of varying complexity.

PSO2. Software Engineering practices

The ability to apply standard practices and strategies in software service management using open-ended programming environments with agility to deliver a quality service for business success.

PSO3. Successful career and Entrepreneurship

The ability to employ modern computer languages, environments, and platforms in creating innovative career paths, to be an entrepreneur, and a zest for higher studies.

4. MAPPING OF PROGRAM EDUCATIONAL OBJECTIVES TO PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

The following Figure shows the correlation between the PEOs and the POs and PSOs

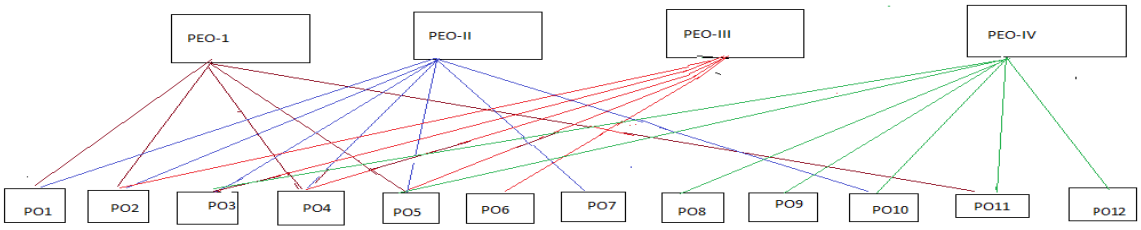


Figure: *Correlation between the PEOs and the POs and PSOs*

The following Table shows the correlation between the Program Educational Objectives and the Program Outcomes & Program Specific Outcomes

	Program Educational Objectives		Program Outcomes & Program Specific Outcomes
I	To prepare the graduates for a successful career to meet the diversified needs of industry, academia and research	PO1	**Engineering Knowledge** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems
		PO2	**Problem Analysis** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences
		PO4	**Conduct Investigations of Complex Problems** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions
		PO5	**Modern Tool Usage** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations
		PO11	**Life-long Learning** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.
		PSO1	**Professional Skills:** The ability to understand, analyze and develop computer programs in the areas related to algorithms, system software, multimedia, web design, big data analytics, and networking for efficient design of computer-based systems of varying complexity.
		PSO3	**Successful Career and Entrepreneurship:** The ability to employ modern computer languages, environments, and platforms in creating innovative career paths, to be an entrepreneur, and a zest for higher studies.
II	To equip graduates with a solid foundation	PO1	**Engineering Knowledge**

	in discrete mathematical and engineering fundamentals required to develop problem solving ability in complex engineering design.		Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems
		PO2	**Problem Analysis** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences
		PO3	**Design/Development of Solutions** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations
		PO4	**Conduct Investigations of Complex Problems** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions
		PO5	**Modern Tool Usage** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations
		PO7	**Environment and Sustainability** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development
		PO10	**Communication** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
		PSO1	**Professional Skills:** The ability to understand, analyze and develop computer programs in the areas related to algorithms, system software, multimedia, web design, big data analytics, and networking for

			efficient design of computer-based systems of varying complexity.
III	To train students to comprehend, analyze, design and provide ability to create novel products and technologies that give solution-frameworks to real world problems. .	**PO2**	**Problem Analysis** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences
		PO3	**Design/Development of Solutions** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations
		PO4	**Conduct Investigations of Complex Problems** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions
		PO5	**Modern Tool Usage** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations
		PO6	**The Engineer and Society** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice
		PO11	**Life-long Learning** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.
		PSO2	**Software Engineering practices:** The ability to apply standard practices and strategies in software service management using open-ended programming environments with agility to deliver a quality service for business success.
IV	To inculcate in graduates the qualities of leadership in technology innovation and entrepreneurship with effective communication skills, teamwork, ethics and	**PO3**	**Design/Development of Solutions** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate

	to create ability for life-long learning needed in a successful professional career.		consideration for the public health and safety, and the cultural, societal, and environmental considerations
		PO5	**Modern Tool Usage** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations
		PO8	**Ethics** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice
		PO9	**Individual and Team Work** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings
		PO10	**Communication** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions
		PO11	**Life-long Learning** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.
		PO12	**Project Management and Finance** Demonstrate knowledge and understanding of the engineering a.nd management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environment.
		PSO3	**Successful Career and Entrepreneurship:** The ability to employ modern computer languages, environments, and platforms in creating innovative career paths, to be an entrepreneur, and a zest for higher studies.

5. RELATION BETWEEN THE PROGRAM OUTCOMES AND PROGRAM

EDUCATIONAL OBJECTIVES

A broad relation between the Program Educational Objectives and the Program Outcomes is given in the following table:

POs ↓ / PEOs →		(1) Excellence in Career	(2) Professional Effectiveness And Contribution to Society	(3) Problem Solving	(4) Exercising Leadership
PO1	Engineering Knowledge			H	
PO2	Problem Analysis			H	
PO3	Design/Development of Solutions		H		S
PO4	Conduct Investigations of Complex Problems	H			H
PO5	Modern Tool Usage		S	S	
PO6	The Engineer and Society		H		S
PO7	Environment and Sustainability		H		H
PO8	Ethics		H		
PO9	Individual and Team work	H		H	
PO10	Communication		H		
PO11	Life-long Learning	S		S	
PO12	Project Management and Finance				S

Relationship between Program Outcomes and Program Educational Objectives
Key: H = Highly Related; S = Supportive

5. RELATION BETWEEN THE PROGRAM SPECIFIC OUTCOMES AND THE PROGRAM EDUCATIONAL OBJECTIVES

A broad relation between the program Educational Objectives and the Program Specific Outcomes are given in the following table:

PSOs ↓ / PEOs →		(1) Excellence in Career	(2) Professional Effectiveness And Contribution to Society	(3) Problem Solving	(4) Exercising Leadership
PSO1	Professional Skills		H		S
PSO2	Problem-solving skills	H		H	S
PSO3	Successful career and Entrepreneurship	S	H	S	

Relationship between Program Specific Outcomes and Program Educational Objectives
Key: H = Highly Related; S = Supportive

Note:

- The assessment process can be direct or indirect.
- The direct assessment will be through interim assessment by the faculty or by industry / technology experts.
- The indirect assessment on the other hand could be by students through course outcomes, lab evaluation, department associations, exit interviews, engineering services, GATE etc.
- Frequency of assessment can be once in a semester and justified by the program coordinator.

6. PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES OF (B. Tech) IT GRADUATES

Graduates from accredited programs must achieve the following learning outcomes, defined by broad areas of learning.

The outcomes are distributed within and among the courses within our curriculum, and our students are assessed for the achievement of these outcomes, as well as specific course learning objectives, through testing, surveys, and other faculty assessment instruments. Information obtained in these assessments is used in a short-term feedback and improvement loop.

Each Information Technology student will demonstrate the following attributes by the time they graduate:

PO1. Engineering Knowledge

Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

Performance Criteria Definitions

- Knowledge and understanding of scientific principles and methodology necessary to strengthen their education in their engineering discipline, to enable appreciation of its scientific and engineering context, and to support their understanding of historical, current, and future developments and technologies;
- Knowledge and understanding of mathematical principles necessary to underpin their education in their engineering discipline and to enable them to apply mathematical problems;
- Ability to apply and integrate knowledge and understanding of other engineering disciplines to support study of their own engineering discipline.

PO2. Problem Analysis

Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences

Performance Criteria Definitions

- Practical application of engineering skills, combining theory and experience, and use of other relevant knowledge and skills. This can include:
- Knowledge of characteristics of particular materials, equipment, processes, or products;
- Workshop and laboratory skills;

- Understanding of contexts in which engineering knowledge can be applied (example, operations and management, technology development, etc.);
- Understanding use of technical literature and other information sources Awareness of nature of intellectual property and contractual issues;
- Understanding of appropriate codes of practice and industry standards;
- Awareness of quality issues;
- Ability to work with technical uncertainty.
- Understanding of engineering principles and the ability to apply them to analyze key engineering processes;
- Ability to identify, classify and describe the performance of systems and components through the use of analytical methods and modeling techniques;
- Ability to apply quantitative methods and computer software relevant to their engineering discipline, in order to solve engineering problems;
- Understanding of and ability to apply a systems approach to engineering problems.

PO3. Design/Development of Solutions

Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations

Performance Criteria Definitions

Design is the creation and development of an economically viable product, processor system to meet a defined need. It involves significant technical and intellectual challenges and can be used to integrate all engineering understanding, knowledge and skills to the solution of real problems. Graduates will therefore need the knowledge, understanding and skills to:

- Investigate and define a problem and identify constraints including environmental and sustainability limitations, health and safety and risk assessment issues;
- Understand customer and user needs and the importance of considerations such as aesthetics;
- Identify and manage cost drivers;
- Use creativity to establish innovative solutions;
- Ensure fitness for purpose for all aspects of the problem including production, operation, maintenance and disposal;
- Manage the design process and evaluate outcomes.
- Knowledge and understanding of commercial and economic context of engineering processes;
- Knowledge of management techniques which may be used to achieve engineering objectives within that context;
- Understanding of the requirement for engineering activities to promote sustainable development;
- Awareness of the framework of relevant legal requirements governing engineering activities, including personnel, health, safety, and risk (including environmental risk) issues.

PO4. Conduct Investigations of Complex Problems

Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions

Performance Criteria Definitions

- Independence
- Maturity – requiring only the achievement of goals to drive their performance
- Self-direction (take a vaguely defined problem and systematically work to resolution)
- Teams are used during the classroom periods, in the hands-on labs, and in the design projects.
- Some teams change for eight-week industry oriented Mini-Project, and for the seventeen - week design project.
- Instruction on effective teamwork and project management is provided along with an appropriate textbook for reference.
- Teamwork is important not only for helping the students know their classmates but also in completing assignments.
- Students also are responsible for evaluating each other's performance, which is then reflected in the final grade.
- Subjective evidence from senior students shows that the friendships and teamwork extends into the junior years, and for some of those students, the friendships continue into the workplace after graduation.
- Ability to work with all levels of people in an organization
- Ability to get along with others
- Demonstrated ability to work well with a team

PO5. Modern Tool Usage

Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations

Performance Criteria Definitions

Is based on the problem solving process that has been well documented in engineering texts. The elements of the process include:

- Problem or opportunity identification
- Problem statement and system definition
- Problem formulation and abstraction
- Information and data collection
- Model translation
- Validation
- Experimental design
- Solution development or experimentation
- Interpretation of results
- Implementation and documentation

As the most engineers eventually learn, the problem solving process is never complete. Therefore, a final element here is feedback and improvement

PO6. The Engineer and Society

Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice

Performance Criteria Definitions

- Comprises four components: ability to make informed ethical choices, knowledge of professional codes of ethics, evaluates the ethical dimensions of professional practice, and demonstrates ethical behavior.
- Stood up for what they believed in.
- High degree of trust and integrity.

PO7. Environment and Sustainability

Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development

Performance Criteria Definitions

- Clarity
- Grammar/Punctuation
- References

Verbal Communication: "Students should demonstrate the ability to communicate effectively orally."

- Speaking Style
- Subject Matter

PO8. Ethics

Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

Performance Criteria Definitions

- Knowledge and understanding of commercial and economic context of engineering processes;
- Knowledge of management techniques which may be used to achieve engineering objectives within that context;
- Understanding of the requirement for engineering activities to promote sustainable development;
- Awareness of the framework of relevant legal requirements governing engineering activities, including personnel, health, safety, and risk (including environmental risk) issues;
- Understanding of the need for a high level of professional and ethical conduct in engineering.

PO9. Individual and Team Work

Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

Performance Criteria Definitions

Inspire the students to further explore in his/her program to recognize the need for life-long learning. Some aspects of life-long learning:

- Project management professional certification
- MBA
- Begin work on advanced degree
- Keeping current in CSE and advanced engineering concepts
- Personal continuing education efforts
- Ongoing learning – stays up with industry trends/ new technology
- Continued personal development
- Have learned at least 2-3 new significant skills
- Have taken up to 80 hours (2 wks) training per year

PO10. Communication

Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions

Performance Criteria Definitions

- Use appropriate format and grammatical structure
- Create a well organized document
- Present the results appropriately
- Demonstrate effective oral communication

PO11. Life-long Learning

Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change

Performance Criteria Definitions

- Encompasses a wide range of tools and skills needed by engineering graduates including computer software, simulation packages, diagnostic equipment and use of technical library resources and literature search tools.

PO12. Project Management and Finance

Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments

Performance Criteria Definitions

- Designing and development of software programs, modifying existing computer software, testing of software systems, performing the related documentation work and consulting with other engineering professionals to assess the interface between the hardware and software.
- Closely work with other information technology professionals including programmers, engineers and system analysts to ensure that the software design is feasible and analyze the specific requirements of users.
- Apart from developing new software programs, also work on exiting software programs to check for errors and eliminate them for improved performance.
- Consult with consumers/customers to comprehend the design requirements.
- Use a variety of scientific and mathematical techniques to predict the outcome of software designs.

PROGRAM SPECIFIC OUTCOMES OF (B. Tech) IT GRADUATES

PSO1. Professional Skills

The ability to research, understand and implement computer programs in the areas related to algorithms, system software, multimedia, web design, big data analytics, and networking for efficient analysis and design of computer-based systems of varying complexity.

- Focused in programming milieu by achieving certifications.
- Practicing the way of communicating to others in a persuasive means.
- Behavioral cram of the adjoining societal to accomplish the aspiration.

PSO2. Software Engineering practices

The ability to apply standard practices and strategies in software service management using open ended programming environments with agility to deliver a quality service for business success.

- Implement the programs by preparing the algorithms or pseudo code from the requirement of the client.
- Integrate the different components to suit the requirements and client satisfaction.

PSO3. Successful Career and Entrepreneurship:

The ability to employ modern computer languages, environments, and platforms in creating innovative career paths, to be an entrepreneur, and a zest for higher studies

- Comprehend the inevitability of the world where we are sheathing.
- Novelty starts from the stipulation and imagination of creature leads to entrepreneur.

Courses offered in Information Technology Curriculum (JNTUH-R13) –Vs- Program Outcomes and Program Specific Outcomes Attained through course modules for III-II, IV-I, IV-II Semesters

I YEAR																
Code	Subject	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
A10001	English							X						X	X	
A10002	Mathematics - I	X	X	X												
A10003	Mathematics Methods	X	X	X						X						
A10004	Engineering physics	X	X	X	X	X			X		X	X	X	X	X	X
A10005	Engineering chemistry	X	X	X	X	X	X			X	X		X	X	X	X
A10501	Computer programming	X	X	X	X									X	X	

A10301	Engineering Drawing		X	X				X		X						
A10581	Computer programming Lab			X		X				X		X			X	
A10081	Engineering physics/ Engineering chemistry Lab	X														
B. TECH II YEAR I SEMESTER																
Code	**Subject**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**
A30008	Probability& Statistics	X	X	X			X									
A30504	Mathematical Foundations of Computer Science	X	X	X	X	X	X			X		X		X	X	
A30502	Data Structures		X	X								X		X		X
A30402	Digital Logic Design and computer organization		X							X	X	X		X	X	
A30404	Electronic Devices & Circuits	X	X	X		X		X		X	X		X			
A30202	Basic Electrical Engineering	X	X		X		X	X								
A30282	Electrical and Electronics Lab			X		X				X		X				
A30582	Data Structures Lab through C++	X					X							X	X	
B. TECH II YEAR II SEMESTER																
Code	**Subject**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**
A40511	Principles of programming languages	X	X	X		X					X		X			
A40507	Database Management Systems			X		X						X		X	X	X
A40503	Java Programming		X			X						X	X	X	X	X
A40009	Environmental studies					X						X	X	X	X	X
A40409	Data communication		X			X						X	X	X	X	X
A40508	Design and analysis of algorithms	X	X	X		X				X			X		X	X
A40585	Java Programming Lab	X	X					X				X				

A40584	Database Management Systems Lab			X		X				X		X				
B. TECH III YEAR I SEMESTER																
Code	**Subject**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**
A50513	Automata & compiler design		X		X										X	
A50517	Linux Programming		X			X						X	X	X	X	X
A50518	Software Engineering	X	X			X						X			X	X
A50510	Operating Systems			X	X	X				X					X	X
A50515	Computer Networks	X	X	X	X	X		X						X	X	X
A50010	Managerial Economics and Financial Analysis	X	X	X		X						X			X	
A50589	Operating Systems lab			X		X				X		X				X
A50588	Computer Networks Lab(through Linux)			X		X				X		X		X		
III YEAR II SEMESTER																
Code	**Subject**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**
56032	Web Technologies	X	X	X	X	X				X		X			X	
Open Elective:																
56051	Operations research		X	X	X	X	X		X	X		X		X		X
56052	Intellectual property rights and cyber law						**X**									
56053	Computer forensics						**X**									
56030	Network security			X		X				X		X		X		
56054	Computer graphics		X	X	X	X				X		X	X			X
56055	Data warehousing and Data Mining	X		X		X		X				X			X	
56056	Embedded systems	X	X	X		X				X		X	X		X	
56619	Embedded systems and Data Mining Lab	X	X	X	X	X				X		X		X		

56620	Web technologies Lab			X		X	X			X		X			X	X
IV YEAR I SEMESTER																
Code	**Subject**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**
57047	Software testing methodologies	X	X	X	X		X				X				X	
57079	Object oriented analysis and design		X	X			X					X	X		X	
57080	Mobile Application development	X		X	X	X	X	X	X	X		X	X	X		X
57035	VLSI design			X		X				X		X			X	X
Elective – I																
57081	Wireless Networks and Mobile Computing	X		X	X	X				X		X	X		X	
57073	Image processing and pattern recognition						X									
57056	Soft computing						X									
57082	Semantic web and social networks						X									
Elective-II																
57057	Information retrieval systems						X									
57083	Human computer interaction	X		X	X				X		X	X	X		X	X
57084	Multimedia and rich internet applications						X									
57085	Scripting languages						X									
57617	Case Tools and Software Testing Lab	X		X			X			X		X		X		X
57618	Mobile Applications Development Lab	X		X		X				X		X			X	
IV YEAR II SEMESTER																
Code	**Subject**	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**
58007	Management Science	X		X			X				X		X		X	X
Elective-III																
58035	Web Services						X									

	E- Commerce															
58061	E- Commerce						X									
58062	Middleware Technologies	X		X	X	X		X				X			X	X
58039	Adhoc and Sensor Networks						X									
Elective-IV																
58063	Design Patterns			X	X					X		X		x	x	
58064	Distributed Systems						X									
58040	Storage Area Networks						X									
58065	Cloud Computing						X									
58633	Industry oriented Mini Project	X			X	X	X	X				X			x	x
58634	Seminar	X	X	X	X	X			X	X		X		x	x	x
58635	Project Work	X	X			X				X	X	X		x	x	x
58636	Comprehensive Viva	X		X		X						X	x			x

7. PROCEDURES FOR OUTCOME DELIVERY AND ASSESSMENT WITH RESPECT TO PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES

The categorization of outcomes of the above Information Technology courses is grouped as follows:

The Courses covered by Individual Program Outcomes and Program Specific Outcomes

PO1: Engineering Knowledge **Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems**			
A10002	Mathematics - I	A60520	Data warehousing and Data Mining
A10003	Mathematics Methods	A60525	Software testing methodologies
A10004	Engineering physics	A60519	Cloud Computing
A10005	Engineering chemistry	A60592	Data Mining &Web technologies Lab
A10501	Computer programming	A60086	Advanced communication skills Lab
A10301	Engineering Drawing	A70522	Information security
A10581	Computer programming Lab	A70530	Design Patterns
A10081	Engineering physics/ Engineering chemistry Lab	A70535	Mobile Application development
A10083	English language communications skills lab	A70533	Information retrieval systems
A10082	Engineering workshop/IT workshop	A70541	Wireless Networks and Mobile Computing
A30008	Probability& Statistics	A70532	Image processing and pattern recognition
A30504	Mathematical Foundations of Computer Science	A70539	Soft computing

A30502	Data Structures	A70538	Semantic web and social networks
A30402	Digital Logic Design and computer organization	A70352	Operations research
A30404	Electronic Devices & Circuits	A70540	Software project management
A30202	Basic Electrical Engineering	A70529	Computer graphics
A30282	Electrical and Electronics Lab	A70539	Human computer interaction
A30582	Data Structures Lab through C++	A70537	Scripting languages
A40511	Principles of programming languages	A70528	Computer forensics
A40507	Database Management Systems	A70593	Case Tools and Software Testing Lab
A40503	Java Programming	A70597	Mobile Applications Development Lab
A40009	Environmental studies	A80014	Management Science
A40409	Data communication	A80551	Web Services
A40508	Design and analysis of algorithms	A80544	E- Commerce
A40585	Java Programming Lab	A80546	Middleware Technologies
A40584	Database Management Systems Lab	A80542	Adhoc and Sensor Networks
A50513	Automata & compiler design	A80547	Multi media and rich internet applications
A50517	Linux Programming	A80526	Artificial intelligence
A50518	Software Engineering	A80550	Storage Area Networks
A50510	Operating Systems	A80534	Machine learning
A50515	Computer Networks	A80087	Industry oriented Mini Project
A50010	Managerial Economics and Financial Analysis	A80089	Seminar
A50589	Operating Systems lab	A80088	Project Work
A50588	Computer Networks Lab(through Linux)	A80090	Comprehensive Viva
A60512	Web Technologies	A60017	Intellectual property rights
A60524	Object oriented analysis and design	A60117	Disaster management
A60018	Human values & professional ethics		

PO2: Problem Analysis

Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences

A10002	Mathematics - I	A60017	Intellectual property rights
A10003	Mathematics Methods	A60117	Disaster management
A10004	Engineering physics	A60524	Object oriented analysis and design
A10005	Engineering chemistry	A60520	Data warehousing and Data Mining
A10501	Computer programming	A60525	Software testing methodologies
A10301	Engineering Drawing	A60519	Cloud Computing
A10581	Computer programming Lab	A60592	Data Mining &Web technologies Lab
A10081	Engineering physics/ Engineering chemistry Lab	A60086	Advanced communication skills Lab
A10083	English language communications skills lab	A70522	Information security
A10082	Engineering workshop/IT workshop	A70530	Design Patterns
A30008	Probability& Statistics	A70535	Mobile Application development
A30504	Mathematical Foundations of Computer Science	A70533	Information retrieval systems
A30502	Data Structures	A70541	Wireless Networks and Mobile Computing
A30402	Digital Logic Design and computer organization	A70532	Image processing and pattern recognition
A30404	Electronic Devices & Circuits	A70539	Soft computing
A30202	Basic Electrical Engineering	A70538	Semantic web and social networks
A30282	Electrical and Electronics Lab	A70352	Operations research
A30582	Data Structures Lab through C++	A70540	Software project management
A40511	Principles of programming languages	A70529	Computer graphics
A40507	Database Management Systems	A70539	Human computer interaction

A40503	Java Programming	A70537	Scripting languages
A40009	Environmental studies	A70528	Computer forensics
A40409	Data communication	A70593	Case Tools and Software Testing Lab
A40508	Design and analysis of algorithms	A70597	Mobile Applications Development Lab
A40585	Java Programming Lab	A80014	Management Science
A40584	Database Management Systems Lab	A80551	Web Services
A50513	Automata & compiler design	A80544	E- Commerce
A50517	Linux Programming	A80546	Middleware Technologies
A50518	Software Engineering	A80542	Adhoc and Sensor Networks
A50510	Operating Systems	A80547	Multi media and rich internet applications
A50515	Computer Networks	A80526	Artificial intelligence
A50010	Managerial Economics and Financial Analysis	A80550	Storage Area Networks
A50589	Operating Systems lab	A80534	Machine learning
A50588	Computer Networks Lab(through Linux)	A80087	Industry oriented Mini Project
A60512	Web Technologies	A80089	Seminar
A60018	Human values & professional ethics	A80088	Project Work

PO3: Design/Development of Solutions

Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations

A10002	Mathematics - I	A60512	Web Technologies
A10003	Mathematics Methods	A60524	Object oriented analysis and design
A10004	Engineering physics	A60520	Data warehousing and Data Mining
A10005	Engineering chemistry	A60525	Software testing methodologies
A10501	Computer programming	A60519	Cloud Computing
A10301	Engineering Drawing	A60592	Data Mining &Web technologies Lab
A10581	Computer programming Lab	A60086	Advanced communication skills Lab
A10082	Engineering workshop/IT workshop	A70522	Information security
A30008	Probability& Statistics	A70530	Design Patterns
A30504	Mathematical Foundations of Computer Science	A70535	Mobile Application development
A30502	Data Structures	A70532	Image processing and pattern recognition
A30404	Electronic Devices & Circuits	A70538	Semantic web and social networks
A30282	Electrical and Electronics Lab	A70352	Operations research
A40511	Principles of programming languages	A70529	Computer graphics
A40507	Database Management Systems	A70539	Human computer interaction
A40508	Design and analysis of algorithms	A70537	Scripting languages
A40584	Database Management Systems Lab	A70528	Computer forensics
A50510	Operating Systems	A70593	Case Tools and Software Testing Lab
A50515	Computer Networks	A70597	Mobile Applications Development Lab
A50010	Managerial Economics and Financial Analysis	A80089	Seminar
A50589	Operating Systems lab	A80090	Comprehensive Viva
A50588	Computer Networks Lab(through Linux)		

PO4: Conduct Investigations of Complex Problems

Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions

A10004	Engineering physics	A70530	Design Patterns
A10005	Engineering chemistry	A70535	Mobile Application development
A10501	Computer programming	A70532	Image processing and pattern recognition

A30504	Mathematical Foundations of Computer Science	A70539	Soft computing
A30202	Basic Electrical Engineering	A70538	Semantic web and social networks
A50513	Automata & compiler design	A70352	Operations research
A50510	Operating Systems	A70529	Computer graphics
A50515	Computer Networks	A70539	Human computer interaction
A60512	Web Technologies	A70528	Computer forensics
A60525	Software testing methodologies	A80087	Industry oriented Mini Project
A60519	Cloud Computing	A80089	Seminar
A60592	Data Mining &Web technologies Lab		

PO5: Modern Tool Usage

Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations

A10004	Engineering physics	A50010	Managerial Economics and Financial Analysis
A10005	Engineering chemistry	A50589	Operating Systems lab
A10581	Computer programming Lab	A50588	Computer Networks Lab(through Linux)
A10082	Engineering workshop/IT workshop	A60512	Web Technologies
A30504	Mathematical Foundations of Computer Science	A60520	Data warehousing and Data Mining
A30404	Electronic Devices & Circuits	A60592	Data Mining &Web technologies Lab
A30282	Electrical and Electronics Lab	A60086	Advanced communication skills Lab
A40511	Principles of programming languages	A70522	Information security
A40507	Database Management Systems	A70535	Mobile Application development
A40503	Java Programming	A70538	Semantic web and social networks
A40009	Environmental studies	A70352	Operations research
A40409	Data communication	A70529	Computer graphics
A40508	Design and analysis of algorithms	A70537	Scripting languages
A40584	Database Management Systems Lab	A70528	Computer forensics
A50517	Linux Programming	A80087	Industry oriented Mini Project
A50518	Software Engineering	A80089	Seminar
A50510	Operating Systems	A80088	Project Work
A50515	Computer Networks	A80090	Comprehensive Viva

PO6: The Engineer and Society

Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice

A10005	Engineering chemistry	A70532	Image processing and pattern recognition
A30008	Probability& Statistics	A70539	Soft computing
A30504	Mathematical Foundations of Computer Science	A70538	Semantic web and social networks
A30202	Basic Electrical Engineering	A70352	Operations research
A30582	Data Structures Lab through C++	A70539	Human computer interaction
A60524	Object oriented analysis and design	A70528	Computer forensics
A60525	Software testing methodologies	A80014	Management Science
A70535	Mobile Application development	A80087	Industry oriented Mini Project

PO7: Environment and Sustainability

Understand the impact of the professional engineering solutions in societal and environmental contexts, and

demonstrate the knowledge of, and need for sustainable development			
A10001	English	A40585	Java Programming Lab
A10301	Engineering Drawing	A50515	Computer Networks
A10083	English language communications skills lab	A70535	Mobile Application development
A10082	Engineering workshop/IT workshop	A70532	Image processing and pattern recognition
A30404	Electronic Devices & Circuits	A70539	Soft computing
A30202	Basic Electrical Engineering	A80014	Management Science
A80087	Industry oriented Mini Project		

PO8: Ethics **Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice**			
A10004	Engineering physics	A70539	Human computer interaction
A70535	Mobile Application development	A70528	Computer forensics
A70533	Information retrieval systems	A80014	Management Science
A70352	Operations research	A80089	Seminar

PO9: Individual and Team Work **Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings**			
A10003	Mathematics Methods	A60592	Data Mining &Web technologies Lab
A10005	Engineering chemistry	A60086	Advanced communication skills Lab
A10301	Engineering Drawing	A70522	Information security
A10581	Computer programming Lab	A70530	Design Patterns
A10082	Engineering workshop/IT workshop	A70535	Mobile Application development
A30504	Mathematical Foundations of Computer Science	A70539	Soft computing
A30402	Digital Logic Design and computer organization	A70538	Semantic web and social networks
A30404	Electronic Devices & Circuits	A70352	Operations research
A30282	Electrical and Electronics Lab	A70529	Computer graphics
A40508	Design and analysis of algorithms	A70539	Human computer interaction
A40584	Database Management Systems Lab	A70537	Scripting languages
A50510	Operating Systems	A70528	Computer forensics
A50589	Operating Systems lab	A70593	Case Tools and Software Testing Lab
A50588	Computer Networks Lab(through Linux)	A70597	Mobile Applications Development Lab
A60512	Web Technologies	A80089	Seminar
A60519	Cloud Computing	A80088	Project Work

PO10: Communication **Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions**			
A10004	Engineering physics	A60525	Software testing methodologies
A10005	Engineering chemistry	A70539	Soft computing
A30402	Digital Logic Design and computer organization	A70538	Semantic web and social networks
A30404	Electronic Devices & Circuits	A70539	Human computer interaction
A40511	Principles of programming languages	A80088	Project Work

PO11: Life-long Learning

Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change			
A10004	Engineering physics	A60512	Web Technologies
A10581	Computer programming Lab	A60524	Object oriented analysis and design
A10082	Engineering workshop/IT workshop	A60520	Data warehousing and Data Mining
A30504	Mathematical Foundations of Computer Science	A60519	Cloud Computing
A30502	Data Structures	A60592	Data Mining &Web technologies Lab
A30402	Digital Logic Design and computer organization	A70522	Information security
A30282	Electrical and Electronics Lab	A70530	Design Patterns
A40507	Database Management Systems	A70535	Mobile Application development
A40503	Java Programming	A70352	Operations research
A40009	Environmental studies	A70529	Computer graphics
A40409	Data communication	A70539	Human computer interaction
A40585	Java Programming Lab	A70537	Scripting languages
A40584	Database Management Systems Lab	A70528	Computer forensics
A50517	Linux Programming	A70593	Case Tools and Software Testing Lab
A50518	Software Engineering	A70597	Mobile Applications Development Lab
A50010	Managerial Economics and Financial Analysis	A80087	Industry oriented Mini Project
A50589	Operating Systems lab	A80089	Seminar
A50588	Computer Networks Lab(through Linux)	A80088	Project Work
A80090	Comprehensive Viva		

PO12: Project Management and Finance **Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments**			
A10004	Engineering physics	A40508	Design and analysis of algorithms
A10005	Engineering chemistry	A50517	Linux Programming
A30404	Electronic Devices & Circuits	A60524	Object oriented analysis and design
A40511	Principles of programming languages	A70535	Mobile Application development
A40503	Java Programming	A70533	Information retrieval systems
A40009	Environmental studies	A70539	Human computer interaction
A40409	Data communication	A80014	Management Science

PSO1: Professional Skills The ability to understand, analyze and develop computer programs in the areas related to algorithms, system software, multimedia, web design, big data analytics, and networking for efficient design of computer-based systems of varying complexity.			
A10001	English	A40009	Environmental studies
A10004	Engineering physics	A40409	Data communication
A10005	Engineering chemistry	A50517	Linux Programming
A10501	Computer programming	A50515	Computer Networks
A30504	Mathematical Foundations of Computer Science	A50588	Computer Networks Lab(through Linux)
A30502	Data Structures	A60592	Data Mining &Web technologies Lab
A30402	Digital Logic Design and computer organization	A70539	Soft computing
A30582	Data Structures Lab through C++	A80087	Industry oriented Mini Project
A40507	Database Management Systems	A80090	Comprehensive Viva
A40503	Java Programming		

PSO2: Software Engineering Practices The ability to apply standard practices and strategies in software service management using open ended programming environments with agility to deliver a quality service for business success.			
A10001	English	A40508	Design and analysis of algorithms
A10004	Engineering physics	A50513	Automata & compiler design
A10005	Engineering chemistry	A50517	Linux Programming
A10501	Computer programming	A50518	Software Engineering
A10581	Computer programming Lab	A50510	Operating Systems
A30504	Mathematical Foundations of Computer Science	A50515	Computer Networks
A30402	Digital Logic Design and computer organization	A50010	Managerial Economics and Financial Analysis
A30582	Data Structures Lab through C++	A60524	Object oriented analysis and design
A40507	Database Management Systems	A70533	Information retrieval systems
A40503	Java Programming	A70539	Human computer interaction
A40009	Environmental studies	A80087	Industry oriented Mini Project
A40409	Data communication		

PSO3: Successful Career and Entrepreneurship: The ability to employ modern computer languages, environments, and platforms in creating innovative career paths, to be an entrepreneur, and a zest for higher studies			
A10004	Engineering physics	A50517	Linux Programming
A10005	Engineering chemistry	A50518	Software Engineering
A10083	English language communications skills lab	A50510	Operating Systems
A30502	Data Structures	A50515	Computer Networks
A40507	Database Management Systems	A50589	Operating Systems lab
A40503	Java Programming	A60525	Software testing methodologies
A40009	Environmental studies	A70538	Semantic web and social networks
A40409	Data communication	A70593	Case Tools and Software Testing Lab
A40508	Design and analysis of algorithms	A80544	E- Commerce
A80089	Seminar		

8. METHODS OF MEASURING LEARNING OUTCOMES AND VALUE ADDITION

There are many different ways to assess student learning. In this section, we present the different types of assessment approaches available and the different frameworks to interpret the results.

i. Mid Semester Course Evaluation
ii. End-of Semester Course Evaluation
iii. Continuous Evaluation of Classroom Performance
iv. Course Objective Surveys
v. Course Instructor's Evaluations
vi. Graduating Senior's survey
vii. Alumni Survey
viii. Employer Survey
ix. Laboratory and Project Works
x. Balanced Composition in Curriculum
xi. Department Academic Committee and Faculty Meetings

xii. Professional Societies

The above assessment indicators are detailed below.

i. Mid Semester Course Evaluation

Mid semester course reviews are conducted for all courses by the department. All students are encouraged to actively participate in this evaluation process. These evaluations are critically reviewed by HOD and senior faculty and the essence is communicated to the faculty concerned to analyze, improve and practice so as to improve the performance of the student.

ii. End-of Semester Course Evaluation

The end-of semester course reviews are conducted, feedback taken from students and remedial measures will be taken up such that the student gets benefited before going for the university end exams. The positive and negative comments made by the students about the course are recorded and submitted to the departmental academic council (DAC) and to the Principal for taking necessary actions to better the course for subsequent semesters.

iii. Continuous Evaluation of Classroom Performance

Students are encouraged and motivated to participate actively in the classroom proceedings by way of interactive teaching by the instructor. Surprise class tests comprising of short answer questions, quiz based discussions, multiple-choice, true-false, and matching tests are conducted to strengthen the teaching-learning process. Apart from teacher control and covering content, the teacher also acts as a felicitator and students discover things for themselves, enabling them to be more independent and becoming life-long learners exploring student-centric educational philosophy.

iv. Course Objective Surveys

Students are encouraged to fill-out a brief survey on the fulfillment of course objectives. The data is reviewed by the concerned course faculty and the results are kept open for the entire faculty. Based on this, alterations or changes to the course objectives are undertaken by thorough discussions in faculty and DAC meetings.

v. Course Instructor's Evaluations

The course coordinator will collect the course portfolios from the respective instructors of each course offered in a given semester at the beginning of the semester as well as at the end of the semester. They remain on file for verification and study by the entire faculty. This helps the course coordinator and faculty to understand how effectively we can teach the given course. Betterment can be achieved from time to time and continuous improvement can be shown in handling courses in the subsequent semesters.

vi. Graduating Senior's Survey

The graduating senior's survey form is to be filled by all the students leaving the institution. The questionnaire is designed in such a way to gather information from the students regarding the program educational objectives, solicit about program experiences, carrier choices, as well as any suggestions and comments for the improvement of the program. The opinions expressed in exit interview forms are reviewed by the DAC for implementation purposes.

vii. Alumni Survey

The survey asks former students of the department about the status of their

employment and further education, perceptions of institutional emphasis, estimated gains in knowledge and skills, involvement as undergraduate students, and continuing involvement with Institute of Aeronautical Engineering. This survey is administered every three years. The data obtained will be analyzed and used in continuous improvement.

viii. Employer Survey

The main purpose of this employer questionnaire is to know employer's views about the skills they require of employees compared to the skills actually possessed by them. The purpose is also to identify gaps in technical and vocational skills, need for required training practices to fill these gaps and criteria for hiring new employees. These employer surveys are reviewed by the College Academic Council (CAC) to affect the present curriculum to suit the requirements of the employer.

ix. Laboratory and Project Works

The laboratory work is continuously monitored and assessed to suit the present demands of the industry. Students are advised and guided to do project works giving solutions to research/industrial problems to the extent possible by the capabilities and limitations of the student. The results of the assessment of the individual projects and laboratory work can easily be conflated in order to provide the students with periodic reviews of their overall progress and to produce terminal marks and grading.

x. Balanced Composition in Curriculum

The undergraduate program in electronics and communication engineering is designed to prepare students for successful careers in engineering and related fields by providing a balanced education, that prepares students to apply analytical, computational, experimental, and methodological tools to solve engineering problems; a strong foundation in mathematics and physical sciences; a broad and balanced general education in the humanities, arts, social sciences, and interdisciplinary studies; sufficient training and development of skills for effective communication and teamwork; a proper understanding of an engineer's professional and ethical responsibilities in relation to engineering fields and society; and recognition of the need for lifelong learning. The student's intellectual and ethical development is assessed continuously in relation to the balanced composition in curriculum.

xi. Department Academic Committee and Faculty Meetings

The DAC meets bi-annually for every academic year to review the strategic planning and modification of PEOs. Faculty meetings are conducted at least once in fort night for ensuring the implementation of DAC's suggestions and guidelines. All these proceeding are recorded and kept for the availability of all faculties.

xii. Professional Societies

The importance of professional societies like IEEE, IETE, ISTE,ISB-CSI etc., are explained to the students and they are encouraged to become members of the above to carry out their continuous search for knowledge. Student and faculty chapters of the above societies are constituted for a better technical and entrepreneurial environment. These professional societies promote excellence in instruction, research, public service and practice.

As Per NBA Norms Pre June, 2015

Semester: I, II-I, II-II and III-I

Part - II

METHODOLOGY FOR PREPARATION AND ASSESSMENT OF COURSE LEVEL STUDENT LEARNING OUTCOMES

Although the term "Expected Learning Outcome" may be new, the process of identifying the key concepts or skills that students are expected to learn during specific courses is not. Many people are more familiar with the terms "course objective" or "course competency". Expected learning outcomes are really very similar to both of these concepts, so if you already have course objectives or competencies, you are close to having expected learning outcomes for class.

This will provide information on exactly what expected learning outcomes are and what methods can be used to assess them. This is designed to assist faculty with the process of developing expected learning outcomes and methods for assessing those outcomes in their courses. This provides basic information related to (1) course purpose; (2) expected learning outcomes; (3) methods for assessing expected learning outcomes; (4) criteria for grade determination; and (5) course outline.

Expected Learning Outcomes:

After reading and completing this, individuals will be able to:

- Prepare a description of the course as well as a written statement regarding the course's purpose;
- Construct/develop expected learning outcomes for the course;
- Create an assessment plan that outlines the specific methods that will be used to assess the expected student learning outcomes for a course;
- Describe how grades will be determined in a process that is separate and distinct from assessing the expected learning outcomes;
- Identify the common components of a course outline
- Revise their course syllabi to incorporate a course purpose, expected learning outcomes, methods to assess those outcomes, the criteria for grade determination, and a course outline.
- This process uses some terminology related to expected learning outcomes and assessment. A brief glossary of terms has been provided below for reference purposes.

Assessment of expected learning outcomes:
The process of investigating (1) what students are learning and (2) how well they are learning it in relation to the stated expected learning outcomes for the course.

Assessment plan:
The proposed methods and timeline for assessment-related activities in a given course (e.g., when are you going to check what/how well the students are learning and how are you going to do that?).

Classroom Assessment Technique (CAT):
Angelo and Cross (1993) developed a variety of techniques/activities than can be used to assess students' learning. These CATs are often done anonymously and are not graded. These activities check on the

class' learning while students are still engaged in the learning process. An example of a CAT is a non-graded quiz given a few weeks before the first exam.

Course description:
A formal description of the material to be covered in the course.

Course purpose:
The course purpose describes the intent of the course and how it contributes to the programme. The course purpose goes beyond the course description.

Expected learning outcome:
A formal statement of what students are expected to learn in a course (synonyms for "expected learning outcome" include learning outcome, learning outcome statement, and student learning outcome).

Evaluation:
Making a judgment about the quality of student's learning/work and assigning marks based on that judgment. Evaluation activities (such as exams, papers, etc.) are often seen as formal ways to assess the expected learning outcomes for a course.

Methods for assessing student learning outcomes:
This term refers to any technique or activity that is used to identify what students are learning or how well they are learning. Formal methods for evaluating student learning outcomes include Continuous Assessment Tests, Mid Semester Test, Tutorials, End Semester Examination etc. The assessment methods are used to identify how the well students have acquired the learning outcomes for the course.

1. COURSE PURPOSE

One of the first steps in identifying the expected learning outcomes for a course is identifying the purpose of teaching in the course. By clarifying the purpose of the course, faculty can help discover the main topics or themes related to students' learning. These themes help to outline the expected learning outcomes for the course.

The course purpose involves the following:

1. What role does this course play within the programme?
2. How is the course unique or different from other courses?
3. Why should/do students take this course? What essential knowledge or skills should they gain from this experience?
4. What knowledge or skills from this course will students need to have mastered to perform well in future classes or jobs?
5. Why is this course important for students to take?

The "Course Description" provides general information regarding the topics and content addressed in the course, the "Course Purpose" goes beyond that to describe how this course fits in to the students' educational experience in the programme.

2. EXPECTED LEARNING OUTCOMES

Expected Learning Outcome (definition)
An expected learning outcome is a formal statement of what students are expected to learn in a course. Expected learning outcome statements refer to specific knowledge, practical skills, areas of professional development, attitudes, higher-order thinking skills, etc. that faculty members expect students to develop, learn, or master during a course (Suskie, 2004). Expected learning outcomes are also often referred to as "learning outcomes", "student learning outcomes", or "learning outcome statements".

Simply stated, expected learning outcome statements describe:
- What faculty members want students to know at the end of the course and
- What faculty members want students to be able to do at the end of the course

Learning outcomes have three major characteristics
- They specify an action by the students/learners that is **observable**
- They specify an action by the students/learners that is **measurable**
- They specify an action that is done by the **students/learners** (rather than the faculty members)

Effectively developed expected learning outcome statements should possess all three of these characteristics. When this is done, the expected learning outcomes for a course are designed so that they can be assessed (Suskie, 2004).

3. TO DEFINE EFFECTIVE LEARNING OUTCOME STATEMENTS

When stating expected learning outcomes, it is important to use verbs that describe exactly what the learner(s) will be able to do upon completion of the course.

Examples of good action words to include in expected learning outcome statements:
Compile, identify, create, plan, revise, analyze, design, select, utilize, apply, demonstrate, prepare, use, compute, discuss, explain, predict, assess, compare, rate, critique, outline, or evaluate

There are some verbs that are unclear in the context of an expected learning outcome statement (e.g., know, be aware of, appreciate, learn, understand, comprehend, and become familiar with). These words are often vague, have multiple interpretations, or are simply difficult to observe or measure (American Association of Law Libraries, 2005). As such, it is best to avoid using these terms when creating expected learning outcome statements.

For example, please look at the following learning outcomes statements:
- The students will understand basic Electronic components.
- The students will appreciate knowledge discovery from Communication techniques.

Both of these learning outcomes are stated in a manner that will make them difficult to assess. Consider the following:
- How do you observe someone "understanding" a theory or "appreciating" Data Mining techniques?
- How easy will it be to measure "understanding" or "appreciation"?

These expected learning outcomes are more effectively stated the following way:

- The students will be able to identify and describe what techniques are used to extract knowledge from Communication techniques.
- The students will be able to identify the characteristics of Classification techniques from other Digital Communication techniques.

Incorporating Critical Thinking Skills into Expected Learning Outcomes Statements

Many faculty members choose to incorporate words that reflect critical or higher-order thinking into their learning outcome statements. Bloom (1956) developed a taxonomy outlining the different types of thinking skills people use in the learning process. Bloom argued that people use different levels of thinking skills to process different types of information and situations. Some of these are basic cognitive skills (such as memorization) while others are complex skills (such as creating new ways to apply information). These skills are often referred to as critical thinking skills or higher-order thinking skills.

Bloom proposed the following taxonomy of thinking skills. All levels of Bloom's taxonomy of thinking skills can be incorporated into expected learning outcome statements. Recently, Anderson and Krathwohl (2001) adapted Bloom's model to include language that is oriented towards the language used in expected learning outcome statements. A summary of Anderson and Krathwohl's revised version of Bloom's taxonomy of critical thinking is provided below.

Definitions of the different levels of thinking skills in Bloom's taxonomy

1. **Remember** – recalling relevant terminology, specific facts, or different procedures related to information and/or course topics. At this level, a student can remember something, but may not really understand it.

2. **Understand** – the ability to grasp the meaning of information (facts, definitions, concepts, etc.) that has been presented.

3. **Apply** – being able to use previously learned information in different situations or in problem solving.

4. **Analyze** – the ability to break information down into its component parts. Analysis also refers to the process of examining information in order to make conclusions regarding cause and effect, interpreting motives, making inferences, or finding evidence to support statements/arguments.

5. **Evaluate** – being able to judge the value of information and/or sources of information based on personal values or opinions.

6. **Create** – the ability to creatively or uniquely apply prior knowledge and/or skills to produce new and original thoughts, ideas, processes, etc. At this level, students are involved in creating their own thoughts and ideas.

List of Action Words Related to Critical Thinking Skills

Here is a list of action words that can be used when creating the expected student learning outcomes related to critical thinking skills in a course. These terms are organized according to the different levels of higher-order thinking skills contained in Anderson and Krathwohl's(2001) revised version of Bloom's taxonomy.

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Choose	Classify	Apply	Analyze	Agree	Adapt

Define	Compare	Build	Assume	Appraise	Build
Find	Contrast	Choose	Categorize	Assess	Change
How	Demonstrate	Construct	Classify	Award	Choose
Label	Explain	Develop	Compare	Choose	Combine
List	Extend	Experiment	Conclusion	Compare	Compile
Match	Illustrate	with	Contrast	Conclude	Compose
Name	Infer	Identify	Discover	Criteria	Construct
Omit	Interpret	Interview	Dissect	Criticize	Create
Recall	Outline	Make use of	Distinguish	Decide	Delete
Relate	Relate	Model	Divide	Deduct	Design
Select	Rephrase	Organize	Examine	Defend	Develop
Show	Show	Plan	Function	Determine	Discuss
Spell	Summarize	Select	Inference	Disprove	Elaborate
Tell	Translate	Solve	Inspect	Estimate	Estimate
What		Utilize	List	Evaluate	Formulate
When			Motive	Explain	Happen
Where			Relationships	Importance	Imagine
Which			Simplify	Influence	Improve
Who			Survey	Interpret	Invent
Why			Take part in	Judge	Make up
			Test for	Justify	Maximize
			Theme	Mark	Minimize
				Measure	Modify
				Opinion	Original
				Perceive	Originate
				Prioritize	Plan
				Prove	Predict
				Rate	Propose
				Recommend	Solution
				Rule on	Solve
				Select	Suppose
				Support	Test
				Value	Theory

4. TIPS FOR DEVELOPING COURSE LEVEL EXPECTED LEARNING OUTCOMES STATEMENTS

- Limit the course-level expected learning outcomes to 5 - 10 statements for the entire course (more detailed outcomes can be developed for individual units, assignments, chapters, etc.).
- Focus on overarching or general knowledge and/or skills (rather than small or trivial details).
- Focus on knowledge and skills that are central to the course topic and/or discipline.
- Create statements that are student-centered rather than faculty-centered (e.g., "upon completion of this course students will be able to list the name of all Communication techniques" versus "one objective of this course is to teach the names of all Communication techniques").
- Focus on the learning that results from the course rather than describing activities or lessons in the course.
- Incorporate or reflect the institutional and departmental missions.

Incorporate various ways for students to show success (outlining, describing, modeling, depicting, etc.) rather than using a single statement such as "at the end of the course, students will know _____" as the stem for each expected outcome statement.

5. SAMPLE EXPECTED LEARNING OUTCOMES STATEMENTS

The following depict some sample expected learning outcome statements from selected courses.

Electronic Devices and circuits:

After completing this course, the student will be able to:

- Get clear understanding of internal physical behavior of PN junction Diode.
- Understand the breakdown mechanisms in semiconductors so as to construct a Zener voltage regulator used in regulated power supplies.
- Analyze various rectifiers and filter circuits used in regulated power supplies.
- Understand and operate the special purpose electronic devices (Tunnel Diode, Varactor Diode, LED, LCD & Photo diode), for various applications like digital display boards, fiber optic links, remote control equipment and etc.
- Understand the construction, operation and characteristics of Bipolar Junction Transistor, which can be used in the design of amplifiers.
- Understand the construction, operation and characteristics of JFET and MOSFET, which can be used in the design of amplifiers.
- Understand the need and requirements of biasing a transistor so that to avoid the failure of electronic circuits due to thermal effects
- Use this course as prerequisite to understand the more advanced courses like ECA, PDC, ICA, VLSI and etc.

Signals and Systems:

Students who complete this course should be able to:

- Understand the principles of vector spaces, including how to relate the concepts of basis, dimension, inner product, and norm to signals. Know how to analyze, design, approximate, and manipulate signals using vector-space concepts.
- Understand and classify signals (e.g. periodic, even) and systems (e.g. causal, linear) and an understanding of the difference between discrete and continuous time signals and systems, understand the principles of impulse functions, step function and signum function.
- Analyze the implications of linearity, time-invariance, causality, memory, and bounded-input, bounded-out (BIBO) stability.
- Determine the response of linear systems to any input signal by convolution in the time domain, and by transformation to the frequency domain, filter characteristics of a system and its bandwidth, the concepts of auto correlation and cross correlation and power density spectrum.
- Understand the definitions and basic properties (e.g. time-shift, modulation, Parseval's Theorem) of Fourier series, Fourier transforms, Laplace transforms, Z transforms, and an ability to compute the transforms and inverse transforms of basic examples using methods such as partial fraction expansions, ROC of Z Transform/ Laplace Transform.
- Analyze the Sampling theorem, reconstruction, aliasing, and Nyquist's theorem to represent continuous-time signals in discrete time so that they can be processed by digital computers.

6. AN OVERVIEW OF ASSESSMENT

What is assessment?
According to Palomba and Banta (1999) assessment involves the systematic collection, review, and use of evidence or information related to student learning. Assessment helps faculty understand how well their students understand course topics/lessons. Assessment exercises are often anonymous. This anonymity allows students to respond freely, rather than trying to get the "right" answer or look good. Assessment exercises attempt to gauge students' understanding in order to see what areas need to be re-addressed in order to increase the students' learning.

In other words, assessment is the process of investigating (1) what students are learning and (2) how well they are learning it in relation to the stated expected learning outcomes for the course. This process also involves providing feedback to the students about their learning and providing new learning opportunities/strategies to increase student learning.

For example, Dr. JVR initiates a class discussion on material from Chapter One and determines that most students are confused about Topic X. This class discussion served as a method for assessing student learning and helped determine the fact that student learning related to Topic X is somewhat lacking. Dr. JVR now has the opportunity to (1) inform the students that there is some confusion and (2) make adjustments to address this confusion (e.g., ask student to re-read Chapter One, re-lecture over Topic X, etc.). This assessment process helps increase students' learning.

What is the difference between "evaluation" and "assessment"?
Evaluation focuses on making a judgment about student work to be used in assigning marks that express the level of student performance. Evaluation is usually used in the process of determining marks. Evaluation typically occurs after student learning is assumed to have taken place (e.g., a final exam). Evaluation is part of the assessment process. Course assignments that are evaluated/graded (e.g., exams, papers, tutorials, etc.) are often seen as formal assessment techniques.

While evaluation is an important component of most classrooms, it does have some limitations. For example, if the class average on an exam is a 45%, is seems pretty clear that something went wrong along the way. When one has only evaluated the final learning product, it can be challenging to go back and discover what happened. It can also be difficult to address the situation or provide opportunities for students to learn from their mistakes. Yes, a curve on an exam can help address a low class average, but does it help the students learn? Engaging in informal assessment activities throughout the course can help avoid this situation.

What is involved in the assessment process?

1. Establishing expected learning outcomes for the course;
2. Systematically gathering, analyzing, and interpreting evidence (through formal assessment activities such as exams or papers and informal assessment activities such as in-class discussions exercises) to determine how well the students' learning matches:
    - Faculty expectations for what students will learn and
    - The stated expected learning outcomes for the course
3. Faculty members should use this evidence/assessment of student learning to:
    - Provide questioner to students about their learning (or lack thereof) and
    - Adjust their teaching methods and/or students' learning behaviors to ensure greater student learning (Maki, 2004).

The Best Practice in a Classroom Assessment and is an example of a method that can be used to assess learning outcomes. At the end of a class period or major topic, faculty ask students to anonymously write down what point(s) were the most unclear to them. After class, faculty members review these responses and then re-teach or re-address any confusing topics, thus increasing student learning (Angelo & Cross, 1993).

7. DESCRIPTION OF A COURSE PURPOSE

When planning a course and determining the Learning Outcomes for that course, it is important to examine the course's purpose within the context of the college, and/or the department/program. This process will assist faculty in determining the intent of the course as well as how the course fits into the curriculum. This will help identify the essential knowledge, skills, etc. that should be incorporated into the course and the stated expected learning outcomes for the course. The course purpose section should clarify the level of the course within the programme (e.g., is the course required as a core or an elective and whether it requires any pre-requisites etc.). It should also describe the course's role in the departmental/programmatic curriculum by addressing the intent (importance, main contribution etc.) of the course.

STEP ONE: Determine if the course is part of the IEEE / ACM / AICTE Model Curriculum
The earliest curriculum was published in 1968 for computer science (CS) by the Association for Computing Machinery (ACM), and in 1977 the Computer Society of the Institute for Electrical and Electronic Engineers (IEEE-CS) provided its first curriculum recommendations. In the late 1980's the ACM and the IEEE-CS together formed a task force to create curricula for computer science and computer engineering. The core curriculum covers classes in computer science curriculum, and subsequently separate curricula reports were issued for information systems, software engineering and computer engineering

STEP TWO: Determine how the course fits into the departmental curriculum
Here are some questions to ask to help determine how a course fits in the departmental curriculum:
What role does the course play in the departmental/programmatic curriculum?

- Is this course required?
- Is this course an elective?
- Is this course required for some students and an elective for others?
- Does this class have a pre-requisite?
- Is this class a pre-requisite for another class in the department?
- Is this course part of IEEE / AICTE Model Curriculum?

How advanced is this course?

- Is this course an undergraduate or graduate course?
- Where does this course fall in students' degree plan - as an introductory course or an advanced course?
- Can I expect the students taking this course to know anything about the course topic?
- Are other faculty members counting on students who have taken this course to have mastered certain knowledge or skills?

When students leave this course, what do they need to know or be able to do?

- Is there specific knowledge that the students will need to know in the future?
- Are there certain practical or professional skills that students will need to apply in the future?
- Five years from now, what do you hope students will remember from this course?

What is it about this course that makes it unique or special?

- Why does the program or department offer this course?
- Why can't this course be "covered" as a sub-section of another course?
- What unique contributions to students' learning experience does this course make?
- What is the value of taking this course? How exactly does it enrich the program or department?

8. PROCEDURE FOR DEVELOPMENT OF EXPECTED LEARNING OUTCOMES FOR A COURSE

The following pages should be of assistance in developing several broad, effectively stated expected learning outcomes for a course. When beginning to construct expected learning outcome statements, it is always good to think about the learners.
Please take a moment to think about the student learners in the course. Please consider the following questions:

- What are the most essential things the students need to know or be able to do at the end of this course?
- What knowledge and skills will they bring with them?
- What knowledge and skills should they learn from the course?

When you begin thinking about the expected learning outcomes for a course, it is a good idea to think broadly. Course-level expected learning outcomes do not need to focus on small details; rather, they address entire classes of theories, skill sets, topics, etc.

The "Course Description" contains the following contents:

- Course Overview
- Prerequisite(s)
- Marks Distribution
- Evaluation Scheme
- Course Objectives
- Course Outcomes
- How Course Outcomes are assessed
- Syllabus
- List of Text Books / References / Websites / Journals / Others
- Course Plan
- Mapping course objectives leading to the achievement of the program outcomes
- Mapping course outcomes leading to the achievement of the program outcomes

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INSTITUTE OF AERONAUTICAL ENGINEERING

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INFORMATION TECHNOLOGY

COURSE DESCRIPTION FORM

Course Title	**DATA STRUCTURES**			
Course Code	**A30502**			
Regulation	**R13-JNTUH**			
Course Structure	Lectures	Tutorials	Practical	Credits
	4		-	4
Course Coordinator	Mrs. L. Teja, Assistant Professor, IT			
Team of Instructors	Mrs. L. Teja, Assistant Professor, IT			

I. COURSE OVERVIEW:

Data Structures is a subject of primary importance to the discipline of Information Technology. It is a logical and mathematical model of sorting and organizing data in a particular way in a computer, required for designing and implementing efficient algorithms and program development. Different kinds of data structures like arrays, linked lists, stacks, queues, etc.. are suited to different kinds of applications. Some specific data structures are essential ingredients of many efficient algorithms, and make possible the management of huge amounts of data, such as large databases and internet indexing services. Now a days, various programming languages like C,C++ and Java are used to implement the concepts of Data Structures, of which C remains the language of choice for programmers across the world.

II. PREREQUISITES:

Level	Credits	Periods / Week	Prerequisites
UG	4	5	Basic Data Structures, Basic discrete mathematics.

III. COURSE ASSESSMENT METHODS:

Session Marks	University End Exam Marks	Total Marks
Mid Semester Test There shall be two midterm examinations. Each midterm examination consists of subjective type and objective type tests. The subjective test is for 10 marks of 60 minutes duration. Subjective test of shall contain 4 questions; the student has to answer 2 questions, each carrying 5 marks. The objective type test is for 10 marks of 20 minutes duration. It consists of 10 Multiple choice and 10 objective type questions, the student has to answer all the questions and each carries half mark.	75	100

First midterm examination shall be conducted for the first two and half units of syllabus and second midterm examination shall be conducted for the remaining portion. **Assignment** Five marks are earmarked for assignments. There shall be two assignments in every theory course. Marks shall be awarded considering the average of two assignments in each course.		

IV. EVALUATION SCHEME:

S. No	Component	Duration	Marks
1	I Mid Examination	90 minutes	20
2	I Assignment	-	5
3	II Mid Examination	90 minutes	20
4	II Assignment	-	5
5	External Examination	3 hours	75

V. COURSE OBJECTIVES:

I. Understand the basic concepts such as Abstract Data Types, Linear and Non Linear Data structures.
II. Understand the notations used to analyze the Performance of algorithms.
III. Understand the behavior of data structures such as stacks, queues, trees, hash tables, search trees, Graphs and their representations.
IV. Choose the appropriate data structure for a specified application.
V. Understand and analyze various searching and sorting algorithms.
VI. Write programs in C to solve problems using data structures such as arrays, linked lists, stacks, queues, trees, graphs, hash tables, search trees.

VI. COURSE OUTCOMES:

Upon completion of this course, students will be able to:

1. Understand various recursive methods.
2. Compare iterative and recursive solutions for elementary problems.
3. Analyze various algorithms and its time and space complexity.
4. Understand the usage of various data structures.
5. Solve problems using various data structures like linear list, stack, queue, trees and graphs..
6. Analyze the associated algorithms, operations and time complexity.
7. Design and apply appropriate Tree and Graph data structures for solving computing problems.
8. Analyze various searching and sorting techniques.
9. Understand the various Search trees and their time complexities.
10. Design and apply pattern matching algorithm for solving computing problems.

VII. HOW PROGRAM OUTCOMES ARE ASSESSED:

Program Outcomes		Level	Proficiency assessed by
PO1	**Engineering knowledge**: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.	S	Assignment, Exercises
PO2	**Problem analysis**: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.	S	Exercises
PO3	**Design/development of solutions**: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	H	Exercises
PO4	**Conduct investigations of complex problems**: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	N	……..
PO5	**Modern tool usage**: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.	N	----
PO6	**The engineer and society**: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.	N	……..
PO7	**Environment and sustainability**: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	N	----------
PO8	**Ethics**: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.	S	Seminars, Discussions
PO9	**Individual and team work**: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.	N	------
PO10	**Communication**: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	N	----------
PO11	**Project management and finance**: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	H	Exercises, Discussions
PO12	**Life-long learning**: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.	N	----------

N= None **S= Supportive** **H = Highly Related**

VIII. HOW PROGRAM SPECIFIC OUTCOMES ARE ASSESSED:

Program Specific Outcomes		Level	Proficiency assessed by
PSO1	**Professional Skills:** The ability to understand, analyze and develop computer programs in the areas related to algorithms, system software, multimedia, web design, big data analytics, and networking for efficient design of computer-based systems of varying complexity..	H	Lectures, Assignments
PSO2	**Software Engineering practices:** The ability to apply standard practices and strategies in software service management using open-ended programming environments with agility to deliver a quality service for business success.	S	Projects
PSO3	**Successful Career and Entrepreneurship:** The ability to employ modern computer languages, environments, and platforms in creating innovative career paths, to be an entrepreneur, and a zest for higher studies.	H	Guest Lectures

N - None **S - Supportive** **H - Highly Related**

IX. SYLLABUS:

UNIT- I

Basic concepts- Algorithm Specification-Introduction, Recursive algorithms, Data Abstraction Performance analysis- time complexity and space complexity, Asymptotic Notation-Big O, Omega and Theta notations, Introduction to Linear and Non Linear data structures.
Singly Linked Lists-Operations-Insertion, Deletion, Concatenating singly linked lists, circularly linked lists-Operations for Circularly linked lists, Doubly Linked Lists- Operations- Insertion, Deletion.
Representation of single, two dimensional arrays, sparse matrices-array and linked representations.

UNIT- II

Stack ADT, definition, operations, array and linked implementations in C, applications-infix to postfix conversion, Postfix expression evaluation, recursion implementation, Queue ADT, definition and operations ,array and linked Implementations in C, Circular queues-Insertion and deletion operations, Deque (Double ended queue)ADT,array and linked implementations in C.

UNIT- III

Trees – Terminology, Representation of Trees, Binary tree ADT, Properties of Binary Trees, Binary Tree Representations-array and linked representations, Binary Tree traversals, threadedbinary trees, Max Priority Queue ADT-implementation-Max Heap-Definition, Insertion into a Max Heap, Deletion from a Max Heap.
Graphs – Introduction, Definition, Terminology, Graph ADT, Graph Representations- Adjacency matrix, Adjacency lists, Graph traversals- DFS and BFS.

UNIT- IV

Searching- Linear Search, Binary Search, Static Hashing-Introduction, hash tables, hash functions, Overflow Handling.
Sorting-Insertion Sort, Selection Sort, Radix Sort, Quick sort, Heap Sort, Comparison of Sorting methods.

UNIT- V

Search Trees-Binary Search Trees, Definition, Operations- Searching, Insertion and Deletion, AVL Trees-Definition and Examples, Insertion into an AVL Tree ,B-Trees, Definition, B-Tree of order m, operations-Insertion and Searching, Introduction to Red-Black and Splay Trees(Elementary treatment-only Definitions and Examples),Comparison of Search Trees.
Pattern matching algorithm- The Knuth-Morris-Pratt algorithm, Tries (examples only).

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8. Data structures using C, A.K.Sharma, 2nd edition, Pearson..
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11. Advanced Data structures, Peter Brass, Cambridge.

X. COURSE PLAN:

The course plan is meant as a guideline. There may probably be changes.

Lecture No	Course Learning Outcomes	Topics to be covered	Reference
1	**Understand** algorithm and its specification	Algorithm, Pseudo code for expressing algorithm	T1:1.3
2-4	**Understand** space and time complexity and Calculate performance	Space complexity, time complexity Asymptotic Notation- Big oh notation, Omega notation, Theta notation and Little oh notation	T1:1.5
5-6	**Understand** recursive algorithms and data Abstraction	Recursion with examples	T1:1.3.2 T1:1.4
7-8	**List** types of data structures.	Types of data structures.	
8-12	**Illustrate** single linked list	Insertion, deletion, concatenation.	T1:4.1
13-14	**Illustrate** Circularly linked list	Insertion, deletion.	T2
15-17	**Illustrate** Double linked lists.	Insertion, deletion.	T1:4.8
18-19	**Apply** concept of Arrays	One dimensional and two dimensional arrays	T1:2.1
20-21	**Understand** Sparse matrix	Array and linked representation.	T1:2.5
22-24	**Identify** Stack and its operations	Stack definition, array and linked representation, stack applications.	T1:3.1,3.6.2
25-27	**Identify** Queue and its operations	Queue ADT, , array and linked representation, operations-insertion and deletion	T1:3.3
28-30	**Understand** Circular queues	Insertion, deletion.	T1:3.4
31-32	**Understand** Dequeue	array and linked representation	T2
33-35	**Elaborate** Trees and Binary trees	Representation, properties	T1:5.1,5.2,5.3
36-39	**Understand** Priority Queue and Max Heap	Priority Queue ADT,insertion and deletion in Max Heap	T1:9.1
40-43	**Elaborate** Graphs	Representation, Graph Traversal Algorithms	T1:6.1
44-45	**Apply** Searching technique	Linear Search and Binary Search	T2
46-50	**Compare and contrast** Sorting techniques	Insertion sort, selection sort, radix sort, quick sort, heap sort and their comparison.	T1:7.2

Lecture No	Course Learning Outcomes	Topics to be covered	Reference
51-54	**Understand** Hashing technique.	Hash tables, Hash functions, overflow handling.	T1:8.2,8.3
55-60	**Elaborate** Search Trees.	Binary Search Trees, AVL Trees-Trees, Red-Black Trees, Splay Trees.	T1:10.1,10.2,10.3,10.4
61-63	**Apply** Pattern matching Algorithm.	KMP Algorithm	T2
64-65	**Understand** Tries	Tries definition and example.	T1:12.4

XI. MAPPING COURSE OBJECTIVES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES:

Course Objectives	Program Outcomes												Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
I				S									S		
II	S	S	H		S								H		
III	S												S		
IV			S				S				S			H	
V							S	S				H	S		
VI					H				S	S	S				H

S= Supportive H = Highly Related

XII. MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFIC OUTCOMES:

Course Objectives	Program Outcomes												Program Specific Outcomes		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
1	S									S			S		
2		H		S											
3		S			S								H	S	
4	S											S	S		
5			H	S	S			S						S	
6	S														H
7			H			S			S		H		S		
8		S												S	
9		S													S
10													S		
11															

S= Supportive H = Highly Related

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