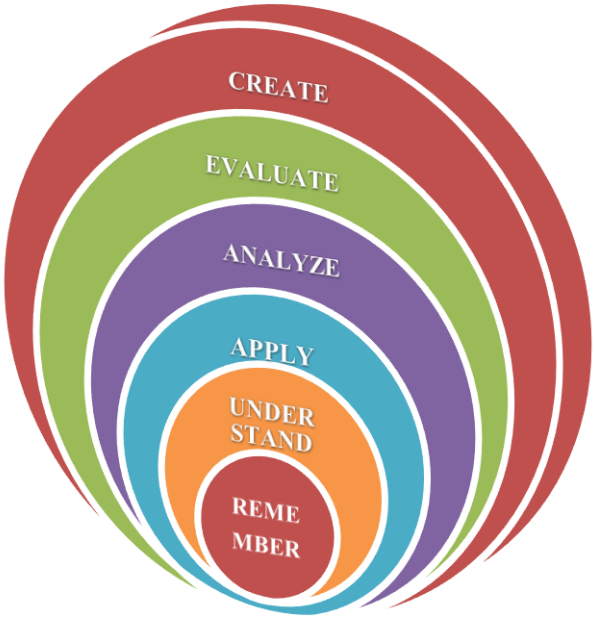
OUTCOME BASED EDUCATION BOOKLET

COMPUTER SCIENCE ENGINEERING

M.Tech

For the Batch of Students admitted during

Academic Year 2018-19



.....Moving Towards Perfection in Engineering

INSTITUTE OF AERONAUTICAL ENGINEERING
(AUTONOMOUS)
Approved by AICTE: Affiliated to JNTUH and Accredited by NAAC with 'A' Grade
Dundigal, Hyderabad - 500 043

Vision

The Vision of the department is to produce competent graduates suitable for industries and organizations at global level including research and development with Social responsibility.

Mission

To provide an open environment to foster professional and personal growth with a strong theoretical and practical backgroundhaving an emphasis on hardware and software development making the graduates industry ready with social ethics.

Contents

Program Education Objectives and Outcomes

As Per NBA Norms Post June, 2015

Semester: I-I,I-II, II-I,& II-II

Part – I

PROGRAM EDUCATIONAL OBJECTIVES AND OUTCOMES

First version 22 July, 2014

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

Computer Science and Engineering Department Advisory Council: The Computer Science and Engineering Department Advisory Council (CSEDAC) include a diverse group of experts from academic and industry, as well as alumni representation. The Advisory Board meets annually, or as needed, for a comprehensive review of the Computer Science and Engineering 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 Computer Science and Engineering 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 Computer Science and Engineering department are broad statements or road maps describing career and professional objectives that intend the graduates to achieve through this program.

2. M. TECH – COMPUTER SCIENCE AND ENGINEERING PROGRAM

EDUCATIONAL OBJECTIVES

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

PROGRAM EDUCATIONAL OBJECTIVES:

PEO-I	Independently design and develop computer software systems and products based on sound theoretical principles and appropriate software development skills.
PEO-II	Demonstrate knowledge of technological advances through active participation in life-long learning.
PEO-III	Accept to take up responsibilities upon employment in the areas of teaching, research, and software development.
PEO-IV	Exhibit technical communication, collaboration and mentoring skills and assume roles both as team members and as team leaders in an organization.

These objectives are quite broad by intention, as Computer Science and Engineering 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 students who will be able to attain a solid foundation in Computer Science and engineering fundamentals with an attitude to pursue continuing education.

- Make the students to understand their aptitude to choose the correct path of study which leads to higher qualifications and heights in the chosen field.
- Should be prepared to undergo rigorous training in their fields of working.
- Be capable of utilizing the solid foundation obtained at institute to apply successfully in solving the real time engineering problems.
- Students need to have creative thinking processes that are acquired through good training to find solutions to engineering problems.

ii. To prepare the students to function professionally in an increasingly international and rapidly changing world due to the advances in technologies and concepts and to contribute to the needs of the society.

- Adoptability and accommodative mind set to suit modern world and changing economies.
- By working hard in the chosen field and sharing the professional experience at different forums within and outside the country.
- Desirable to be a member of various professional societies (IEEE, IETE, ISTE, IE, and etc.) to keep yourself abreast with the state-of-the-art technology.
- Should continue additional education in a broad range of subjects other than engineering may be needed in order to meet professional challenges efficiently and effectively.
- Continuous interaction with educational and research institutions or industrial research labs.
- Have a sound foundation of knowledge within a chosen field and achieve good depth and experience of practice in it.
- Able to relate knowledge within chosen field to larger problems in society and able to appreciate the interaction between science, technology, and society.
- Strong grasp of quantitative reasoning and an ability to manage complexity and ambiguity.
- To conduct research, and design, develop, test and oversee the development of electronic systems for global upliftment.
- Applying scientific knowledge to solve technical problems and develop products and services that benefit the society.
- An electronic engineer shall contribute to the society by research, design and development, testing and evaluation, application by manufacturing, maintenance by service, management and other functions like sales, customer service and etc.

iii. To prepare the students to acquire and exercise excellent leadership qualities, at various levels appropriate to their experience, to address issues in a responsive, ethical, and innovative manner.

- Gives ample opportunity to work in diverse fields to acquire leadership roles in professional circles outside the workplace.
- Should keep in mind that the opportunities may change with the times.
- Should be prepared for creative solo and collaborative brainstorming sessions.
- Be able to inspire the team with selfless motivation and attitude to achieve success.
- Ability to think laterally or at-least have a flexibility of thought and make choices based on the requirement for situation.

iv. To prepare the students who will be able to excel, in their careers by being a part of success and growth of an organization, with which they are associated.

- To achieve this, the focus should not be limited to an engineering curriculum and even to the class room.
- Continuing professional education by attending short term in courses design to update engineering skills.
- A lifelong commitment to learning new and specialized information.
- Should accept first person responsibility and should take the initiative in carrying out the work.
- Should be determined for the duty and dedicated to work and have passion for that.
- Be delight at work with a positive attitude.
- Should be a detailed worker so that one can be relied by the organization.

The department of Computer Science and Engineering periodically reviews these objectives and as part of this review process, encourages comments from all interested parties including current students, alumni, prospective students, faculty those who hire or admit our graduates to other programs members of related professional organizations, and colleagues from other educational Institutions.

3. M. TECH - COMPUTER SCIENCEAND ENGINEERING PROGRAM OUTCOMES

A graduate of the Computer Science and Engineering Program Outcomes will demonstrate:

PROGRAM OUTCOMES:

PO1: Analyze a problem, identify and define computing requirements, design and implement appropriate Solutions

PO2: Solve complex heterogeneous data intensive analytical based problems of real time scenario using State of the art hardware/software tools

PO3: Demonstrate a degree of mastery in emerging areas of CSE/IT like IoT, AI, Data Analytics, Machine Learning, cyber security, etc.

PO4: Write and present a substantial technical report/document

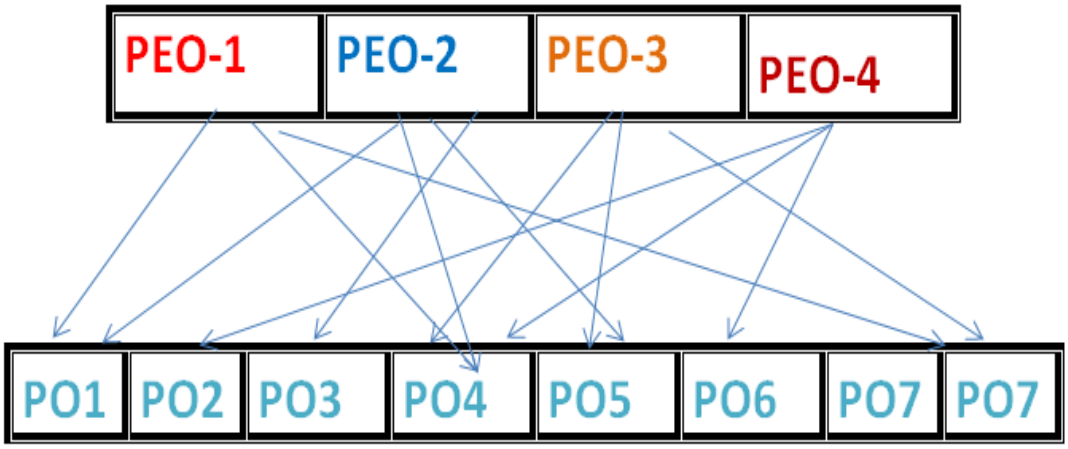
PO5: Independently carry out research/investigation and development work to solve practical problems

PO6: Function effectively on teams to establish goals, plan tasks, meet deadlines, manage risk and Produce deliverables

PO7: Engage in life-long learning and professional development through self-study, continuing education, professional and doctoral level studies.

4. MAPPING OF PROGRAM EDUCATIONAL OBJECTIVES TO PROGRAM OUTCOMES

The following Figure shows the 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
I	Students will establish themselves as effective professionals by solving real problems through the use of computer science knowledge and with attention to team work, effective communication, critical thinking and problem solving skills.	**PO1**	Analyze a problem, identify and define computing requirements, design and implement appropriate solutions
		PO2	Solve complex heterogeneous data intensive analytical based problems of real time scenario using state of the art hardware/software tools
II	Students will develop professional skills that prepare them for immediate employment and for life-long learning in advanced areas of computer science and related fields.	**PO3**	Demonstrate a degree of mastery in emerging areas of CSE/IT like IoT, AI, Data Analytics, Machine Learning, cyber security, etc.
		PO4	Write and present a substantial technical report/document
		PO5	Independently carry out research/investigation and development work to solve practical problems
		PO6	Function effectively on teams to establish goals, plan tasks, meet deadlines, manage risk and produce deliverables
III	Students will be provided with an educational foundation that prepares them for excellence, leadership roles along diverse career paths with encouragement to professional ethics and active participation needed for a successful career.	**PO7**	Engage in life-long learning and professional development through self-study, continuing education, professional and doctoral level 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:

PEOs → / POs ↓	(1) Excellence in Career	(2) Professional Effectiveness And Contribution to Society	(3) Continuing Education	(4) Exercising Leadership
PO1	3		2	3
PO2	3		2	
PO3	2	3	2	
PO4	2	3		
PO5		S	3	
PO6	2	3	3	
PO7	2	3	3	

Relationship between Program Outcomes and Program Educational Objectives
Key: 3 = Highly Related; 2 = 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 OUTCOMESOF (M.Tech) CSE Post GRADUATES:

Post 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 Computer Science and Engineering student will demonstrate the following attributes by the time they graduate:

PO1: Analyze a problem, identify and define computing requirements, design and implement appropriate Solutions

- Identify the concepts and/or equations
- Execute the solution using a logic and structured approach
- Evaluate the solution of the problem

PO2: Solve complex heterogeneous data intensive analytical based problems of real time scenario using State of the art hardware/software tools

- Identify an engineering problem
- Formulate appropriate theoretical basis for the analysis of a given problem
- Analyze an engineering problem
- Evaluate the appropriate solution to an engineering problem

PO3: Demonstrate a degree of mastery in emerging areas of CSE/IT like IoT, AI, Data Analytics, Machine Learning, cyber security, etc.

- Awareness of global effects of the product /practice /event
- Understanding of economic factors
- Awareness of implications to society at large

PO4: Write and present a substantial technical report/document

- Identify problem/purpose
- Prepare hypothesis
- Outline procedure
- List materials and equipment
- Conduct experiment
- Record observations, data and results
- Perform analysis
- Document conclusions

PO5: Independently carry out research/investigation and development work to solve practical problems

- Usemodernengineeringtoolsforthesystemdesign,simulationandanalysis
- Usesoftwareapplicationseffectivelytowritetechnicalreportsandoralpresentations
- Use modern equipment and instrumentation in the design process, analysis and troubleshooting

PO6: Function effectively on teams to establish goals, plan tasks, meet deadlines, manage risk and Produce deliverables

- Informal meetings on current issues
- Participation in public service extra curricular activities
- Required Humanities and Social Sciences(HSS) courses on contemporary issues

PO7 Engage in life-long learning and professional development through self-study, continuing education, professional and doctoral level studies.

- Develop a methodology to accomplish the design
- Select a solution from the potential solutions
- Implement the solution

6 Courses offered in Computer Science and Engineering Curriculum (IARE-R18) –Vs- Program Outcomes Attained through course modules for I-I, I-II Semesters

S No	Course Code	Course Name	Engineering Knowledge	Complex Problem Solving	Advances in Systems	Technical Presentation Skills	Research Problems	Project Management and Deliverables	Life Long Learning
1	BCSB01	Mathematical Foundations of Computer Science	✓	✓	✓	✓	✓	✓	
2	BCSB02	Advanced Data Structures	✓	✓	✓	✓	✓	✓	✓
3	BCSB09	Advanced Data Structures Laboratory	✓	✓	✓	✓			
4	BCSB10	Data Science Laboratory	✓	✓	✓	✓	✓		✓
5	BCSB11	Cyber Security	✓	✓	✓	✓	✓	✓	✓
6	BCSB12	Soft Computing	✓	✓	✓	✓	✓	✓	✓
7	BCSB19	Soft Computing Laboratory	✓	✓	✓			✓	
8	BCSB20	Data Preparation and Analysis Laboratory	✓	✓		✓	✓	✓	✓
9	BCSB21	Mini Project with Seminar	✓	✓	✓	✓	✓	✓	✓
10	BCSB31	Research Methodology and IPR	✓		✓	✓	✓		✓
11	BCSB03	Machine Learning	✓	✓	✓	✓		✓	✓
12	BCSB04	Wireless Sensor Networks	✓	✓		✓	✓	✓	✓
13	BCSB05	Introduction to Intelligent Systems	✓	✓		✓	✓	✓	✓
14	BCSB06	Data Science	✓	✓	✓	✓	✓	✓	✓
15	BCSB07	Distributed Systems	✓	✓	✓	✓	✓	✓	✓
16	BCSB08	Advanced Wireless and Mobile Networks	✓	✓	✓	✓	✓	✓	✓
17	BCSB13	Data Preparation and Analysis	✓	✓	✓	✓	✓	✓	✓
18	BCSB14	Secure Software Design & Enterprise Computing	✓	✓	✓	✓	✓	✓	✓
19	BCSB15	Computer Vision	✓	✓	✓	✓	✓	✓	✓
20	BCSB16	Human and Computer Interaction	✓						
21	BCSB17	GPU Computing	✓	✓	✓	✓	✓	✓	✓
22	BCSB18	Digital Forensics	✓	✓	✓	✓	✓	✓	✓
23	BCSB22	Mobile Applications and Services	✓	✓	✓	✓	✓	✓	✓
24	BCSB23	Compiler for HPC	✓	✓	✓	✓	✓	✓	✓
25	BCSB24	Optimization Techniques	✓	✓	✓	✓	✓	✓	✓
26	BCSB25	Business Analytics	✓	✓	✓	✓	✓	✓	✓
27	BCSB26	Industrial Safety	✓	✓	✓	✓	✓	✓	✓
28	BCSB27	Operations Research	✓	✓	✓	✓	✓	✓	✓
29	BCSB28	Cost Management of Engineering Projects	✓	✓	✓	✓	✓	✓	✓

30	BCSB29	Composite Materials	✓	✓	✓	✓	✓	✓	✓
31	BCSB30	Waste to Energy	✓	✓	✓	✓	✓	✓	✓
32	BCSB01	Mathematical Foundations of Computer Science	✓	✓	✓	✓	✓	✓	✓
No. of courses mapped with each component			**19**	**18**	**16**	**18**	**16**	**16**	**16**
Percentage of courses mapped with each component (%)			**100**	**94.7**	**84.2**	**94.73**	**84.2**	**84.2**	**84.2**

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

The categorization of outcomes of the above Computer science and Engineering courses is grouped as follows:

The Courses covered by Individual Program outcomes

PO1: Analyze a problem, identify and define computing requirements, design and implement appropriate Solutions	
BCSB01	Mathematical Foundations of Computer Science
BCSB02	Advanced Data Structures
BCSB16	Human and Computer Interaction
BCSB17	GPU Computing
BCSB18	Digital Forensics
PO2:Solve complex heterogeneous data intensive analytical based problems of real time scenario using state of the art hardware/software tools	
BCSB10	Data Science Laboratory
BCSB11	Cyber Security
BCSB19	Soft Computing Laboratory
PO3:Demonstrate a degree of mastery in emerging areas of CSE/IT like IoT, AI, Data Analytics, Machine Learning, cyber security, etc.	
BCSB09	Advanced Data Structures Laboratory
BCSB20	Data Preparation and Analysis Laboratory
BCSB21	Mini Project with Seminar
PO4:Write and present a substantial technical report/document	
BCSB12	Soft Computing
BCSB05	Introduction to Intelligent Systems
BCSB22	Mobile Applications and Services
BCSB23	Compiler for HPC
BCSB24	Optimization Techniques
PO5:Independently carry out research/investigation and development work to solve practical problems	
BCSB31	Research Methodology and IPR
BCSB03	Machine Learning
BCSB04	Wireless Sensor Networks

PO6:Function effectively on teams to establish goals, plan tasks, meet deadlines, manage risk and produce deliverables	
BCSB13	Data Preparation and Analysis
BCSB08	Advanced Wireless and Mobile Networks
BCSB29	Composite Materials
BCSB30	Waste to Energy
BCSB01	Mathematical Foundations of Computer Science
PO7:Engage in life-long learning and professional development through self-study, continuing education, professional and doctoral level studies.	
BCSB06	Data Science
BCSB07	Distributed Systems
BCSB27	Operations Research
BCSB28	Cost Management of Engineering Projects
BCSB29	Composite Materials

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. Post 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 iscommunicated 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 class room 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. A part from teacher control and covering content, the teacher also acts a safe licitator 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 concern edcourse faculty and the results are kept open fort 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 there spective 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 sub sequent semesters.

vi. Graduating Senior's Survey

The graduating seniors survey Form is to be filled by all the students leaving the institution. The questionnaire is designed in such away 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 under Graduate 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 of ill these gaps and criteria for hiring we 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 cane 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 Computer Science and 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 tool to solve engineering problems; a strong foundation in mathematics and physical sciences; abroad 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 biannually for every academic year to review the Strategic planning and modification of PEOs. Faculty meetings are conducted at least once in fortnight for ensuring th e implementation of DAC' 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 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.

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 Data Mining techniques.
- The students will appreciate knowledge discovery from Data Mining 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 Database Repositories.
- The students will be able to identify the characteristics of Classification techniques from• other Data Mining 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 with	Conclusion	Compare	Compile
Match	Illustrate	Identify	Contrast	Conclude	Compose
Name	Infer	Interview	Discover	Criteria	Construct
Omit	Interpret	Make use of	Dissect	Criticize	Create
Recall	Outline	Model	Distinguish	Decide	Delete
Relate	Relate	Organize	Divide	Deduct	Design
Select	Rephrase	Plan	Examine	Defend	Develop
Show	Show	Select	Function	Determine	Discuss
Spell	Summarize	Solve	Inference	Disprove	Elaborate
Tell	Translate	Utilize	Inspect	Estimate	Estimate
What			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 Support Value	Suppose Test 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.

Computer Networks:

After completing this course the student must demonstrate the knowledge and ability to:

1. Understand basic computer network technology.
2. Understand and explain Data Communications System and its components.
3. Enumerate the layers of the OSI model and TCP/IP. Explain the function(s) of each layer.
4. Identify the different types of network topologies and protocols.
5. Identify the shortest path in a given network.
6. Model mathematically various error control schemes.
7. Analyze different LLC multiplexing mechanisms, node-to-node flow and error control.
8. Analyze different MAC mechanisms (Aloha, Slotted Aloha, TDMA, FDMA) and understand their pros and cons.
9. Identify the different types of network devices and their functions within a network.
10. Enable to interconnect various heterogeneous networks.
11. Understand and building the skills of sub netting and routing mechanisms.
12. Design and implement a peer to peer file sharing application utilizing application layer protocols such as HTTP, DNS, and SMTP and transportation layer protocol.
13. Predict ethical, legal, security and social issues related to computer networks.

Linux Programming:

After completing this course the student must demonstrate the knowledge and ability to:

1. Identify and use Linux utilities to create and manage simple file processing operations, organize directory structures with appropriate security.
2. Develop shell scripts to perform more complex tasks.
3. Illustrate file processing operations such as standard I/O and formatted I/O.

4. Generalize Signal generation and handling signals.
5. Develop programs using different Inter Process Communication (IPC) Mechanisms.
6. Use multithreading concepts to reduce the wastage of CPU time.
7. Design various client server applications using TCP or UDP protocols.

Operating Systems:

After completing this course the student must demonstrate the knowledge and ability to:

1. Understand the difference between different types of modern operating systems, virtual machines and their structure of implementation and applications.
2. Understand the difference between process & thread, issues of scheduling of user-level processes/ threads and their issues.
3. Produce customized algorithmic solutions for given synchronization problems.
4. Use modern operating system calls and synchronization libraries in software/ hardware interfaces.
5. Identify the rationale behind various memory management techniques along with issues and challenges of main memory, virtual memory and file system.
6. Infer the performance of page replacement algorithms in various scenarios.
7. Recognize the issues related to file system interface and implementation, disk management.
8. Compare and Contrast the time complexities of various disk scheduling algorithms.
9. Understand the concepts of deadlock in operating systems and how they can be managed / avoided and implement them in multiprogramming system.

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 questionery 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

9. REFERENCES

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ANNEXURE - A: SAMPLE COURSE DESCRIPTION (As Per NBA Norms post June, 2015)

INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)
Dundigal, Hyderabad -500 043

COMPUTER SCIENCE AND ENGINEERING

COURSE DESCRIPTOR

Course Title	**SOFT COMPUTING**				
Course Code	BCSB12				
Programme	M.Tech				
Semester	II	CSE			
Course Type	Core				
Regulation	**IARE – R18**				
Course Structure	**Theory**			**Practical**	
	Lectures	**Tutorials**	**Credits**	**Laboratory**	**Credits**
	3	-	3	4	2
Course Faculty	Ms. K Sai Saranya, Assistant Professor, CSE.				

I. COURSE OVERVIEW:

The course introduces the concepts of neural networks, Evolutionary algorithms and fuzzy logic. Moreover the course pays a special attention to solve typical uncertainty problems which are primarily explored by fuzzy logic concepts. The principle aim of the course is to help students to find out more about appropriate computing techniques and use it for their problem of choice.

II. COURSE PRE-REQUISITES:

Level	Course Code	Semester	Prerequisites	Credits
PG	BCS001	I	Foundation of Data Science	3

III. MARKS DISTRIBUTION:

Subject	SEE Examination	CIA Examination	Total Marks
Soft Computing	70 Marks	30 Marks	100

IV. DELIVERY / INSTRUCTIONAL METHODOLOGIES:

✔	LCD / PPT	✔	Seminars	✔	Mini Project
✔	Open Ended Experiments				

V. EVALUATION METHODOLOGY:

The course will be evaluated for a total of 100 marks, with 30 marks for Continuous Internal Assessment (CIA) and 70 marks for Semester End Examination (SEE). Out of 30 marks allotted for CIA during the semester, marks are awarded by taking average of two CIA examinations or the marks scored in the make-up examination.

Semester End Examination (SEE): The SEE is conducted for 70 marks of 3 hours duration. The syllabus for the theory courses is divided into five units and each module carries equal weight age in terms of marks distribution. The question paper pattern is as follows. Two full questions with "either" or "choice" will be drawn from each module. Each question carries 14 marks. There could be a maximum of two sub divisions in a question.

The emphasis on the questions is broadly based on the following criteria:

50 %	To test the objectiveness of the concept.
30 %	To test the analytical skill of the concept
20 %	To test the application skill of the concept

Continuous Internal Assessment (CIA):
CIA is conducted for a total of 30 marks (Table 1), with 25 marks for Continuous Internal Examination (CIE),Quiz and 05 marks for Technical Seminar and Term Paper.

Table 1: Assessment pattern for CIA

Component	**Theory**		**Total Marks**
Type of Assessment	CIE Exam	Technical Seminar and Term Paper	
CIA Marks	25	05	30

Continuous Internal Examination (CIE):

Two CIE exams shall be conducted at the end of the 9th and 17th week of the semester respectively. The CIE exam is conducted for 25 marks of 2 hours duration, consisting of 5 one mark compulsory questions in part - A and 4 questions in part - B. The student has to answer any 4 questions out of five questions, each carrying 5 marks. Marks are awarded by taking average of marks scored in two CIE exams.

Technical Seminar and Term Paper:
Two seminar presentations and the term paper with overview of topic are conducted during I semester. The evaluation of Technical seminar and term paper is for maximum of 5 marks. Marks are awarded by taking average of marks scored in two Seminar Evaluations.

VI. HOW PROGRAM OUTCOMES ARE ASSESSED:

Program Outcomes (POs)		Strength	Proficiency assessed by
PO1	Analyze a problem, identify and define computing requirements, design and implement appropriate solutions	3	Seminar and Term paper
PO2	Solve complex heterogeneous data intensive analytical based problems of real time scenario using state of the art hardware/software tools	3	Seminar and Term paper, Student viva
PO4	Write and present a substantial technical report/document.	3	CIE,SEE, Mini project
PO5	Independently carry out research/investigation and development work to solve practical problems	1	CIE,SEE Seminar and Term paper
PO6	Function effectively on teams to establish goals, plan tasks, meet deadlines, manage risk and produce deliverables	3	Mini project
PO7	Engage in life-long learning and professional development through self-study, continuing education, professional and doctoral level studies.	2	Mini project, Seminar and Term paper

3 = High; 2 = Medium; 1 = Low

VII. COURSE OBJECTIVES :

The course should enable the students to:	
I	Familiarize with soft computing concepts.
II	Understand supervised learning and unsupervised learning networks.
III	Explore the concepts of neural networks and fuzzy logic to solve complex problems
IV	Illustrate the concepts of genetic Algorithms and its applications

VIII. COURSE OUTCOMES (CO'S):

COs	Course Outcome	CLO's	At the end of the course, the student will have the ability to:
CO1	Understand Fundamental concepts of neural networks and supervised learning techniques	CLO 1	Understand Fundamental concepts of neural networks and its applications.
		CLO 2	Learn supervised network techniques and find the differences between various types of learning networks.
		CLO 3	Retrieve linear equations and understand back propagation network method.
CO2	Understand associative memory networks and Explore on unsupervised learning networks and its types	CLO 4	Understand associative memory networks and Explore on unsupervised learning networks and its types.
		CLO 5	Understand the concept of regression analysis to find the hidden relations in data.
		CLO 6	Understand the classification of unsupervised learning network methods.
C03	Explore the concepts of neural networks and fuzzy logic to solve complex problems	CLO 7	Understand the concepts of fuzzy sets and relations and Illustrate the concepts of membership functions.
		CLO 8	Identify the difference between iterative and non-iterative fuzzy sets.
		CLO 9	Understand methods of defuzzification.
C04	Understand formation rules and aggregation rules in fuzzy arithmetic	CLO 10	Develop truth tables of fuzzy logic and different representations of formation of fuzzy rules.
		CLO11	Understand formation rules and aggregation rules in fuzzy arithmetic

		CLO12	Develop fuzzy interface system and fuzzy expert system
C05	Illustrate the concepts of genetic Algorithms and its applications	CLO13	Understand genetic algorithms, constraints and classifications.
		CLO14	Understand the fusion approach and illusterate the concept of genetic programming.

IX. COURSE LEARNING OUTCOMES(CLOs):

CLO Code	CLO's	At the end of the course, the student will have the ability to:	PO's Mapped	Strength of Mapping
BCSB12.1	CLO 1	Understand Fundamental concepts of neural networks and its applications.	PO 5;PO 7	2
BCSB12.2	CLO 2	Learn supervised network techniques and find the differences between various types of learning networks.	PO 1 ;PO 6; PO 7	2
BCSB12.3	CLO 3	Retrieve linear equations and understand back propagation network method.	PO 2	3
BCSB12.4	CLO 4	Understand associative memory networks and Explore on unsupervised learning networks and its types.	PO 5;PO 6	2
BCSB12.5	CLO 5	Understand the concept of regression analysis to find the hidden relations in data.	PO 2	3
BCSB12.6	CLO 6	Understand the classification of unsupervised learning network methods.	PO 6	3
BCSB12.7	CLO 7	Understand the concepts of fuzzy sets and relations and Illustrate the concepts of membership functions.	PO 4	3
BCSB12.8	CLO 8	Identify the difference between iterative and non-iterative fuzzy sets.	PO 1	3
BCSB12.9	CLO 9	Understand methods of defuzzification.	PO 5	1
BCSB12.10	CLO 10	Develop truth tables of fuzzy logic and different representations of formation of fuzzy rules.	PO 4	3
BCSB12.11	CLO11	Understand formation rules and aggregation rules in fuzzy arithmetic	PO 2	2
BCSB12.12	CLO12	Develop fuzzy interface system and fuzzy expert system	PO 6	3
BCSB12.13	CLO13	Understand genetic algorithms, constraints and classifications.	PO 4;PO 6	2
BCSB12.14	CLO14	Understand the fusion approach and illusterate the concept of genetic programming.	PO 5	1

3 = High; 2 = Medium; 1 = Low

X. MAPPING COURS OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES

Course Outcomes	Program Outcomes					
	PO1	PO2	PO4	PO5	PO6	PO7
CO1	3	3		2	2	3
CO2		3		2	3	
CO3	3		3	1		
CO4		2	3	3		
CO5			2	1	3	

XI. MAPPING COURSE LEARNING OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES

Course Learning Outcomes (CLOs)	Program Outcomes					
	PO1	PO2	PO4	PO5	PO6	PO7
CLO 1				2		3
CLO 2	3				2	2
CLO 3		3				
CLO 4				2	2	
CLO 5		3				
CLO 6					3	
CLO 7			3			
CLO 8	3					
CLO 9				1		
CLO 10			3			
CLO 11		2				
CLO 12					3	
CLO 13			2		3	
CLO 14				1		

3 = High; 2 = Medium; 1 = Low

XII. ASSESSMENT METHODOLOGIES-DIRECT

CIE Exams	PO 3,PO 4	SEE Exams	PO 3, PO 4	Seminar and Term paper	PO 1,PO 2, ,PO 4, PO 7
Student Viva	PO 2	Mini Project	PO 5,PO 7	Laboratory Practices	-

XIII. ASSESSMENT METHODOLOGIES-INDIRECT

✔	Early Semester Feedback	✔	End Semester OBE Feedback
✔	Assessment of Mini Projects by Experts		

XIV. SYLLABUS:

UNIT-I	INTRODUCTION TO NEURAL NETWORKS
Introduction: Fundamental concept, evolution of neural networks, models of artificial neural networks, important technologies, applications, McCulloch, Pitts Neuron, linear separability, Hebb network; Supervised learning network: Perception networks, adaptive linear neuron, multiple adaptive linear neurons, back propagation network, radial basis function network.	

UNIT-II	ASSOCIATIVE MEMORY AND UNSUPERVISED LEARNING NETWORKS
Associative memory networks: Training algorithms for pattern association, auto associative memory network, hetero associative memory network, bidirectional associative memory, Hopfield networks, iterative auto associative memory network, temporal associative memory network; Unsupervised learning networks: Kohonenself-organizing feature maps, learning vector quantization, counter propagation networks, adaptive resonance theory network.	
UNIT-III	**FUZZY LOGIC**
Fuzzy logic: Introduction to classical/crisp sets and fuzzy sets, classical/crisp relations and fuzzy relations, tolerance and equivalence relations, non-iterative fuzzy sets.Membership functions: Fuzzification, methods of membership value assignments, defuzzification, Lambda cuts for fuzzy sets and fuzzy relations, defuzzification methods.	
UNIT-IV	**FUZZY ARITHMETIC**
Fuzzy arithmetic and fuzzy measures: Fuzzy rule base and approximate reasoning, truth values and tables in fuzzy logic, fuzzy propositions, formation of rules, decomposition and aggregation of rules, fuzzy reasoning, fuzzy inference systems, fuzzy decision making, fuzzy logic control systems, fuzzy expert systems.	
UNIT-V	**GENETIC ALGORITHMS**
Genetic algorithm and search space, general genetic algorithm, operators, generational cycle, stopping condition, constraints, classification, genetic programming, multilevel optimization; Applications: A fusion approach of multispectral images with SAR image for flood area analysis, optimization of travelling salesman problem using genetic algorithm approach, and genetic algorithm based internet search technique, soft computing based hybrid fuzzy controllers.	
Text Books:	
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Reference Books:	
1. S. Rajasekaran, G. A. V. Pai, "Neural Networks, Fuzzy Logic and Genetic Algorithms", PHI, 1st Edition, 2003. 2. Timothy J. Ross, "Fuzzy Logic with Engineering Applications", McGraw Hill, 3rd Edition, 1997. 3. Stamatios V. Kartalopoulos "Understanding Neural Networks and Fuzzy Logic Basic Concepts and Applications", IEEE Press, PHI, New Delhi, 2004.	

XV. COURSE PLAN:

The course plan is meant as a guideline. Probably there may be changes.

Lecture No	Topic's to be covered	Course Outcomes (COs)	Reference
1-3	Introduction: Fundamental concept, evolution of neural networks, models of artificial neural networks, important technologies, applications, McCulloch, Pitts Neuron.	CO 1	T2:1.1-1.2
4-6	Linear separability, Hebb network; Supervised learning network: Perception networks, adaptive linear neuron.	CO 1	T1:2
7-9	Multiple adaptive linear neurons, back propagation network, radial basis function network.	CO 1	T2:2.1-2.2
10-12	Associative memory networks: Training algorithms for pattern association, auto associative memory network, hetero associative memory network	CO 2	T1:4

13-16	bidirectional associative memory, Hopfield networks, iterative auto associative memory network, temporal associative memory network;	CO2	T1:4
17-19	Unsupervised learning networks: Kohonen self organizing feature maps, learning vector quantization, counter propagation networks, adaptive resonance theory network.	CO2	T1: 6
20-22	Fuzzy logic: Introduction to classical/crisp sets and fuzzy sets, classical/crisp relations and fuzzy relations	CO3	T1: 5
23-25	Tolerance and equivalence relations, non-iterative fuzzy sets. Membership functions: Fuzzification	CO3	T1:7
26-28	Methods of membership value assignments, defuzzification, Lambda cuts for fuzzy sets and fuzzy relations, defuzzification methods.	CO 3	T1:10
29-31	Fuzzy arithmetic and fuzzy measures: Fuzzy rule base and approximate reasoning, truth values and tables in fuzzy logic,	CO 4	T1:8
32-34	fuzzy propositions, formation of rules,decomposition and aggregation of rules, fuzzy reasoning	CO 4	T1:13
35-37	fuzzy inference systems, fuzzy decision making, fuzzy logic control systems, fuzzy expert systems.	CO 4	T1:9 T1:14 T1: 17
38-40	Genetic algorithm and search space, general genetic algorithm, operators, generational cycle, stopping condition, constraints, classification	CO 5	T1:17
41-45	genetic programming, multilevel optimization; Applications: A fusion approach of multispectral images with SAR image for flood area analysis, optimization of travelling salesman problem using genetic algorithm approach, and genetic algorithm based internet search technique, soft computing based hybrid fuzzy controllers.	CO 5	T1:16

XVI. GAPS IN THE SYLLABUS - TO MEET INDUSTRY / PROFESSION REQUIREMENTS:

S No	Description	Proposed Actions	Relevance with POs
1	Machine learning	Seminars / Guest Lectures / NPTEL	PO 1, PO 6, PO 7

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