

University of Mumbai



**Title of the program**

- A-** U.G. Certificate in Information Technology
- B-** U.G. Diploma in Information Technology
- C-** B.Sc. (Information Technology)
- D-** B.Sc. (Honours) in Information Technology
- E-** B.Sc. (Honours with Research) in Information Technology

**Syllabus for Semester –**

**Sem I & II**

**Ref: GR dated 20<sup>th</sup> April, 2023 for Credit Structure of UG**

**(With effect from the academic year 2024-25 Progressively)**

# University of Mumbai



## Syllabus for Approval

(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	<b>Title of program</b>		Title of the program
	O. _____ A	A	U.G. Certificate in Information Technology
	O. _____ B	B	U.G. Diploma in Information Technology
	O. _____ C	C	B.Sc. (Information Technology)
	O. _____ D	D	B.Sc. (Honours) in Information Technology
	O. _____ E	E	B.Sc. (Honours with Research) in Information Technology
2	<b>Eligibility</b>	A	10+2 (A learner must have completed HSC or equivalent with 45% of aggregate for open category and 40% of aggregate in case of reserved candidates in one attempt with Mathematics and/or Statistics as one of the subjects <b>(OR)</b> Passed Equivalent Academic Level 4.0 with CGPA equivalent to 45% for open category and 40% in case of reserved candidates with Mathematics and/or Statistics as one of the subjects
	O. _____ A		
	O. _____ B	B	Under Graduate Certificate in Information Technology Academic Level 4.5
	O. _____ C	C	Under Graduate Diploma in Information Technology Academic Level 5.0
	O. _____ D	D	Bachelors of Science in Information Technology with minimum CGPA of 7.5 Academic Level 5.5
	O. _____ E	E	Bachelors of Science in Information Technology with minimum CGPA of 7.5 Academic Level 5.5
3	<b>Duration of program</b>	A	One Year
		B	Two Years
	R. _____	C	Three years
		D	Four years

		E	Four years
4	<b>Intake Capacity</b> R: _____		
5	<b>Scheme of Examination</b> R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination	
6	<b>Standards of Passing</b> R: _____	40% in each component	
7	<b>Sem. I &amp; II Credit Structure</b> R: _____ A R: _____ B  <b>Sem. III &amp; IV Credit Structure</b> R: _____ C R: _____ D  <b>Sem. V &amp; VI Credit Structure</b> R: _____ E R: _____ F	Attached herewith	
8	<b>Semesters</b>	A	Sem I & II
		B	Sem I, II, III & IV
		C	Sem I, II, III, IV, V & VI
		D	Sem I, II, III, IV, V, VI, VII & VIII
		E	Sem I, II, III, IV, V, VI, VII & VIII
9	<b>Program Academic Level</b>	A	4.5
		B	5.0
		C	5.5
		D	6.0
		E	6.0
10	<b>Pattern</b>	Semester	
11	<b>Status</b>	New	
12	<b>To be implemented from Academic Year Progressively</b>	From Academic Year: 2023-24	

**Sign of Chairperson**  
Dr. Mrs. R.  
Srivaramangai  
Ad-hoc BoS (IT)

**Sign of the**  
**Offg. Associate Dean**  
Dr. Madhav R. Rajwade  
Faculty of Science &  
Technology

**Sign of Offg. Dean,**  
Prof. Shivram S. Garje  
Faculty of Science &  
Technology

## Preamble

### 1) Introduction

Information technology (IT) continues to be a dynamic and rapidly evolving field with high demand for skilled professionals. The demand for IT workers is driven by various factors, and the landscape may have evolved over a period of time. NEP envisages the multidisciplinary approach thus making IT much more applicable in all fields of life. This facilitates multi-institutional mobility of the students within India as well as abroad thus making the students attain different proficiency levels right from certificate to B.Sc Honours with Research. This new syllabus under NEP will thus enable the students for higher education, research and career in the field of IT

### 2) Aims and Objectives

The aims and objectives of a Bachelor of Science (B.Sc) program in Information Technology (IT) generally revolve around providing students with a comprehensive understanding of the principles, technologies, and applications within the field of information technology. The entire program collectively aims to produce graduates who are well-rounded IT professionals, capable of contributing to the design, development, and management of information technology systems in various industries. The specific details of the curriculum may vary among institutions offering B.Sc in Information Technology programs.

### 3) Learning Outcomes

The B. Sc. (Information Technology) Programme shall prepare and enable the graduates to:

- ✓ Demonstrate proficiency in programming languages, Data structures, Design and implement software solutions with their technical competence
- ✓ Analyze user requirements and design effective IT systems or applications.
- ✓ Apply system analysis and design methodologies to address complex business challenges.
- ✓ Acquire the skills of Database Management, Networking and Security, Web Technologies
- ✓ Plan, execute, monitor, and control IT projects.
- ✓ Analyze and solve complex IT problems using critical thinking skills.
- ✓ Apply concepts of artificial intelligence, machine learning, cloud computing, and IoT
- ✓ Effectively communicate technical information both orally and in writing.

### 4) Any other point (if any)

## PROGRAMME SPECIFIC OUTCOMES (PSO)

On completing the B. Sc.(Information Technology) at the University of Mumbai, the graduates shall be able to

- Technical Proficiency:
  - Demonstrate a comprehensive understanding of fundamental concepts, principles, and technologies in information technology.
  - Apply programming and software development skills to design and implement IT solutions.
- System Thinking and Analysis:
  - Apply system analysis and design methodologies to analyze and address

- complex problems.
- Design and develop IT systems that meet user requirements and organizational needs.
- Database Management:
  - Design, implement, and manage relational databases to store and retrieve information effectively.
  - Demonstrate proficiency in using database management systems and querying languages.
- Networking and Security:
  - Understand and implement computer networks, protocols, and security measures.
  - Evaluate and implement security solutions to protect information systems.
- Web Technologies:
  - Develop web applications using a variety of technologies and programming languages.
  - Design and create user interfaces that adhere to web design principles.
- Project Management:
  - Apply project management principles to plan, execute, and deliver IT projects.
  - Demonstrate the ability to work effectively within project teams.
- Emerging Technologies:
  - Stay informed about and adapt to emerging technologies in the IT field.
  - Apply concepts of artificial intelligence, machine learning, cloud computing, and IoT to solve real-world problems.
- Critical Thinking and Problem-Solving:
  - Analyze and solve complex IT problems using critical thinking skills.
  - Apply problem-solving strategies to troubleshoot and resolve technical issues.
- Communication Skills:
  - Effectively communicate technical information to diverse audiences, both orally and in writing.
  - Collaborate with team members and stakeholders to achieve common goals.
- Ethics and Professionalism:
  - Demonstrate ethical behavior and professionalism in all aspects of the IT profession.
  - Adhere to ethical standards and legal considerations related to information technology.

**5) Credit Structure of the Program (Sem I, II, III, IV, V and VI)  
Under Graduate Certificate in Information Technology**

**(Credit Structure Sem I & II)**

R: _____A										
Level	Sem ester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degr ee/ Cum. Cr.
		Mandatory	Electiv es							
	I	6		-	2+2	VSC:2, SEC:2	AEC:2, VEC:2, IKS:2	CC:2	22	UG Certificate 44
		<ul style="list-style-type: none"> <li>• Program ming with C - 02</li> <li>• Database Management Systems - 02</li> <li>• Practical I - 02</li> </ul>				<b>VSC :</b> Combinational and Sequential Design- 02  <b>SEC – 02</b> Office Tools for Data Management <b>OR</b> Fundamentals of Telecommunication Systems				
R: _____B										
	II	6		2	2+2	VSC:2, SEC:2	AEC:2,VEC:2	CC:2	22	
		<ul style="list-style-type: none"> <li>• OOPs with C++ - 02</li> <li>• Web Designing - 02</li> <li>• Practica l II - 02</li> </ul>				<ul style="list-style-type: none"> <li>• VSC : Assembly Language Programming – 02</li> <li>• SEC: 02               <ul style="list-style-type: none"> <li>• Web Programming</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• PL/SQL</li> </ul> </li> </ul>				
	Cum Cr.	12	-	2	8	8	10	4	44	
Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										

## Under Graduate Diploma in Information Technology

### Credit Structure (Sem. III & IV)

R: _____ C										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem	Degree/ Cum. Cr.
		Mandatory	Electives							
	III	8		4	2	VSC:2	AEC:2,	FP :2 CC:2	22	<b>UG Diploma 88</b>
		<ul style="list-style-type: none"> <li>• Python Programming -02</li> <li>• Python Programming Practical-02</li> <li>• Data Structures-02</li> <li>• Data Structures Practical-02</li> </ul>				VSC : Operating Systems-02				
R: _____ D										
	IV	6		4	2	SEC:2	AEC: 2	CEP : 2 CC: 2	22	
		<ul style="list-style-type: none"> <li>• Core Java - 02</li> <li>• Core Java Practical-02</li> <li>• Software Engineering-02</li> <li>• Software Engineering Practical-02</li> </ul>				<ul style="list-style-type: none"> <li>• Computer Graphics and Animation -02</li> <li><b>OR</b></li> <li>• Mojo-02</li> <li><b>OR</b></li> <li>• Mobile Programming-02</li> </ul>				
	<b>Cum Cr.</b>	28		10	12	12	14	12	88	

**Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor**

## B.Sc. (Information Technology)

### Credit Structure (Sem. V & VI)

R: _____ E										
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
	<b>V</b>	<b>10</b>	<b>4</b>	<b>4</b>		<b>VSC: 2</b>		<b>FP/CEP:2</b>	<b>22</b>	<b>UG Degree 132</b>
		<ul style="list-style-type: none"> <li>• Advanced Web Programming-02</li> <li>• Advanced Web Programming Practical-02</li> <li>• Business Intelligence-02</li> <li>• Business Intelligence Practical-02</li> <li>• Software Project Management-02</li> </ul>	<ul style="list-style-type: none"> <li>• Linux Administration -02</li> <li>• Linux Administration Practical-02</li> <li>OR</li> <li>• EARN-02</li> <li>• EARN Practical-02</li> <li>OR</li> <li>• Enterprise Java-02</li> <li>• Enterprise Java Practical-02</li> </ul>			<ul style="list-style-type: none"> <li>• Advanced Mobile Programming-02</li> </ul>		FP: Project Dissertation-02	22	
R: _____ E										
	<b>VI</b>	<b>10</b>	<b>4</b>	<b>4</b>				<b>OJT:4</b>	<b>22</b>	
		<ul style="list-style-type: none"> <li>• Security in Computing -02</li> <li>• Security in Computing Practical-02</li> <li>• AI and ML-02</li> <li>• AI and ML Practical-02</li> <li>• Software Quality Assurance-02</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise Networking-02</li> <li>• Enterprise Networking Practical-02</li> <li>OR</li> <li>• Principles of GIS-02</li> <li>• Principles of GIS Practical-02</li> </ul>					<ul style="list-style-type: none"> <li>• OJT: Project Implementation-04</li> </ul>		
	<b>Cum Cr.</b>	<b>48</b>	<b>8</b>	<b>18</b>	<b>12</b>	<b>14</b>	<b>14</b>	<b>18</b>	<b>132</b>	
<b>Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor</b>										

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Continuing Education Program, CC – Co-Curricular, RP – Research Project]



# **SEMESTER I**

**Syllabus**  
**B.Sc. (Information Technology)**  
**(Sem.- I)**

## Major Courses

### Name of the Course: Programming with C

Sr.No	Heading	Particulars
1	<b>Description the course : Including but Not limited to:</b>	This course allows the students to understand the fundamental concepts of programming which will allow them to program applications in C.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory
4	<b>Credits :</b>	2 credits (1 credit = 15 Hours for Theory in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives(CO):</b> CO 1. To understand the concepts of computer programming. CO 2. To understand syntax and semantics of the C language CO 3. To understand loops and decision making in programming. CO 4. To understand the use of arrays, structures, union and pointers. CO 5. To understand functions for modular code and handle errors.	
8	<b>Course Outcomes (OC):</b> OC 1. Students can build flowcharts, pseudocode for C programs. OC 2. Students can use C language syntax and semantics in their programs. OC 3. Students can implement loops and decision making. OC 4. Students can use different types of data structures in their programs. OC 5. Students can write well-structured, readable, and maintainable C code and debug programs if there are any errors.	
9	<b>Modules:-</b> <b>Module 1:</b>	<b>15 Hrs</b>
	<b>1. Introduction:</b> Algorithms, History of C, Structure of C Program. Program Characteristics, Compiler, Linker and preprocessor, pseudo code statements and flowchart symbols, Desirable program characteristics. Program structure. Compilation and Execution of a Program, C Character Set, identifiers and keywords, data types and sizes, constants and its types, variables, Character and character strings, typedef, typecasting <b>2. Type of operators:</b> Arithmetic operators, relational and logical operators, Increment and Decrement operators, assignment operators, the conditional operator, Assignment operators and expression, Precedence and order of Evaluation Block Structure, Initialization, C Preprocessor	
	<b>Module 2:</b>	

	<ol style="list-style-type: none"> <li>1. Control Flow: Statements and Blocks, If-Else, Else-If, Switch, Loops- While and For Loops Do-while, Break and Continue, Goto and Labels</li> <li>2. Basics of functions. User defined and Library functions</li> <li>3. Pointer and Addresses, Pointer and Function Arguments, Pointer and Arrays.</li> <li>4. User-defined data types- structure and union</li> </ol>	<b>15 Hrs</b>
<b>10</b>	<p><b>Books and References:</b></p> <ol style="list-style-type: none"> <li>1. C Programming Language, Brian W. Kernighan, Dennis M. Ritchie , 2017</li> <li>2. Let Us C, Yashvant Kanetkar, BPB Publications,2008.</li> <li>3. Mastering in C, K. R. Venugopal and Sudeep R. Prasad, Tata McGraw-Hill Publications.</li> <li>4. A Computer Science –Structure Programming Approaches using C, Behrouz Forouzan, Cengage Learning.</li> <li>5.. Schaum’s outlines Programming with C, Byron S. Gottfried, Tata McGraw- Hill Publications.</li> <li>6. Basics of Computer Science, by Behrouz Forouzan, Cengage Learning.</li> <li>7. Programming Techniques through C, by M. G. Venkateshmurthy, Pearson Publication.</li> </ol>	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<p><b>Continuous Evaluation through:</b></p> <p>Class test of 1 of 15 marks  Class test of 2 of 15 marks  Average of the two: 15 marks</p> <p>Quizzes/ Presentations/  Assignments: 5 marks  Total: 20 marks</p>	<b>Format of Question Paper: External Examination (30 Marks)– 1 hr duration</b>
<b>14</b>	<p><b>Format of Question Paper: (Semester End Examination : 30 Marks. Duration:1 hour)</b></p> <p>Q1: Attempt any two (out of four) from Module 1 (15 marks)  Q2: Attempt any two (out of four) from Module 2 (15 marks)</p>	

## Name of the Course: Database Management System

Sr.No	Heading	Particulars		
1	<b>Description the course : Including but Not limited to:</b>	The objective of the course is to present an introduction to fundamentals of database management systems, with an emphasis on how to organize, maintain and retrieve - efficiently, and effectively -information from a DBMS.		
2	<b>Vertical :</b>	Major		
3	<b>Type :</b>	Theory		
4	<b>Credits:</b>	2 credits ( 1 credit = 15 Hours for Theory)		
5	<b>Hours Allotted :</b>	30 Hours		
6	<b>Marks Allotted:</b>	50 Marks		
7	<b>Course Objectives(CO):</b>	<p>CO 1. To make students aware fundamentals of database system.</p> <p>CO 2. To give idea how ERD components helpful in database design and implementation.</p> <p>CO 3. To experience the students working with database using MySQL.</p> <p>CO 4. To familiarize the student with normalization, database protection and different DDL, DML, DQL, DCL Statements</p> <p>CO 5. To make students aware about importance of protecting data from unauthorized users.</p>		
8	<b>Course Outcomes (OC):</b>	<p>OC 1. Define and describe the fundamental elements of relational database management system.</p> <p>OC 2. To relate the basic concepts of relational data model, entity-relationship model, relational database</p> <p>OC 3. Design ER-models to represent simple database application scenarios.</p> <p>OC 4. Understand the normalization and its role in the database design process</p> <p>OC 5. Transform the ER-model to relational tables, populate relational database and formulate SQL</p> <p>OC 6. Understand basic database storage structures and access techniques: file and page organizations, indexing methods and hashing.</p>		
9	<b>Modules:- Module 1:</b>	<table border="1"> <tr> <td> <p><b>1. Introduction to Databases and transactions</b> What is database system, purpose of database system, view of data, relational databases, database architecture, transaction management</p> <p><b>2. Data Models</b> The importance of data models, Basic building blocks, Business rules, The evolution of data models, Degrees of data abstraction</p> <p><b>3. Database Design, ER-Diagram</b> Database design and ER Model: overview, ER-Model, Constraints, ER-Diagrams, ERD Issues, Codd's rules, Relational Schemas</p> <p><b>4. Relational database model</b> Logical view of data, keys, integrity rules</p> </td> <td style="text-align: center; vertical-align: middle;"><b>15 Hrs</b></td> </tr> </table>	<p><b>1. Introduction to Databases and transactions</b> What is database system, purpose of database system, view of data, relational databases, database architecture, transaction management</p> <p><b>2. Data Models</b> The importance of data models, Basic building blocks, Business rules, The evolution of data models, Degrees of data abstraction</p> <p><b>3. Database Design, ER-Diagram</b> Database design and ER Model: overview, ER-Model, Constraints, ER-Diagrams, ERD Issues, Codd's rules, Relational Schemas</p> <p><b>4. Relational database model</b> Logical view of data, keys, integrity rules</p>	<b>15 Hrs</b>
<p><b>1. Introduction to Databases and transactions</b> What is database system, purpose of database system, view of data, relational databases, database architecture, transaction management</p> <p><b>2. Data Models</b> The importance of data models, Basic building blocks, Business rules, The evolution of data models, Degrees of data abstraction</p> <p><b>3. Database Design, ER-Diagram</b> Database design and ER Model: overview, ER-Model, Constraints, ER-Diagrams, ERD Issues, Codd's rules, Relational Schemas</p> <p><b>4. Relational database model</b> Logical view of data, keys, integrity rules</p>	<b>15 Hrs</b>			

	<b>Module 2:</b>	
	<b>1. Database Design theory and normalization:</b> Basics of functional dependencies and normalization for relational databases. Relational database design and further dependencies.	<b>. 15 Hrs</b>
	<b>2. SQL, Indexing:</b> Introduction to SQL, Complex queries, triggers, views, joining database tables and schema modification. Query Processing and optimization. File structure, hashing and indexing	
	<b>3. Transaction management and concurrency control and recovery:</b> Introduction to transaction processing concepts and theory. Concurrency control technique. Database recovery technique	
<b>10</b>	<b>Text Books</b>	
	1. "Fundamentals of Database System", Elmasri Ramez, Navathe Shamkant, Pearson Education, Seventh edition, 2017 2. Database Management Systems", Raghu Ramakrishnan and Johannes Gehrke, 3rd Edition, 2014 3. Database Systems: Design implementation and management by Carlos Coronel, Steven Morris, Peter Rob	
<b>11</b>	<b>Reference Books</b>	
	1. "Database System Concepts", Abraham Silberschatz, Henry F. Korth, S. Sudarshan, McGraw Hill, 2017 2. "MySQL: The Complete Reference", Vikram Vaswani , McGraw Hill, 2017 3. "Learn SQL with MySQL: Retrieve and Manipulate Data Using SQL Commands with Ease", Ashwin Pajankar, BPB Publications, 2020	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<b>Continuous Evaluation through:</b> Class test of 1 of 15 marks Class test of 2 of 15 marks Average of the two: 15 marks  Quizzes/ Presentations/ Assignments: 5 marks Total: 20 marks	<b>Format of Question Paper: External Examination (30 Marks)– 1 hr duration</b>
<b>14</b>	<b>Format of Question Paper: (Semester End Examination : 30 Marks. Duration:1 hour)</b> Q1: Attempt any two (out of four) from Module 1 (15 marks) Q2: Attempt any two (out of four) from Module 2 (15 marks)	

## Name of the Course: Major Practical 1

Sr.No	Heading	Particulars
1	<b>Description the course :</b> <b>Including but Not limited to:</b>	<u>Programming with C -practical</u> This course is stepping stone to learn other languages. This course provides students hands on experiences of coding exercises and projects.  <u>Database Management System's</u> practical approach is useful to gain the knowledge for software backend development. It benefits to user by providing data definition, data access, reduced data redundancy, data integrity, data sharing, data organizing, data consistency, data accuracy, and security
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Practical
4	<b>Credits :</b>	2 credits (60 Hours of Practical work in a semester )
5	<b>Hours Allotted :</b>	30 Hours (C Programming Practical) + 30 Hours(DBMS - Practical)
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives(CO):</b>  CO 1. To provide exposure in developing algorithm, flowchart and to write efficient code. CO 2. To understand loops and decision making in programming. CO 3. To understand the arrays, structures, union. CO 4. To understand the use of function and pointers. CO 5. To Identify entities and its relationship with relational model structure. CO 6. To understand relational database using SQL and constraints implementation using create table queries. CO 7. To Understand DML operations and backing of database CO 8. To understand how to retrieve data from database and learn how to retrieve single value after performing calculations on group of values CO 9. To understand built-in functions to perform operations on data CO 10. To understand how to fetch data from two or more tables, which is joined to appear as single set of data CO 11. To understand nested and larger query as advanced fetching of data to understand concept of virtual table. CO 12. To understand how to control user access in a database.	

8

**Course Outcomes (OC):**

- OC 1. Students can demonstrate the concepts of datatypes, variables and operators in C.
- OC 2. Students can implement the concept of control statements and looping in C program.
- OC 3. Students can demonstrate the use of arrays, strings and structures in C
- OC 4. Students can implement modular C program using functions and pointers.
- OC 5. Students can demonstrate the use of arrays, strings and structures in C.
- OC 6. Students able to perform various operations such as insert, update delete and retrieve data from database using SQL queries.
- OC 7. Students able to perform alteration in tables and can restore and take backup of the database.
- OC 8. Students able to perform operations using simple SQL Queries to fetch data and learns various aggregate functions to get single value.
- OC 9. Students able to perform SQL Queries using JOIN keyword for joining two or more tables.
- OC 10. Students able to perform nested queries using in, exists operators.
- OC 11. Students able to create new table by joining one or more tables and learn how to hide attribute from end user.
- OC 12. Students able to restrict the user from accessing data in database.
- OC 13. Students should be able to create, manipulate the database management system to evaluate the business information problem.



<p style="text-align: center;"><b>9</b></p>	<p><b>Module 1:- Programming with C</b></p> <p><b>1. Practical 1:-</b></p> <ol style="list-style-type: none"> <li>a. To calculate simple interest taking principal, rate of interest and number of years as input from user. Write algorithm &amp; draw flowchart for the same.</li> <li>b. Write a program to find greatest of three numbers using conditional operator. Write algorithm &amp; draw flowchart for the same.</li> <li>c. Write a program to check if the year entered is leap year or not. Write algorithm &amp; draw flowchart for the same.</li> </ol> <p><b>2. Practical 2:-</b></p> <ol style="list-style-type: none"> <li>a. Write a program to calculate roots of a quadratic equation.</li> <li>b. Write a menu driven program using switch case to perform add / subtract / multiply / divide based on the users choice.</li> <li>c. Write a program to print the pattern of asterisks.</li> </ol> <p><b>3. Practical 3</b></p> <ol style="list-style-type: none"> <li>a. Write a program using while loop to reverse the digits of a number.</li> <li>b. Write a program to calculate the factorial of a given number.</li> <li>c. Write a program to print the Fibonacci series.</li> </ol> <p><b>4. Practical 4</b></p> <ol style="list-style-type: none"> <li>a. Write a program to print area of square using function.</li> <li>b. Write a program using recursive function.</li> <li>c. Write a program to square root, abs() value using function.</li> <li>d. Write a program using goto statement .</li> </ol> <p><b>5. Practical 5</b></p> <ol style="list-style-type: none"> <li>a. Write a program to print rollno and names of 10 students using array.</li> <li>b. Write a program to sort the elements of array in ascending or descending order</li> </ol> <p><b>6. Practical 6</b></p> <ol style="list-style-type: none"> <li>a. Write a program to extract the portion of a character string and print the extracted part.</li> <li>b. Write a program to find the given string is palindrome or not.</li> <li>c. Write a program to using strlen(), strcmp() function .</li> </ol> <p><b>7. Practical 7</b></p> <p>Write a program to swap two numbers using a function. Pass the values to be swapped to this function using call-by-value method and call-by-reference method.</p> <p><b>8. Practical 8</b></p> <ol style="list-style-type: none"> <li>a. Write a program to read a matrix of size m*n.</li> <li>b. Write a program to multiply two matrices using a function.</li> </ol> <p><b>9. Practical 9</b></p> <p>Write a program to print the structure using</p> <p style="padding-left: 40px;">Title Author Subject Book ID</p> <p>Print the details of two students.</p> <p><b>10. Practical 10</b></p> <p>Create a mini project on “Bank management system”. The program should be menu driven.</p>	<p style="text-align: center;"><b>30 Hrs</b></p>
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	<p><b>Module 2</b></p> <ol style="list-style-type: none"> <li>1. Conceptual Designing using ER Diagrams (Identifying entities, attributes, keys and relationships between entities, cardinalities, generalization, specialization etc.)</li> <li>2. Perform the following: <ul style="list-style-type: none"> <li>• Viewing all databases</li> <li>• Creating a Database</li> <li>• Viewing all Tables in a Database</li> <li>• Creating Tables (With and Without Constraints)</li> <li>• Inserting/Updating/Deleting Records in a Table</li> </ul> </li> <li>3. Perform the following: <ul style="list-style-type: none"> <li>• Altering a Table</li> <li>• Dropping/Truncating/Renaming Tables</li> <li>• Backing up / Restoring a Database</li> </ul> </li> <li>4. Perform the following: <ul style="list-style-type: none"> <li>• Simple Queries</li> <li>• Simple Queries with Aggregate functions</li> </ul> </li> <li>5. Queries involving <ul style="list-style-type: none"> <li>• Date Functions</li> <li>• String Functions</li> <li>• Math Functions</li> </ul> </li> <li>6. Join Queries <ul style="list-style-type: none"> <li>• Inner Join</li> <li>• Outer Join</li> </ul> </li> <li>7. Subqueries <ul style="list-style-type: none"> <li>• With IN clause</li> <li>• With EXISTS clause</li> </ul> </li> <li>8. Converting ER Model to Relational Model and apply Normalization on database. (Represent entities and relationships in Tabular form, Represent attributes as columns, identifying keys and normalization up to 3rd Normal Form).</li> <li>9. Views <ul style="list-style-type: none"> <li>• Creating Views (with and without check option)</li> <li>• Dropping views</li> <li>• Selecting from a view</li> </ul> </li> <li>10. DCL statements <ul style="list-style-type: none"> <li>• Granting and revoking permissions</li> <li>• Saving (Commit) and Undoing (rollback)</li> </ul> </li> </ol>	<p><b>30 Hrs</b></p>
<p><b>10</b></p>	<p><b>Text Books:</b></p> <ol style="list-style-type: none"> <li>1. "Fundamentals of Database System", Elmasri Ramez, Navathe Shamkant, Pearson Education, Seventh edition, 2017 .</li> <li>2. Database Management Systems", Raghu Ramakrishnan and Johannes Gehrke, 3rd Edition, 2014</li> </ol>	
<p><b>11</b></p>	<p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>1. MASTERING C, K. R. Venugopal and Sudeep R. Prasad, Tata McGraw-Hill Publications.</li> <li>2. "A Computer Science –Structure Programming Approaches using C", Behrouz</li> </ol>	

	<p>Forouzan, Cengage Learning.</p> <p>3. Schaum's outlines "Programming with C", Byron S. Gottfried, Tata McGraw-Hill Publications.</p> <p>4. "Basics of Computer Science", Behrouz Forouzan , Cengage Learning.</p> <p>5. "Programming Techniques through C", M. G. Venkateshmurthy, Pearson Publication.</p> <p>6. "Programming in ANSI C", E. Balaguruswamy, Tata McGraw-Hill Education.</p> <p>7. "MySQL: The Complete Reference", Vikram Vaswani , McGraw Hill, 2017.</p> <p>8. "Learn SQL with MySQL: Retrieve and Manipulate Data Using SQL Commands with Ease", Ashwin Pajankar, BPB Publications, 2020.</p>	
<b>12</b>	<p><b>Internal Continuous Assessment: 40%</b></p>	<p><b>Semester End Examination: 60%</b></p>
<b>13</b>	<p><b>Continuous Evaluation through:</b>  Students are expected to attend each practical and submit the written practical of the previous session. Performing Practical and writeup submission will be continuous internal evaluation. 2.5 marks can be awarded for each practical performance and writeup submission totalling to 50 marks and can be converted to 20 marks.</p>	<p>30 marks practical exam of 2 hours duration</p>
<b>14</b>	<p><b>Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination</b></p> <p>Practical Slip:</p> <p>Q1. From Module 1    13 marks</p> <p>Q2. From Module 2    12marks</p> <p>Q3. Journal and Viva    05 marks</p>	

## Vocational Skill Course (VSC)

Name of the course: **Combinational and Sequential Design**

Sr.No	Heading	Particulars
1	<b>Description the course : Including but Not limited to:</b>	<p>Combinational and Sequential Design is a course that focuses on digital electronics and the design of circuits that combine multiple digital components. The course covers the theoretical and practical aspects of both combinational and sequential circuit design, as well as their applications.</p> <p>Digital circuits are used in many electronic devices, including computers, smartphones, and communication systems. The design of these circuits is critical to the performance and functionality of these devices. Understanding the basics of combinational and sequential design is essential for anyone interested in pursuing a career in the field of digital electronics.</p> <p>The course will cover the various techniques and tools used in digital circuit design, including Boolean algebra and K-map simplification.</p> <p>The course is highly relevant in today's technological landscape, as all modern electronics devices are based on digital circuits. The skills learned in the course are highly useful in various fields, such as computer and electronics engineering, telecommunications, and robotics.</p> <p>The application of combinational and sequential design is quite broad, and the skills acquired from the course can be applied in various areas. Students will be able to design digital circuits, troubleshoot and repair digital circuits, and optimize circuit performance.</p> <p>The course is highly interesting and engaging, providing students with the opportunity to explore and analyze complex digital circuitry. It is also connected to other courses such as Digital Logic Design, Computer Organization, and Microcontrollers.</p> <p>The demand for professionals with digital circuit design skills is high in various industries such as electronics, semiconductors, telecommunications, and computing. There is an increasing demand for professionals with these skills,</p>

and job prospects are promising for those with a solid background in digital circuit design.

In summary, Combinational and Sequential Design is a course that offers students a comprehensive understanding of digital circuits' design principles and techniques. The knowledge and skills gained from this course are highly useful and applicable in various industries, with promising career prospects.

<b>2</b>	<b>Vertical :</b>	Vocational Skill Course(VSC)
<b>3</b>	<b>Type :</b>	Practical
<b>4</b>	<b>Credits :</b>	2 credits (60 hours in a semester)
<b>5</b>	<b>Hours Allotted :</b>	60 Hours
<b>6</b>	<b>Marks Allotted:</b>	50 Marks
<b>7</b>	<b>Course Objectives(CO):</b>	<p>CO 1.To provide students with a comprehensive understanding of combinational and sequential circuit design principles and techniques.</p> <p>CO 2.To enable students to apply Boolean algebra, K-map simplification, and other design techniques to create optimized digital circuits.</p> <p>CO 3.To equip students with the necessary tools and skills to implement arithmetic circuits, data path circuits, and memory circuits.</p> <p>CO 4.To enable students to analyze and troubleshoot digital circuits to ensure optimal performance.</p> <p>CO 5.To provide students with hands-on practical experience in designing and implementing digital circuits using simulation software and real-world hardware.</p>
<b>8</b>	<b>Course Outcomes (OC):</b>	<p>OC 1. Students can explain the differences between combinational and sequential circuits, and identify their different applications.</p> <p>OC 2. Students can define the concept of Boolean algebra and its importance in digital circuit design.</p> <p>OC 3. Students can explain and apply the principles of K-map simplification and other design techniques.</p> <p>OC 4. Students can design and construct combinational circuits using Boolean algebra and K-maps.</p> <p>OC 5. Students can design and implement arithmetic circuits such as adders, subtractors, and multipliers.</p> <p>OC 6. Students can design and implement data path circuits such as registers, multiplexers, and decoders.</p> <p>OC 7. Students can implement digital circuits using breadboards, logic probes, and oscilloscopes.</p> <p>OC 8. Students can troubleshoot and verify the correctness of digital circuits using real-world hardware and measure their performance using various metrics.</p>
<b>9</b>	<b>Modules:- Module 1:</b>	

	<p><b>1. Study of Logic gates and their ICs and universal gates:</b></p> <p>a. Study of AND, OR, NOT, XOR, XNOR, NAND and NOR gates</p> <p>b. Study of IC 7400, 7402, 7404, 7408, 7432, 7486, 74266</p> <p>c. Implement AND, OR, NOT, XOR, XNOR using NAND gates.</p> <p>d. Implement AND, OR, NOT, XOR, XNOR using NOR gates.</p> <p><b>2. Implement the given Boolean expressions using minimum number of gates.</b></p> <p>a. Verifying De Morgan's laws.</p> <p>b. Implement other given expressions using minimum number of gates.</p> <p>c. Implement other given expressions using minimum number of ICs.</p> <p><b>3. Implement combinational circuits.</b></p> <p>a. Design and implement combinational circuit based on the problem given and minimizing using K-maps. (Various Equations, SOP, POS forms can be given)</p> <p><b>4. Implement code converters.</b></p> <p>a. Design and implement Binary – to – Gray code converter.</p> <p>b. Design and implement Gray – to – Binary code converter.</p> <p>c. Design and implement Binary – to – BCD code converter.</p> <p>d. Design and implement Binary – to – XS-3 code converter.</p> <p><b>5. Implement Adder and Subtractor Arithmetic circuits.</b></p> <p>a. Design and implement Half adder and Full adder.</p> <p>b. Design and implement BCD adder.</p> <p>c. Design and implement XS – 3 adder.</p> <p>d. Design and implement binary subtractor.</p> <p>e. Design and implement BCD subtractor.</p> <p>b. Design and implement XS – 3 subtractor.</p>	<p><b>30 Hrs</b></p>
<p><b>Module 2:</b></p>		
	<p><b>6. Implement Arithmetic circuits.</b></p> <p>a. Design and implement a 2-bit by 2-bit multiplier.</p> <p>b. Design and implement a 2-bit comparator.</p> <p><b>7. Implement Encode and Decoder and Multiplexer and Demultiplexers.</b></p> <p>a. Design and implement 8:3 encoder.</p> <p>b. Design and implement 3:8 decoder.</p> <p>c. Design and implement 4:1 multiplexer. Study of IC 74153, 74157</p> <p>d. Design and implement 1:4 demultiplexer. Study of IC 74139</p> <p>e. Implement the given expression using IC 74151 8:1 multiplexer.</p> <p>f. Implement the given expression using IC 74138 3:8 decoder.</p> <p><b>8. Study of flip-flops and counters.</b></p> <p>a. Study of flip-flops and counters.</p> <p>b. Study of IC 7473.</p> <p>c. Study of IC 7474.</p> <p>d. Study of IC 7476.</p> <p>e. Conversion of Flip-flops.</p>	<p><b>30 Hrs</b></p>

	<ul style="list-style-type: none"> <li>f. Design of 3-bit synchronous counter using 7473 and required gates.</li> <li>g. Design of 3-bit ripple counter using IC 7473.</li> </ul> <p><b>9. Study of counter ICs and designing Mod-N counters.</b></p> <ul style="list-style-type: none"> <li>a. Study of IC 7490, 7492, 7493 and designing mod-n counters using these.</li> <li>b. Designing mod-n counters using IC 7473 and 7400 (NAND gates)</li> </ul> <p><b>10. Design of shift registers and shift register counters.</b></p> <ul style="list-style-type: none"> <li>a. Design serial – in serial – out, serial – in parallel – out, parallel – in serial – out, parallel – in parallel – out and bidirectional shift registers using IC 7474.</li> <li>b. Study of ID 7495.</li> <li>c. Implementation of digits using seven segment displays.</li> </ul>	
<b>10</b>	<b>Text Books</b>	
	1. Digital Electronics and Logic Design, N. G. Palan, Technova	
<b>11</b>	<b>Reference Books</b>	
	<ul style="list-style-type: none"> <li>1. Digital Principles and Applications, Malvino and Leach, Tata McGrawHill</li> <li>2. Modern Digital Electronics, R. P. Jain, Tata McGrawHill</li> <li>3. Digital Design, M. Morris R. Mano, Michael D. Ciletti, Pearson Education, 2012</li> </ul>	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<p><b>Continuous Evaluation through:</b></p> <p>Students are expected to attend each practical and submit the written practical of the previous session. Performing Practical and writeup submission will be continuous internal evaluation. 2.5 marks can be awarded for each practical performance and writeup submission totalling to 50 marks and can be converted to 20 marks.</p>	30 marks practical exam of 2 hours duration
<b>14</b>	<p><b>Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination</b></p> <p>Practical Slip:</p> <ul style="list-style-type: none"> <li>Q1. From Module 1    13 marks</li> <li>Q2. From Module 2    12marks</li> <li>Q3. Journal and Viva   05 marks</li> </ul>	

## Skill Enhancement Course (SEC)

Name of the Course: Office Tools for Data Management

Sr.No.	Heading	Particulars
1	Description the course:	<ul style="list-style-type: none"><li>• <b>Introduction:</b> The MS Access course offers a comprehensive understanding of Microsoft's relational database management system, making it a valuable skill in today's data-driven environment. This course is designed to empower individuals with the tools needed to efficiently organize, manage, and analyse data.</li><li>• <b>Relevance and Usefulness:</b> It provides practical insights into leveraging a relational database system for enhanced efficiency and organization. The MS Access course is useful for individuals seeking to enhance their data management skills.</li><li>• <b>Applications:</b> With applications in various sectors, from business to research and project management, MS Access is versatile. It facilitates the creation of databases for tasks ranging from contact management to complex systems for inventory and financial analysis.</li><li>• <b>Interest and Connection with Other Courses:</b> Its practical applications and user-friendly interface make it attractive to individuals looking to boost their data management skills. The MS Access course establishes a practical link with other data-related courses, offering foundational knowledge in database management. It complements courses in data analysis, business intelligence, and information systems.</li><li>• <b>Demand in the Industry:</b> As businesses increasingly rely on data for decision-making, there is a growing demand for professionals skilled in database management. Proficiency in MS Access is particularly sought after in roles involving data organization, analysis, and reporting.</li><li>• <b>Job Prospects:</b> Professionals completing the MS Access course are well-positioned for roles requiring efficient data management and analysis. Job prospects include positions in database administration, data analysis, and business intelligence, where MS Access proficiency is a valuable asset.</li></ul>
2	<b>Vertical :</b>	Skill Enhancement Course(SEC)
3	<b>Type :</b>	Practical
4	<b>Credits :</b>	2 credits
5	<b>Hours Allotted :</b>	60 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives (CO):</b>	



	<p>CO 1. Participants will grasp essential database concepts, including tables, relationships, and normalization principles.</p> <p>CO 2. Participants will design and construct well-organized databases in MS Access, showcasing proficiency in table design and data validation.</p> <p>CO 3. Participants will master the creation of complex queries in MS Access, enabling them to extract specific information efficiently.</p> <p>CO 4. Participants will develop expertise in crafting user-friendly forms and interfaces in MS Access, optimizing data entry processes.</p> <p>CO 5. Participants will generate comprehensive reports in MS Access, demonstrating skills in grouping, sorting, and presenting data for meaningful analysis.</p>	
<p><b>8</b></p>	<p><b>Course Outcomes (OC):</b></p> <p>OC 1. Participants can explain normalization importance, identify table relationships, and justify database design choices.</p> <p>OC 2. Participants create well-structured MS Access databases with proper relationships, data types, and normalization.</p> <p>OC 3. Participants execute advanced queries in MS Access, retrieving specific information based on diverse criteria.</p> <p>OC 4. Participants design intuitive MS Access forms, incorporating controls for an efficient and user-friendly data entry experience.</p> <p>OC 5. Participants produce insightful MS Access reports, organizing and presenting data effectively for analysis.</p>	
<p><b>9</b></p>	<p><b>Modules:- All Practicals are based on MS Access</b></p> <p><b>Module 1:</b></p> <p><b>Practical 1:</b></p> <p>A. Getting familiar with MS Access Ribbon options.</p> <p>B. With the help of access wizard Create Database. Add 2 Tables. In each table add 5 columns of different data types. Add 10-10 entries in each table. Add necessary integrity constraints.</p> <p>C. Use the Table Wizard to create a table. Add and delete fields in an existing table. Establish an input mask and validation rule for fields within a table. Switch between the Design and Datasheet views of a table.</p> <p><b>Practical 2:</b></p> <p>A. Create and use an Input Mask to enter the data in sample table.</p> <p>B. Adding records in table by using Datasheet View, using a Form and using SQL.</p> <p>C. Create the Employee Database with necessary table and data and then implement the following transitions:</p> <ul style="list-style-type: none"> <li>• Delete the record for Kelly Marder.</li> <li>• Change Pamela Milgrom's salary to \$59,500.</li> <li>• Use the Replace command to change all occurrences of "Manager" to "Supervisor".</li> </ul> <p><b>Practical 3:</b></p> <p>A. Create the Bookstore database with necessary table and data and modify the database to accommodate the following:</p>	<p><b>30 Hrs</b></p>

	<ul style="list-style-type: none"> <li>i. Add the book Exploring Microsoft Office 2000 Vol II (ISBN: 013-011100-7) by Grauer/Barber, published in 1999 by Prentice Hall, selling for \$45.00.</li> <li>ii. Change the price of Memory Management for All of Us to \$29.95.</li> <li>iii. Delete The Presentation Design Book.</li> </ul> <p>B. Create a table employ with (idno, name, job, age, salary). Insert 10 records. Create a query to display the information of all managers. Create a query to display the names of employs who"s salary is &gt;15000.</p> <p>C. Use the Form Wizard to create a form, Move and size controls within a form. Use the completed form to enter data into the associated table.</p> <p><b>Practical 4:</b></p> <ul style="list-style-type: none"> <li>A. Add fields to an existing table. Use the Lookup Wizard to create a combo box. Add controls to an existing form to demonstrate inheritance. Add command buttons to a form.</li> <li>B. Generate and use various the queries using Query Wizards.</li> <li>C. Generate and use various the Query with User Input.</li> <li>D. Demonstrate use of Expression Builder.</li> </ul> <p><b>Practical 5:</b></p> <ul style="list-style-type: none"> <li>A. Use the report wizard to create a new report. Modify an existing report by adding, deleting, and/or modifying its controls.</li> <li>B. Create a query containing a calculated control. Then, create report based on that query. Use the Sorting and Grouping command to add a group header and group footer to a report.</li> <li>C. Use action queries to modify a database. Create a crosstab query to display summarized values from a table.</li> </ul>	
<b>Module 2:</b>		
	<p><b>Practical 6:</b></p> <ul style="list-style-type: none"> <li>A. Create and Open a database with multiple tables; Identify the one-to-many relationships within the database and to produce reports based on those relationships.</li> <li>B. Create and Open a database with multiple tables; Identify the one-to-one relationships within the database and to produce reports based on those relationships.</li> <li>C. Create and Open a database with multiple tables; Identify the Many-to-Many relationships within the database and to produce reports based on those relationships.</li> </ul> <p><b>Practical 7:</b></p> <ul style="list-style-type: none"> <li>A. Demonstrate use of look up tables.</li> <li>B. Use the Report Wizard to create a report having the following requirements: <ul style="list-style-type: none"> <li>i. Select the LastName field from the Author table.</li> <li>ii. Select the Title and Price fields from the Book table.</li> <li>iii. Select the PubName field from the Publisher table.</li> </ul> </li> </ul>	<p><b>30 Hrs</b></p>

- iv. View the data by Publisher.
  - v. Add a grouping level using LastName.
  - vi. Sort the report by the Title field in ascending order.
  - vii. Choose Stepped layout and Portrait orientation.
  - viii. Type Book List as the report's title.
- C. Define the relationship between two tables and add a subform to a form.

**Practical 8:**

- A. Import an Access table from an Excel workbook. Create a one-to-many relationship between tables in a database. Create a multiple-table query.
- B. Import external data from the Excel spreadsheet file Bookstore.
- i. Make sure Import the source data into a new table in the current database is selected.
  - ii. Select the Author worksheet.
  - iii. Make sure that First Row Contains Column Headings is selected.
  - iv. For the AuthorID field, set the Data Type option to Long Integer and set the Indexed option to Yes (No Duplicates).
  - v. Select Choose my own primary key and make sure the AuthorID field is selected.
  - vi. Save the table with the name Author.
- C. Export data from access to various formats.

**Practical 9:**

- A. Relationships: Create and Use Author and Book Table.
- i. Create a relationship between the AuthorID field in the Author table and the AuthorCode field in the Book table. Put a checkmark in the box labeled Enforce Referential Integrity.
  - ii. Create a relationship between the PubID field in the Publisher table and the PubID field in the Book table. Put a checkmark in the box labeled Enforce Referential Integrity.
- B. Create a switchboard; Use the Link Tables command to associate tables in one database with the objects in a different database.
- C. Create an AutoExec and a Close Database macro and demonstrate the use.

**Practical 10:**

- A. Create the College Library database find out the following: -
- i. Total no. of copies of books subject wise.
  - ii. A report displays all books group by Publisher.
  - iii. A report displays all books group by Book Title.
  - iv. A report displays all books group by Book Edition
- B. Demonstrate the use of Database Splitter Wizard by splitting database.
- C. Make Access database as an executable-only

10

**Online reference/Text Books**

1. [https://www.quackit.com/microsoft\\_access/tutorial/](https://www.quackit.com/microsoft_access/tutorial/)

	<p>2. <a href="https://www.tutorialspoint.com/ms_access/index.htm">https://www.tutorialspoint.com/ms_access/index.htm</a></p> <p>3. Access 2016 in easy steps, by Mike McGrath, In Easy Steps, 1st Edition, 2017</p> <p>4. Relational Databases and Microsoft Access, by Ron McFadyen, 1st Edition</p>
<b>11</b>	<p><b>Reference Books</b></p> <p>1. MICROSOFT ACCESS 2019 by David Murray, Kendall Hunt Publishing, 1<sup>st</sup> Edition, 2020.</p> <p>2. Step by Step Microsoft Access 2013, by Joyce Cox and Joan Lambert, 1<sup>st</sup> Edition, Microsoft Press, 2013</p> <p>3. Access 2019 Bible, by Michael Alexander, Richard Kusleika, Wiley, 1<sup>st</sup> Edition, 2018</p> <p>4. Access 2019 For Dummies, by Laurie A. Ulrich, Ken Cook, Wiley, 1<sup>st</sup> Edition, 2018</p>
<b>12</b>	<p><b>Internal Continuous Assessment: 40%</b></p>
<b>13</b>	<p><b>Continuous Evaluation through:</b> Students are expected to attend each practical and submit the written practical of the previous session. Performing Practical and writeup submission will be continuous internal evaluation. 2.5 marks can be awarded for each practical performance and writeup submission totalling to 50 marks and can be converted to 20 marks.</p>
<b>14</b>	<p><b>Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination</b></p> <p>Practical Slip:</p> <p>Q1. From Module 1    13 marks</p> <p>Q2. From Module 2    12marks</p> <p>Q3. Journal and Viva    05 marks</p>

**Name of the Course: Fundamentals of Telecommunication Systems**

Sr.No	Heading	Particulars
<b>1</b>	<b>Description the course : Including but Not limited to:</b>	<p>The course on Fundamentals of Telecommunication Systems aims to provide an in-depth understanding of the basic concepts and theories of signals and systems, as well as their applications in the field of telecommunication engineering. The course also focuses on the latest trends in 5G technology, providing students with insights into the driver, pillars, and challenges of 5G networks.</p> <p>Relevance and Usefulness: The course is highly relevant to students pursuing degrees in electronics and communication engineering, as well as those interested in telecommunications engineering. By focusing on key concepts and terminologies, such as sets, mappings, functions, and systems operators, the course provides a foundation for understanding both the theoretical and</p>

practical aspects of signals and systems. Additionally, the course helps students understand the role of 5G technology in enabling advanced wireless communication and the internet of things (IoT), which can be useful for developing innovative applications and services.

**Application and Interest:** By completing the course, students will be equipped to apply their knowledge and skills in a range of industries and sectors, including telecommunication, internet of things, and wireless communication. The course is also highly engaging, as it covers several fascinating topics, including wireless communication, 5G technology, and IoT, among others.

**Connections with Other Courses:** The course has links with other courses in electronics and communication engineering, including digital signal processing, telecommunication theory and practice, mobile communication, Information Technology and internet of things.

**Demand in the Industry and Job Prospects:** Graduates with a background in signals and systems and 5G technology are in high demand in the telecommunication industry, as there is an increasing need for professionals who can design, implement, and oversee advanced communication networks. Specializations in 5G technology and signals and systems can open up a range of job prospects, including roles such as telecommunications engineer, network architect, systems engineer, and wireless communication developer, among others.

In conclusion, the course in signals and systems and 5G technology is highly relevant and useful for students pursuing degrees in electronics and communication engineering and Information Technology. The course is engaging and provides a solid foundation in key concepts and technologies, enabling students to pursue a range of job prospects within the telecommunication industry.

<b>2</b>	<b>Vertical :</b>	Skill Enhancement Course(SEC)
<b>3</b>	<b>Type :</b>	Theory
<b>4</b>	<b>Credits :</b>	2 credits (30 hours in a semester)
<b>5</b>	<b>Hours Allotted :</b>	30 Hours
<b>6</b>	<b>Marks Allotted:</b>	50 Marks
<b>7</b>	<b>Course Objectives(CO):</b> CO 1. Identify the fundamental concepts and terminologies of signals and systems theory through an introduction to sets, mappings, functions, and systems operators.	

	<p>CO 2. Demonstrate knowledge of the properties of continuous-time signals and systems, transformations of the independent variable, properties of functions, and representation of arbitrary functions.</p> <p>CO 3. Demonstrate knowledge of the properties of discrete-time signals and systems, transformations of the independent variable, properties of sequences, and representation of arbitrary sequences.</p> <p>CO 4. Analyze the drivers for 5G technology, identify the 10 pillars of 5G, and describe the evolution of wireless communication from LTE technology to beyond 4G.</p> <p>CO 5. Discuss the 5G internet of things (IoT), explain networking reconfiguration and virtualization support, and identify the mobility and quality of service control in 5G networks.</p> <p>CO 6. Evaluate the challenges of small cells in 5G mobile networks and identify the capacity limits and achievable gains with densification.</p>	
8	<p><b>Course Outcomes (OC):</b></p> <p>OC 1. Identify the fundamental concepts and terminologies of signals and systems theory through an introduction to sets, mappings, functions, and systems operators.</p> <p>OC 2. Demonstrate knowledge of the properties of continuous-time signals and systems, transformations of the independent variable, properties of functions, and representation of arbitrary functions.</p> <p>OC 3. Demonstrate knowledge of the properties of discrete-time signals and systems, transformations of the independent variable, properties of sequences, and representation of arbitrary sequences.</p> <p>OC 4. Analyze the drivers for 5G technology, identify the 10 pillars of 5G, and describe the evolution of wireless communication from LTE technology to beyond 4G.</p> <p>OC 5. Discuss the 5G internet of things (IoT), explain networking reconfiguration and virtualization support, and identify the mobility and quality of service control in 5G networks.</p> <p>OC 6. Evaluate the challenges of small cells in 5G mobile networks and identify the capacity limits and achievable gains with densification.</p>	
9	<p><b>Modules:-</b></p> <p><b>Module 1: Signals and Systems:</b></p> <ol style="list-style-type: none"> <li><b>1. Signals and Systems:</b> Introduction, Signals, Systems, Why Signals and Systems? Preliminaries, Overviews, Sets, Mappings, Functions, Sequences, Abuse of notations, System operators, Basic Signal Properties.</li> <li><b>2. Continuous-Time Signals and Systems:</b> Overview, Transformations of the Independent Variable, Transformations and the Dependent Variable, Properties of functions, Elementary functions, Representation of Arbitrary Functions using elementary functions, Continuous -time systems, Properties of systems,</li> <li><b>3. Discrete-Time Signals and Systems:</b> Overview, Transformations of the independent variable, Properties of Sequences, Elementary Sequences, Representing Arbitrary Sequences Using Elementary Sequences, Discrete-Time Systems, Properties of Systems</li> </ol> <p><b>Module 2: Fundamentals of 5G Networks</b></p> <ol style="list-style-type: none"> <li><b>4. Drivers for 5G:</b> Introduction, Historical trend of Wireless Communication, Evolution of LTE technology to beyond 4G, 5G</li> </ol>	<p><b>15 Hrs</b></p> <p><b>15 Hrs</b></p>

	<p>Roadmap, 10 pillars of 5G, 5G in Europe, 5G in Asia, 5G in Asia, 5G Architecture</p> <p>5. <b>The 5G Internet:</b> Introduction, Internet of Things and Context-Awareness, Networking Reconfiguration and Virtualisation Support, Mobility, Quality of Service Control, Emerging Approach for Resource Over-Provisioning</p> <p>6. <b>Small Cells for 5G Mobile Networks:</b> Introduction, What are small cells? Capacity Limits and Achievable Gains with Densification, Mobile Data Demand, Demand vs Capacity, Small-Cell Challenges, Conclusions and future directions</p>	
<b>10</b>	<p><b>Text Books:</b></p> <p>1. Signals and Systems, Michael Adams, University of Victoria, 3<sup>rd</sup> Edition, 2012</p> <p>2. Fundamentals of 5G Mobile Networks, Edited by Jonathan Rodriguez, Wiley Publications, 2015</p>	
<b>11</b>	<p><b>Reference Books</b></p> <p>1. Signals and Systems, Michael Adams, University of Victoria, 3<sup>rd</sup> Edition, 2012</p> <p>2. Fundamentals of 5G Mobile Networks, Edited by Jonathan Rodriguez, Wiley Publications, 2015</p>	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<p><b>Continuous Evaluation through:</b></p> <p>Class test of 1 of 15 marks</p> <p>Class test of 2 of 15 marks</p> <p>Average of the two: 15 marks</p> <p>Quizzes/ Presentations/ Assignments: 5 marks</p> <p>Total: 20 marks</p>	<p><b>Format of Question Paper:</b></p> <p><b>External Examination (30 Marks)–</b></p> <p><b>1 hr duration</b></p>
<b>14</b>	<p><b>Format of Question Paper: (Semester End Examination : 30 Marks. Duration:1 hour)</b></p> <p>Q1: Attempt any two (out of four) from Module 1 (15 marks)</p> <p>Q2: Attempt any two (out of four) from Module 2 (15 marks)</p>	

# **SEMESTER II**



**Syllabus**  
**B.Sc. (Information Technology)**  
**(Sem.- II)**

## Major Courses

### Name of the Course: Object Oriented Programming using C++

Sr.No.	Heading	Particulars
1	<b>Description the course : Including but Not limited to:</b>	This course provides students knowledge and skills to understand and implement the object oriented skills. It will help them to implement OOP solutions to real-world problems.
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory
4	<b>Credits :</b>	2 credits (1 credit = 15 Hours for Theory in a semester)
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives(CO):</b>	<p>CO 1. To explain the difference between object oriented programming and procedural programming.</p> <p>CO 2. To understand OOP principles to create modular, reusable, and maintainable code.</p> <p>CO 3. To understand the concept of polymorphism ,virtual functions,inheritance and exception handling.</p> <p>CO 4. To understand file handling concepts using C++.</p>
8	<b>Course Outcomes (OC):</b>	<p>OC 1. Students can explain the key concept of OOP and their application in software development.</p> <p>OC 2. Students can Design and implement classes and objects to model real-world entities.</p> <p>OC 3. Students can apply the concepts of polymorphism, virtual functions, inheritance and exception handling in program.</p> <p>OC 4. Students can apply operator overloading, runtime polymorphism, generic Programming</p> <p>OC 5. Students can implement file handling concepts in program</p>
9	<b>Modules:- Module 1:</b>	<p>1. Object Oriented Methodology: Introduction, Advantages and Disadvantages of Procedure Oriented Languages, Application of OOPS, Principles of OOPS: Objects, Classes, Data Abstraction and Data Encapsulation, Inheritance, Polymorphism, Dynamic Binding, Message Passing.</p> <p>2. Classes and Objects: Simple classes (Class specification, class members accessing), Defining member functions, passing object as an argument, Returning object from functions, friend classes, friend function.</p>
		<b>15 Hrs</b>

	<p>3. Constructors and Destructors: Introduction, Default Constructor, Parameterized Constructor and examples, Destructors.</p> <p>4. Program development using Inheritance: Introduction, Advantages provided by inheritance, choosing the access specifier, Derived class declaration, derived class constructors, class hierarchies, multiple inheritance, multilevel inheritance, hybrid inheritance.</p>	
	<b>Module 2:</b>	
	<p>5. Polymorphism: Concept of function overloading, overloaded operators, overloading unary and binary operators.</p> <p>6. Virtual Functions: Introduction and need, Pure Virtual Functions, this Pointer, abstract classes, virtual destructors.</p> <p>7. Exception Handling: Introduction, Exception Handling Mechanism, Concept of throw &amp; catch with example.</p> <p>8. Working with Files: Introduction, File Operations, Various File Modes, File Pointer and their Manipulation.</p>	<b>15 Hrs</b>
<b>10</b>	<p><b>Text Books</b></p> <p>1. Object-oriented Programming C++, Hari Mohan Pandey , Laxmi Publications</p> <p>2. C++ Programming: An Object-Oriented Approach, Behrouz A. Forouzan, Richard F. Gilberg , McGraw-Hill Education</p> <p>3. C++ How to Program , Paul Deitel, Harvey Deitel</p>	
<b>11</b>	<p><b>Reference Books</b></p> <p>1. Object Oriented Programming in C++ , E Balagurusamy</p> <p>2. Object-Oriented Programming in C++ , Robert Lafore, Pearson Education.</p> <p>3. Programming with ANSI C++ , Bhushan Trivedi</p> <p>4. Demystified Object- Oriented Programming with C++, Dorothy R. Kirk</p>	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<p><b>Continuous Evaluation through:</b></p> <p>Class test of 1 of 15 marks</p> <p>Class test of 2 of 15 marks</p> <p>Average of the two: 15 marks</p> <p>Quizzes/ Presentations/ Assignments: 5 marks</p> <p>Total: 20 marks</p>	<p><b>Format of Question Paper:</b></p> <p><b>External Examination (30 Marks)–</b></p> <p><b>1 hr duration</b></p>
<b>14</b>	<p><b>Format of Question Paper: (Semester End Examination : 30 Marks. Duration:1 hour)</b></p> <p>Q1: Attempt any two (out of four) from Module 1 (15 marks)</p> <p>Q2: Attempt any two (out of four) from Module 2 (15 marks)</p>	

## Name of the Course: Web Designing

Sr.No	Heading	Particulars
1	<b>Description the course : Including but Not limited to:</b>	The objective of Web Designing course is to provide instructions on creating and maintaining a web page for publishing on the Internet. Students will be able to use HTML editor to author pages that include text and graphics..
2	<b>Vertical :</b>	Major
3	<b>Type :</b>	Theory
4	<b>Credits :</b>	2 credits ( 1 credit = 15 Hours for in a semester )
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives(CO):</b> CO 1. To understand the fundamentals of Internet, and the principles of web design CO 2. To develop basic websites using HTML and Style Sheets. CO 3. To understand different style sheets used in web designing. CO 4. To implement JavaScript as a tool to add dynamism to static HTML pages.	
8	<b>Course Outcomes (OC):</b> OC 1. Learners will be able to use the HTML programming language OC 2. Learners will be able to execute web pages designed using HTML OC 3. Describe the concepts of World Wide Web, and the requirements of effective web design OC 4. List various tags in html and <b>use</b> these to <b>create</b> web page OC 5 : Gain necessary skills for designing and developing web applications	
9	<b>Modules:-</b> <b>Module 1:</b> 1. Introduction to HTML 5: What Is HTML? Understanding HTML Tags, Setting Up the Document Structure: Specifying the Document Type, Creating the HTML, Specifying a Page Title. Formatting Text by Using Tags: Creating Headings, Applying Bold and Italic Formatting, Applying Superscript and Subscript Formatting, Using Monospace and Preformatted Text. Using Lists and Backgrounds: Creating Bulleted and Numbered Lists, Creating Definition Lists, Inserting Special Characters, Inserting Horizontal Lines, Choosing Background and Foreground Colors. Creating Hyperlinks and Anchors- Hyperlinking to a Web Page, Creating Hyperlinking to an E-Mail Address, Hyperlinking to Other Content. <b>Style Sheets and Graphics:</b> Introduction to Style Sheets: Understanding Styles, Constructing Style Rules, Creating Styles for Nested Tags, Applying Styles to Hyperlinks, Creating and Linking to External Style Sheets.	<b>15 Hrs</b>

	<p><b>Formatting Text by Using Style Sheets:</b> Specifying a Font Family, Specifying a Font Size and Color, Applying Bold and Italics, Applying Strikethrough and Underlining, Creating Inline Spans, Adjusting Spacing Between Letters. Formatting Paragraphs by Using Style Sheets: Indenting Paragraphs, Applying a Border to a Paragraph, Specifying the Horizontal Alignment of a Paragraph,</p> <p><b>Displaying Graphics</b>  Selecting a Graphics Format, Preparing Graphics for Web Use, Inserting Graphics, Arranging Elements on the Page, Controlling Image Size and Padding, Hyperlinking from Graphics, Using Thumbnail Graphics, Including Alternate Text for Graphics, Adding Figure Captions</p> <p>2. Page Layout and Navigation- Creating Navigational Aids , Creating a Text-Based and Graphical Navigation Bar, Creating an Image Map, Creating Tables, Specifying the Size of a Table, Specifying the Width of a Column, Merging Table Cells. Formatting Tables-Appling Table Borders, Applying Borders by Using Attributes, Applying Borders by Using Styles, Changing Cell Padding, Spacing, and Alignment. Setting Horizontal and Vertical Alignment</p> <p><b>Creating User Forms-</b> Creating a Basic Form- Creating a Text Box,Special Field types for E-Mail and Web Addresses, Creating a Text Area, Creating a Submit or Clear Button, Creating Check Boxes and Option Buttons, Additional Input Types in HTML5</p> <p>Incorporating Sound and Video- What’s New with Audio and Video in HTML5?,Embedding Video Clips- Introducing the &lt;video&gt; Tag, The &lt;embed&gt; Tag: Your Fallback Plan, Placing a Video Clip on a Web Page. Incorporating Audio on a Web Page- Playing Audio with the &lt;audio&gt; Tag, Placing an Audio Clip on a Web Page</p>	
<b>Module 2:</b>		
	<p>1. JavaScript:  Introduction to JavaScript: Variable, statements, Operators, Comments, constructs, Functions, expressions, JavaScript console, Scope, Events, Strings, String Methods, Numbers, Number Methods, Dates, Date Formats, Date,Methods,Arrays, Array Methods, Booleans, Comparisons, Control Structures: Conditions, Switch, Loop For, Loop While, Break.</p> <p><b>Operators:</b> Arithmetic Operators, Assignment Operators, Comparison Operators, Logical Operators, Bitwise Operators  Statements: Conditional Statements – if else, switch, Loops – while, do while, for, for in, for of, Loop Control – break, continue, labels  JavaScript Objects: User-defined Objects, with Keyword, Native Objects – Array, String, Date, Math, Number, RegExp, Cookies  Events and Event Handlers: HTML Events, DOM Events, DOM Event Listener,onAbort, onBlur, onChange, onClick, onDbIclick, onError, onFocus, onKeyDown,onKeyPress, onKeyUp, onLoad, onMouseDown, onMouseMove, onMouseOut,onMouseOver, onMouseUp, onReset, onResize, onSelect, onsubmit, onunload</p> <p>2. Basics of JQuery, JQuery selection and events, JQuery Effects, JQuery traversal and manipulation, Data attributes and templates, jquery Plugins.</p>	<b>15 Hrs</b>

	3. JSON – JSON: Introduction, JSON Grammar, JSON Values, JSON Tokens, Syntax, JSON vs. XML, Data Types, Objects, Arrays, Creating JSON, JSON Object, Parsing JSON, Persisting JSON, Data Interchange, JSON HTML, JSONP	
<b>10</b>	<b>Text Books</b> <ol style="list-style-type: none"> <li>1. Step by Step HTML5 by Faithe Wempen, Microsoft Press, 2011</li> <li>2. The Complete Reference HTML &amp; CSS, Thomas A. Powell. McGrawHill, 5th Edition, 2010</li> <li>3. The Complete Reference JavaScript Thomas A. Powell &amp; Fritz Schneider McGrawHill 3rd 2012</li> <li>4. Web Technologies: HTML, JAVASCRIPT, PHP, JAVA, JSP, XML and AJAX, Black Book Kindle Edition, by Kogent Learning Solutions Inc</li> <li>5. HTML 5 Black Book, Covers CSS 3, JavaScript, XML, XHTML, AJAX, PHP and jQuery, 2nd Kindle Edition, by DT Editorial Services</li> <li>6. JSON at work, Tom MARRS, O'REILLY, First edition, 2017</li> </ol>	
<b>11</b>	<b>Reference Books</b> <ol style="list-style-type: none"> <li>1. Learning Web Design A Beginner's Guide to Html, CSS, JavaScript, And Web Graphics, Jennifer Niederst Robbins, O'Reilly, 5th Edition, 2018.</li> <li>2. Ivan Bayross, "Web Enabled Commercial Applications Development using HTML, DHTML, Javascript, Perl CGI", BPB, 2004</li> <li>3. HTML 5 for Web Designers (By: Jeremy Keith) – <a href="http://freepdf-books.com">http:// freepdf-books.com</a></li> <li>4. Introduction to JavaScript Object Notation: A To-the-Point Guide to JSON kindle Edition by Lindsay Bassett, O'REILLY</li> </ol>	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<b>Continuous Evaluation through:</b> Class test of 1 of 15 marks Class test of 2 of 15 marks Average of the two: 15 marks Quizzes/ Presentations/ Assignments: 5 marks Total: 20 marks	<b>Format of Question Paper: External Examination (30 Marks)– 1 hr duration</b>
<b>14</b>	<b>Format of Question Paper: (Semester End Examination : 30 Marks. Duration: 1 hour)</b> Q1: Attempt any two (out of four) from Module 1 (15 marks) Q2: Attempt any two (out of four) from Module 2 (15 marks)	

**Name of the Course: Major Practical II**

Sr.No.	Heading	Particulars
<b>1</b>	<b>Description the course :</b> <b>Including but Not limited to:</b>	<b>Object Oriented Programming using C++ Practical</b> OOP encourages modular objects for reusable code, ensures well-organized and maintainable code via encapsulation, inheritance, and polymorphism, allowing flexibility and easy updates. Additionally, OOP models real-world scenarios, enhancing system understanding. <b>Web Designing Practical</b> Applying basic programming principles to the construction of websites

<b>2</b>	<b>Vertical :</b>	Major Practical
<b>3</b>	<b>Type :</b>	Practical
<b>4</b>	<b>Credits :</b>	2 credits (Total 60 hrs; 1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )
<b>5</b>	<b>Hours Allotted :</b>	60 Hours
<b>6</b>	<b>Marks Allotted:</b>	50 Marks
<b>7</b>	<b>Course Objectives(CO):</b> CO 1. To explain the important characteristics of the C++ programming language. CO 2. To combine components of the C++ programming language to develop structured program. CO 3. To demonstrate the skills essential to compile, debug, and test C++ programs correctly. CO 4. To understand how to effectively implement HTML. CO 5. To develop the concept of basic and advanced text formatting. CO 6. To understand Hyper linking, Designing of webpage.	
<b>8</b>	<b>Course Outcomes (OC):</b> OC 1. Utilize C++ characteristics in software design and development. OC 2. Explain object-oriented techniques and explain how C++ supports them. OC 3. Employ C++ to demonstrate practical skill developing object-oriented solutions. OC 4. Examine a problem statements and design and develop object-oriented software using good coding practices and procedures. OC 5. Design static web pages using Hyper Text Markup Language (HTML). OC 6. Use their learned skills, knowledge and abilities to develop web sites OC 7. Collect information from the user with HTML Forms. OC 8. Enhance the look of web pages by implementing audio and video	
<b>9</b>	<b>Module I</b>	
	1. a. Write a C++ program to create a simple calculator. b. Write a C++ program to convert seconds into hours, minutes and seconds. c. Write a C++ program to find the volume of a square, cone, and rectangle.  2. a. Write a C++ program to find the greatest of three numbers. b. Write a C++ program to find the sum of even and odd n natural numbers c. Write a C++ program to generate all the prime numbers between 1 and n, where n is a value supplied by the user 3. a. Write a C++ program using classes and object Student to print name of the student, roll_no. Display the same. b. Write a C++ program for Structure bank employee to print name of the employee, account_no. & balance. Display the same also display the balance after withdraw and deposit	<b>30 Hrs</b>

c. Design the class Demo which will contain the following methods: readNo(), factorial() for calculating the factorial of a number, reverseNo() will reverse the given number, isPalindrome() will check the given number is palindrome, isArmstrong() which will calculate the given number is armStrong or not. Where readNo() will be private method.

d. Write a program to demonstrate function definition outside class and accessing class members in function definition.

4.

a. Write a friend function for adding the two complex numbers, using a single class

b. Write a friend function for adding the two different distances and display its sum, using two classes.

c. Write a friend function for adding the two matrix from two different classes and display its sum

d. Write a Program to find Maximum out of Two Numbers using friend function.

Note: Here one number is a member of one class and the other number is member of some other class.

5.

a. Design a class Complex for adding the two complex numbers and also show the use of constructor.

b. Design a class Geometry containing the methods area() and volume() and also overload the area() function

c. Design a class StaticDemo to show the implementation of static variable and static function

d. Write a C++ program to overload new/delete operators in a class.

e. Write a C++ Program to generate Fibonacci Series by using Constructor to initialize the Data Members.

6.

a. Overload the operator unary(-) for demonstrating operator overloading

b. Overload the operator + for adding the timings of two clocks, And also pass objects as an argument.

c. Overload the + for concatenating the two strings. For e.g "Py" + "thon" =Python

7.

a. Implement the concept of method overriding.

b. Show the use of virtual function

c. Show the implementation of abstract class.

8.

a. Write a C++ Program that illustrate single inheritance.

b. Write a C++ Program that illustrate multiple inheritance.

c. Write a C++ Program that illustrate multi-level inheritance.

d. Write a C++ Program that illustrate Hierarchical inheritance.

9.

a. Show the implementation of exception handling



- b. Show the implementation for exception handling for strings
  - c. Show the implementation of exception handling for using the pointers.
- 10.
- a. Design a class FileDemo open a file in read mode and display the total number of words and lines in the file.
  - b. Design a class to handle multiple files and file operations
  - c. Design a editor for appending and editing the files

**Module II**

- 1 Use of Basic and Advanced Tags, Lists and Backgrounds**
- a. Understanding elements, Tags and basic structure of HTML files
  - b. Design a web page using basic and advanced text formatting tags.
  - c. Design a web page using ordered, unordered list and description list.
  - d. Design a web page by choosing Background and Foreground Colors
  - e. Design a web page using Nested list and special characters.
  - f. Write an HTML code to display your CV on a web page.
- 2 Creating Hyperlinks, Anchors and style sheets**
- a. Design a web page with links to different pages and allow navigation between web pages.
  - b. Design a web page that automatically redirects the user to Other Content
  - c. Creating Hyperlinking to an E-Mail Address
  - d. Design a web page for creating Styles for Nested Tags
  - e. Design a web page by applying Styles to Hyperlinks
  - f. Design a web page by Creating and Linking to External Style Sheets.
- 3 Formatting Text and Paragraph by Using Style Sheets and displaying graphics**
- a. Design a web page by using text formatting tags
  - b. Design a web page using Indenting Paragraphs, Applying Border to a Paragraph and Specifying Horizontal Alignment of a Paragraph
  - c Implement a web page by creating inline spans and adjusting space between lines
  - d. Implement a web page by inserting a image and controlling the image size and padding
  - e. Design a web page by making image as a hyperlink
  - f. Develop a web page by using thumbnail graphics and also implement text for graphics
- 4 Tables , Page Layout and Navigation**
- a. Display a time table and display it in tabular format,
  - b. Write an html program to get the following output

**30 Hrs**

NAME	SUBJECT	MARKS
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	Advanced Web	75
Hillary	Operating System	60
	Advanced Web	80
Lary	Operating System	75
Total Average: 72.5		

- c. Design a table by merging the table cells.
- d. Design a web page by Creating a Text-Based Navigation Bar
- e . Design a web page by Creating a Graphical Navigation Bar
- f. Design a web page with Image Map

#### 5. Forms and Introducing video and audio tags

- a. Design a web page with a form that uses all types of controls.
- b. Design an admission form for any course in your college with text, pass word fields, check boxes, radio button and reset button.
- c. Write a program to get the following output

Sign In	
E-mail address	<input type="text"/>
Password	<input type="password"/>
<input type="button" value="Sign In"/>	

- d. Design a web page by placing a Video Clip on a Web Page
- e. Design a web page by placing an Audio Clip on a Web Page
- f. Design a web page embedding image, audio and video.

#### 6 .Basics of java script

- a. Using JavaScript, design a web page to accept a number from the user and print its Factorial.
- b. Using JavaScript, a web page that prints Fibonacci series/any given series.
- c. Write a JavaScript program to display all the prime numbers between 1 and 100.
- d. Write a JavaScript program to accept a number from the user and display the sum of its digits.

#### 7. Java Script: Validating User fields

- a. Demonstrate the use of Document object methods.
- b. Using java script, demonstrate validating Text Input Fields, Drop-down Lists and Checkboxes
- c. Using java script, demonstrate validating Radio buttons and Validating Multi-Select Boxes
- d. Write a Java script to prompt for users name and display it on the screen.

	<p>8. Java Script : Handling the events</p> <p>a. Using java script, demonstrate the use of onAbort, onBlur, onChange, onClick, onDbClick events</p> <p>b. Using java script, demonstrate the use of onDragDrop, onError, onFocus events</p> <p>c. Using java script, demonstrate the use of onKeyDown, onKeyPress, onKeyUp, onLoad, onReset, onResize, onSelect, onSubmit, onUnload events</p> <p>d. Using java script, demonstrate the use of onMouseDown, onMouseMove, onMouseOut, onMouseOver, onMouseUp, onMouse events.</p> <p>e. Using java script, demonstrate the use of onKeyDown, onKeyPress, onKeyUp, onLoad, onReset, onResize, onSelect, onSubmit, onUnload events</p> <p>9. JQuery</p> <p>a. use JQuery effect in page</p> <p>b. Write a jQuery Code to find the data passed with the on() method for each element.</p> <p>c. Use JQuery Events</p> <p>d. JQuery traversal and manipulation</p> <p>10. JSON Basics and Working with JSON</p> <p>a. Creating JSON</p> <p>b. Parsing JSON</p> <p>c. Persisting JSON</p> <p>d. Demonstrate use of JSON objects in array, print array on web page using document object</p> <p>e. Read data from json file and convert it into a JavaScript object and display the data in web page using document object</p>	
<p><b>10</b></p>	<p><b>Text Books</b></p> <ol style="list-style-type: none"> <li>Object-oriented Programming C++, Hari Mohan Pandey</li> <li>C++ Programming: An Object-Oriented Approach, Behrouz A. Forouzan, Richard F. Gilberg</li> <li>C++ How to Program, Paul Deitel, Harvey Deitel</li> <li>Step by Step HTML5, Faithe Wempen, Microsoft Press, 2011</li> <li>The Complete Reference HTML &amp; CSS, Thomas A. Powell. McGraw Hill, 5<sup>th</sup> Edition, 2010</li> </ol>	
<p><b>11</b></p>	<p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>Object Oriented Programming in C++, E Balagurusamy</li> <li>Object-Oriented Programming in C++ by Robert Lafore</li> <li>Programming with ANSI C++, Bhushan Trivedi</li> <li>Demystified Object- Oriented Programming with C++, Dorothy R. Kirk</li> <li>Learning Web Design A Beginner's Guide to Html, CSS, JavaScript, And Web Graphics, Jennifer Niederst Robbins, O'Reilly, 5<sup>th</sup> Edition, 2018.</li> <li>"Web Enabled Commercial Applications Development using HTML, DHTML, Javascript, Perl CGI", Ivan Bayross, BPB, 2004</li> <li>HTML 5 for Web Designers (By: Jeremy Keith) – <a href="http://freepdf-books.com">http:// freepdf-books.com</a></li> </ol>	
<p><b>12</b></p>	<p><b>Internal Continuous Assessment: 40%</b></p>	<p><b>Semester End Examination: 60%</b></p>

13	<p><b>Continuous Evaluation through:</b>  Students are expected to attend each practical and submit the written practical of the previous session. Performing Practical and writeup submission will be continuous internal evaluation. 2.5 marks can be awarded for each practical performance and writeup submission totalling to 50 marks and can be converted to 20 marks.</p>	30 marks practical exam of 2 hours duration
14	<p><b>Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination</b>  Practical Slip:  Q1. From Module 1    13 marks  Q2. From Module 2    12marks  Q3. Journal and Viva    05 marks</p>	

## Vocational Skill Courses (VSC)

### Name of the Course: Assembly Language Programming

Sr.No	Heading	Particulars
1	<b>Description the course : Including but Not limited to:</b>	<p>Introduction: The 8085 Assembly Language Programming course covers the principles and practices of writing low-level software that controls the 8085 microprocessor. This course provides an in-depth understanding of the 8085 microprocessor architecture and its instruction set, as well as how to write, debug, and optimize assembly language programs for this microprocessor.</p> <p>Relevance and Usefulness: The course is relevant to computer science/engineering students interested in learning about microprocessors and embedded systems programming. The course provides the fundamental knowledge and skills required to design and implement computer systems with low-level software control. Assembly language programming is the foundation of modern computer technology, which makes the course relevant to anyone interested in computer systems and programming.</p> <p>Application and Interest: The course is essential for students aspiring to work in the field of embedded systems, microcontroller/microprocessor programming, or any programming role that involves low-level software development. By the end of the course, students will be able to write efficient and optimized assembly language programs that control the functionality of a microprocessor.</p> <p>Connection with Other Courses: 8085 Assembly Language Programming is a fundamental course that provides an understanding of how computer systems work at the lowest level. It connects with several other computer science courses, such as Computer Organization and Architecture, Operating Systems, Compiler Design, and Embedded Systems Design.</p> <p>Demand in the Industry and Job Prospects: There is a high demand in the industry for programmers who possess knowledge of low-level software development, such as programming microprocessors with assembly language. Many industries, including aerospace, automotive, healthcare, and consumer electronics, require low-level software development skills in their employees. Job prospects for graduates with expertise in 8085 Assembly language</p>

		programming are abundant in these sectors. Job roles may include embedded software engineer, hardware engineer, firmware developer, software developer, and testing/validation engineer.
2	<b>Vertical :</b>	Vocational Skill Course(VSC)
3	<b>Type :</b>	Practical
4	<b>Credits :</b>	2 credits (60 hours in a semester)
5	<b>Hours Allotted :</b>	60 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives(CO):</b> CO 1. To gain a thorough understanding of the 8085 microprocessor architecture and its associated instruction set. CO 2. To develop the ability to write and debug assembly language programs for the 8085 microprocessor. CO 3. To learn the principles of computer organization and how they relate to the 8085 microprocessor. CO 4. To become proficient in the use of 8085 assembly language programming tools, simulators, and debuggers. CO 5. To learn how to interface different input/output devices with the 8085 microprocessor. CO 6. To understand the concept of interrupts and how they are used in 8085 assembly language programming.	
8	<b>Course Outcomes(CO):</b> OC 1. Explain the architecture of the 8085 microprocessor and its associated instruction set. OC 2. Identify the different types of registers and their functions in the microprocessor. OC 3. Describe the memory organization and addressing modes of the 8085 microprocessor. OC 4. Write assembly language programs for the 8085 microprocessor using various instructions and addressing modes. OC 5. Debug and troubleshoot assembly language programs for the 8085 microprocessor using simulators and debuggers. OC 6. Implement conditional branching and looping constructs in assembly language programs. OC 7. Use 8085 assembly language programming tools, such as editors, assemblers, and emulators for developing and testing programs. OC 8. Simulate microprocessor operations using emulators and debuggers. OC 9. Connect input/output devices, such as LEDs, switches, and displays, to the 8085 microprocessor. OC 10.	
9	<b>Modules:-</b> <b>Module 1:</b>	
	<b>1. Perform the following Operations related to memory locations.</b> a. Store the data byte 32H into memory location 4000H. b. Exchange the contents of memory locations 2000H and 4000H  <b>2. Simple assembly language programs.</b>	<b>30 Hrs</b>

- a. Subtract the contents of memory location 4001H from the memory location 2000H and place the result in memory location 4002H.
- b. Subtract two 8-bit numbers.
- c. Add the 16-bit number in memory locations 4000H and 4001H to the 16-bit number in memory locations 4002H and 4003H. The most significant eight bits of the two numbers to be added are in memory locations 4001H and 4003H. Store the result in memory locations 4004H and 4005H with the most significant byte in memory location 4005H.
- d. Add the contents of memory locations 40001H and 4001H and place the result in the memory locations 4002H and 4003H.
- e. Subtract the 16-bit number in memory locations 4002H and 4003H from the 16-bit number in memory locations 4000H and 4001H. The most significant eight bits of the two numbers are in memory locations 4001H and 4003H. Store the result in memory locations 4004H and 4005H with the most significant byte in memory location 4005H.
- f. Find the 1's complement of the number stored at memory location 4400H and store the complemented number at memory location 4300H.
- g. Find the 2's complement of the number stored at memory location 4200H and store the complemented number at memory location 4300H.

### **3. Packing and unpacking operations.**

- a. Pack the two unpacked BCD numbers stored in memory locations 4200H and 4201H and store result in memory location 4300H. Assume the least significant digit is stored at 4200H.
- b. Two digit BCD number is stored in memory location 4200H. Unpack the BCD number and store the two digits in memory locations 4300H and 4301H such that memory location 4300H will have lower BCD digit.

### **4. Register Operations**

- a. Write a program to shift an eight bit data four bits right. Assume that data is in register C.
- b. Program to shift a 16-bit data 1 bit left. Assume data is in the HL register pair
- c. Write a set of instructions to alter the contents of flag register in 8085.
- d. Write a program to count number of 1's in the contents of D register and store the count in the B register.

### **5. Multiple memory locations.**

- a. Calculate the sum of series of numbers. The length of the series is in memory location 4200H and the series begins from memory location 4201H.
  - a. Consider the sum to be 8 bit number. So, ignore carries. Store the sum at memory location 4300H.
  - b. Consider the sum to be 16 bit number. Store the sum at memory locations 4300H and 4301H
- b. Multiply two 8-bit numbers stored in memory locations 2200H and 2201H by repetitive addition and store the result in memory locations 2300H and 2301H.
- c. Divide 16 bit number stored in memory locations 2200H and 2201H by the 8 bit number stored at memory location 2202H. Store the quotient in memory locations 2300H and 2301H and remainder in memory locations 2302H and 2303H.

- d. Find the number of negative elements (most significant bit 1) in a block of data. The length of the block is in memory location 2200H and the block itself begins in memory location 2201H. Store the number of negative elements in memory location 2300H
- e. Find the largest number in a block of data. The length of the block is in memory location 2200H and the block itself starts from memory location 2201H. Store the maximum number in memory location 2300H. Assume that the numbers in the block are all 8 bit unsigned binary numbers.

**Module 2:**

**1. Calculations with respect to memory locations.**

- a. Write a program to sort given 10 numbers from memory location 2200H in the ascending order.
- b. Calculate the sum of series of even numbers from the list of numbers. The length of the list is in memory location 2200H and the series itself begins from memory location 2201H. Assume the sum to be 8 bit number so you can ignore carries and store the sum at memory location 2Sample problem:
- c. Calculate the sum of series of odd numbers from the list of numbers. The length of the list is in memory location 2200H and the series itself begins from memory location 2201H. Assume the sum to be 16-bit. Store the sum at memory locations 2300H and 2301H.
- d. Find the square of the given numbers from memory location 6100H and store the result from memory location 7000H
- e. Search the given byte in the list of 50 numbers stored in the consecutive memory locations and store the address of memory location in the memory locations 2200H and 2201H. Assume byte is in the C register and starting address of the list is 2000H. If byte is not found store 00 at 2200H and 2201H
- f. Two decimal numbers six digits each, are stored in BCD package form. Each number occupies a sequence of byte in the memory. The starting address of first number is 6000H Write an assembly language program that adds these two numbers and stores the sum in the same format starting from memory location 6200H
- g. Add 2 arrays having ten 8-bit numbers each and generate a third array of result. It is necessary to add the first element of array 1 with the first element of array-2 and so on. The starting addresses of array 1, array2 and array3 are 2200H, 2300H and 2400H, respectively

**2. Assembly programs on memory locations.**

- a. Write an assembly language program to separate even numbers from the given list of 50 numbers and store them in the another list starting from 2300H. Assume starting address of 50 number list is 2200H
- b. Write assembly language program with proper comments for the following:
- c. A block of data consisting of 256 bytes is stored in memory starting at 3000H. This block is to be shifted (relocated) in memory from 3050H onwards. Do not shift the block or part of the block anywhere else in the memory.

**30 Hrs**



- d. Add even parity to a string of 7-bit ASCII characters. The length of the string is in memory location 2040H and the string itself begins in memory location 2041H. Place even parity in the most significant bit of each character.
- e. A list of 50 numbers is stored in memory, starting at 6000H. Find number of negative, zero and positive numbers from this list and store these results in memory locations 7000H, 7001H, and 7002H respectively
- f. Write an assembly language program to generate Fibonacci number.
- g. Program to calculate the factorial of a number between 0 to 8.

**3. String operations in assembly programs.**

- a. Write an 8085 assembly language program to insert a string of four characters from the tenth location in the given array of 50 characters
- b. Write an 8085 assembly language program to delete a string of 4 characters from the tenth location in the given array of 50 characters.
- c. Multiply the 8-bit unsigned number in memory location 2200H by the 8-bit unsigned number in memory location 2201H. Store the 8 least significant bits of the result in memory location 2300H and the 8 most significant bits in memory location 2301H.
- d. Divide the 16-bit unsigned number in memory locations 2200H and 2201H (most significant bits in 2201H) by the B-bit unsigned number in memory location 2300H store the quotient in memory location 2400H and remainder in 2401H
- e. DAA instruction is not present. Write a sub routine which will perform the same task as DAA.

**4. Calculations on memory locations.**

- a. To test RAM by writing '1' and reading it back and later writing '0' (zero) and reading it back. RAM addresses to be checked are 40FFH to 40FFH. In case of any error, it is indicated by writing 01H at port 10
- b. Arrange an array of 8 bit unsigned no in descending order
- c. Transfer ten bytes of data from one memory to another memory block. Source memory block starts from memory location 2200H where as destination memory block starts from memory location 2300H
- d. Write a program to find the Square Root of an 8 bit binary number. The binary number is stored in memory location 4200H and store the square root in 4201H.
- e. Write a simple program to Split a HEX data into two nibbles and store it in memory

**5. Operations on BCD numbers.**

- a. Add two 4 digit BCD numbers in HL and DE register pairs and store result in memory locations, 2300H and 2301H. Ignore carry after 16 bit.
- b. Subtract the BCD number stored in E register from the number stored in the D register
- c. Write an assembly language program to multiply 2 BCD numbers

<b>10</b>	<p><b>Text Books</b></p> <ol style="list-style-type: none"> <li>1. 8080A/8085 Assembly Language Programming, Lance A. Leventhel, Osborne, 1978</li> </ol>
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11	<b>Reference Books</b> 1. Microprocessors Architecture, Programming and Applications with the 8085, Fifth Edition, Penram Publications, 2012
12	<b>Internal Continuous Assessment: 40%</b>
13	<b>Continuous Evaluation through:</b> Students are expected to attend each practical and submit the written practical of the previous session. Performing Practical and writeup submission will be continuous internal evaluation. 2.5 marks can be awarded for each practical performance and writeup submission totalling to 50 marks and can be converted to 20 marks.
14	<b>Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination</b> Practical Slip: Q1. From Module 1    13 marks Q2. From Module 2    12marks Q3. Journal and Viva    05 marks

## Skill Enhancement Courses (SEC)

Name of the course : Web Programming

Sr.No.	Heading	Particulars
1	<b>Description the course : Including but Not limited to:</b>	<p>This course covers a range of topics aimed at equipping students with the skills and knowledge needed to create visually appealing, functional, and user-friendly websites.</p> <p>The course provides an insight into emerging technologies to design and develop state of the art web applications using client-side scripting, server-side scripting, and database connectivity.</p> <p>website development includes all related development tasks, such as client-side scripting, server-side scripting, server and network security configuration, eCommerce development, and content management system (CMS) development.</p> <p>Website design is a combination of different elements that work together to create an effective and user-friendly experience. These include the use of typography, layout, color theory, grid systems, motion graphics, and responsive designs.</p>
2	<b>Vertical :</b>	Skill Enhancement Course(SEC)
3	<b>Type :</b>	Practical
4	<b>Credits:</b>	2 credits ( 1 credit = 30 Hours of Practical work in a semester )
5	<b>Hours Allotted :</b>	60 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives (CO)</b>	<p><b>CO1:</b> To understand how to use Java script objects and XML.</p> <p><b>CO2:</b> To create well organized, styled web pages</p> <p><b>CO3:</b> To add versatility to a web page using jQuery</p> <p><b>CO4:</b> To deploy a local web server and run a simple web application.</p> <p><b>CO5:</b> To read and process data in MySQL using PHP.</p> <p><b>CO6:</b> To understand usage of Bootstrap</p>
8	<b>Course Outcomes (OC)</b>	<p>OC1: Knowledge in different java script objects.</p> <p>OC2: How to use XML with CSS and XSL</p> <p>OC3: validate a form using jQuery</p> <p>OC4: handle asynchronous requests</p> <p>OC4: Write and deploy PHP with database and to simplify web development.</p> <p>OC5: Create a responsive layout using the Bootstrap</p>

<p><b>9</b></p>	<p><b>Modules:</b>  <b>Module 1:</b>  1. <b>Write JavaScript code for</b>  a. Demonstrating different JavaScript Objects such as String, RegExp, Math, Date  b. Demonstrating different JavaScript Objects such as Window, Navigator, History, Location, Document  c. Storing and Retrieving Cookies  2. <b>Create a XML file with Internal / External DTD and display it using</b>  a. CSS  b. XSL  3. <b>Write PHP scripts for- Performing certain mathematical operations such as calculating factorial / finding Fibonacci Series / Displaying Prime Numbers in a given range / Evaluating Expressions</b>  4. <b>Write PHP scripts for</b>  a. Retrieving data from HTML forms  b. Working with Arrays  c. Working with Files (Reading / Writing)  5. <b>Advanced PHP</b>  a. Write a PHP program to demonstrate use of sessions and cookies.  b. Write a PHP program to demonstrate use of filters.</p>	<p><b>30 Hrs</b></p>
	<p><b>Module 2</b>  6. <b>PHP and MySQL</b>  a. Write a PHP program to create: Create a database College  b. Create a table Department (Dname, Dno, Number_of_faculty)  c. Write a PHP program to create a database named “College”. Create a table named “Student” with following fields (sno, sname, percentage). Insert 3 records of your choice. Display the names of the students whose percentage is between 35 to 75 in a tabular format.  7. <b>Write a PHP program</b>  a. Update rows in a table  b. Delete rows from a table  8. <b>Design a PHP page for authenticating a user</b>  9. <b>Write PHP scripts for</b>  a. Storing and Retrieving Cookies  b. Storing and Retrieving Sessions  10. <b>Perform the following using Bootstrap:</b>  a. Create a responsive layout using the Bootstrap grid system  b. Create a simple Bootstrap navbar with dropdown menus  c. Create a basic Bootstrap form with validation</p>	<p><b>30 Hrs</b></p>
<p><b>10</b></p>	<p><b>Text Books</b></p> <ul style="list-style-type: none"> <li>• HTML 5 Black Book, Covers CSS 3, JavaScript, XML, XHTML, AJAX, PHP and jQuery, 2ed, Dreamtech Press, 2016</li> <li>• Web Programming and Interactive Technologies, scriptDemics, StarEdu Solutions India, 2018</li> </ul>	

	<ul style="list-style-type: none"> <li>• PHP: A Beginners Guide, Vikram Vaswani, TMH</li> </ul>	
<b>11</b>	<b>Reference Books</b> <ul style="list-style-type: none"> <li>• HTML, XHTML, and CSS Bible Fifth Edition, Steven M. Schafer, WILEY, 2011</li> <li>• Learning PHP, MySQL, JavaScript, CSS &amp; HTML5, Robin Nixon, O'Reilly, 2018</li> <li>• PHP, MySQL, JavaScript &amp; HTML5 All-in-one for Dummies, Steve Suehring, Janet Valade Wiley, 2018</li> </ul>	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<b>Continuous Evaluation through:</b> Students are expected to attend each practical and submit the written practical of the previous session. Performing Practical and writeup submission will be continuous internal evaluation. 2.5 marks can be awarded for each practical performance and writeup submission totalling to 50 marks and can be converted to 20 marks.	30 marks practical exam of 2 hours duration
<b>14</b>	<b>Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination</b> Practical Slip: Q1. From Module 1    13 marks Q2. From Module 2    12marks Q3. Journal and Viva    05 marks	

**Name of the Course: PLSQL Practical**

Sr.No.	Heading	Particulars
1	<b>Description the course : Including but Not limited to:</b>	PL/SQL ,Oracle's procedural extension language for SQL, allows developers to include procedural language components such as loops, conditional statements and functions. The course enables students with practical experience in using PL/SQL for effective database programming and development.
2	<b>Vertical :</b>	Skill Enhancement Course(SEC)
3	<b>Type :</b>	Practical
4	<b>Credits :</b>	2 credits
5	<b>Hours Allotted :</b>	60 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives(CO):</b>	<p>CO 1. Comprehend the basics of PL/SQL and gain knowledge about control and conditional statement in PL/SQL.</p> <p>CO 2. Understand working with cursors,collections and composite data types in PL/SQL.</p> <p>CO 3. Develop expertise in creating stored procedures and functions.</p> <p>CO 4. Explore the use of triggers to automate responses to events within the database.</p> <p>CO 5. Understand the concept of Exception handling.</p> <p>CO 6. Design modular applications using packages.</p>
8	<b>Course Outcomes (OC):</b>	<p>OC 1. Use PL/SQL variables ,data types, control and conditional statement.</p> <p>OC 2. Apply sequences and cursor in PL/SQL.</p> <p>OC 3. Work with Collection and Composite Data Types.</p> <p>OC 4. Develop PL/SQL structures like functions, procedures and triggers for database applications.</p> <p>OC 5. Handle errors and exceptions in PL/SQL programs.</p> <p>OC 6. Develop PL/SQL packages.</p>
9	<b>Modules:- Module 1:</b>	<p>1. <b>PL/SQL Basics</b>- Use of variables, Write executable statement, Interacting with Oracle Server, Create anonymous PL/SQL block,Sequences</p> <p>2. <b>Control Structure in PL/SQL</b>- Using while loop, Do loop, For loop, Use of GOTO statement</p> <p>3. <b>Create conditional statement using PL/SQL</b>- Using if statement, Using if else statement, Using elsif ladder, Using case expression.</p> <p>4. <b>Create cursor in PL/SQL</b>- Implicit cursor, Explicit cursor, Parameterized cursor</p> <p>5. <b>Collection and Composite Data Types</b> - Working with Collections,Working with Composite Data Types</p>
		<b>30 Hrs</b>

	<b>Module 2:</b>	
	<b>1. Creation of Procedures in PL/SQL</b> <b>2. Functions in PL/SQL</b> <b>3. Creation of Trigger</b> – Create Row level trigger, Create Statement level trigger, Create instead of trigger <b>4. Handling exceptions-</b> Creation of user defined exception, Creation of system defined exception <b>5. Creation of Package in PL/SQL</b>	<b>30 Hrs</b>
<b>10</b>	<b>Text Books</b>	
	1. Programming with PL/SQL for Beginners , H. Dand, R. Patil and T. Sambare, X –Team 2. Oracle pl/sql Programming ,Feuerstein, S., & Pribyl, B. ," O'Reilly Media, Inc.".	
<b>11</b>	<b>Reference Books</b>	
	1. Oracle Database PL/SQL Language Reference, 12c Release 1 (12.1) E50727-04 , Alpern, D., Belden, E., Agrawal, S., Baer, H., Castledine, S., Chang, T., & Yang, M. 2. Oracle PL/SQL for dummies , Rosenblum, M., & Dorsey, P. (2006), John Wiley & Sons. 3. PL/SQL Programming ,Ivan Bayross, BPB	
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<b>Continuous Evaluation through:</b> Students are expected to attend each practical and submit the written practical of the previous session. Performing Practical and writeup submission will be continuous internal evaluation. 2.5 marks can be awarded for each practical performance and writeup submission totalling to 50 marks and can be converted to 20 marks.	30 marks practical exam of 2 hours duration
<b>14</b>	<b>Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination</b>	
	Practical Slip: Q1. From Module 1      13 marks Q2. From Module 2    12marks Q3. Journal and Viva   05 marks	

## QUESTION PAPER PATTERN

(External and Internal)

I	<b>A Theory of 2 credits is evaluated for a total of 50 Marks</b>	
	<b>Internal Continuous Assessment:</b>	<b>40%[20 Marks]</b>
	<b>Continuous Evaluation through:</b> Class test of 1 of 15 marks Class test of 2 of 15 marks Average of the two: 15 marks  Quizzes/ Presentations/ Assignments: 5 marks Total: 20 marks	
	<b>External Semester End Examination: 60%[30 Marks]</b>	
	<b>Format of Question Paper: (Semester End Examination : 30 Marks. Duration:1 hour)</b> Q1: Attempt any two (out of four) from Module 1 (15 marks) Q2: Attempt any two (out of four) from Module 2 (15 marks)	
II	<b>A Practical of 2 credits is evaluated for a total of 50 Marks</b>	
	<b>Internal Continuous Assessment:</b>	<b>40%[20 Mrks]</b>
	<b>Continuous Evaluation through:</b> Students are expected to attend each practical and submit the written practical of the previous session. Performing Practical and writeup submission will be continuous internal evaluation. 2.5 marks can be awarded for each practical performance and writeup submission totalling to 50 marks and can be converted to 20 marks.	
	<b>Semester End Examination: 60%[30 Marks]</b>	
	<b>Format of Question Paper: Duration 2 hours. Certified copy of Journal is compulsory to appear for the practical examination(30 Marks)</b> Practical Slip: Q1. From Module 1      13 marks Q2. From Module 2      12marks Q3. Journal and Viva    05 marks	

### Examination and Standard of Passing:

Regulations regarding the scheme of exams, number of credits and standard of passing will be as prescribed by the University of Mumbai.



A student is said to have passed if he/she secures 40% of marks allotted in each head of passing. External evaluation of 30 marks and Internal evaluation of 20 marks are treated as separate heads of passing.

The Ten Point Grading System prescribed by the University of Mumbai will be as follows:

#### **Letter Grades and Grade Points**

<b>Semester GPA/ Program CGPA Semester/ Program</b>	<b>% of Marks</b>	<b>Alpha-Sign / Letter GradeResult</b>	<b>Grade Points</b>
9.00-10.00	90.0-100	O (Outstanding)	10
8.00-<9.00	80.0-<90.0	A+ (Excellent)	9
7.00-<8.00	70.0-<80.0	A (Very Good)	8
6.00-<7.00	60.0-<70.0	B+ (Good)	7
5.50-<6.00	55.0-<60.0	B (Above Average)	6
5.00-<5.50	50.0-<55.0	C (Average)	5
4.00-<5.00	40.0-<50.0	P (Pass)	4
Below 4.00	Below 40	F (Fail)	0
Ab (Absent)	-	Absent	0

**This syllabus is applicable to IDOL students as well, w.e.f. 2025-26**

### Justification for B.Sc. (Information Technology)

1.	Necessity for starting the course:	A large amount of The demand for IT professionals is consistently high, and individuals with a B.Sc in IT can find opportunities in various sectors, including technology companies, healthcare, finance, government, and more.
2.	Whether the UGC has recommended the course:	<b>Yes</b>
3.	Whether all the courses have commenced from the academic year 2024-2025	<b>To be implemented from 2024-2025 onwards</b>
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	<b>Self-financed</b> <b>Yes. Some experts are called as visiting faculties</b>
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	<b>4 years. Not possible to compress the program</b>
6.	The intake capacity of each course and no. of admissions given in the current academic year:	<b>60 seats for one division. Admissions will be held from 2024-2025 onwards</b>
7.	Opportunities of Employability / Employment available after undertaking these courses:	<b>B.Sc in Information Technology can open up a wide range of opportunities and employment prospects across various industries. Additionally, as technology continues to advance, new roles and specialties within the IT field are continually emerging, providing diverse career paths for IT graduates.</b>

**Sign of Chairperson**  
Dr. Mrs. R.  
Srivaramangai  
Ad-hoc BoS (IT)

**Sign of the**  
**Offg. Associate Dean**  
Dr. Madhav R. Rajwade  
Faculty of Science &  
Technology

**Sign of Offg. Dean,**  
Prof. Shivram S. Garje  
Faculty of Science &  
Technology

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Basket of OE</b>	
<b>Board of Studies in Business Management</b>	
<b>UG First Year Programme</b>	
<b>Semester -I</b>	
<b>Title of Paper</b>	<b>Credits 2/ 4</b>
<b>Introduction to Banking</b>	<b>Credits 2</b>
<b>II)</b>	
<b>III)</b>	
<b>From the Academic Year</b>	<b>2024-25</b>

Sr. No.	Heading	Particulars
1	Description the course:	<p><b><u>Introduction:</u></b> Learners will be able to understand basic banking concepts and principles, the foundations of how banks operate as a business, their responsibility for safe and sound conduct and risk management in an environment which is focused on consumer financial services.</p> <p><b><u>Relevance</u></b> This course is relevant for any learner interested in Banking.</p> <p><b><u>Usefulness</u></b></p> <ul style="list-style-type: none"> <li>• <b>Banking Industry.</b></li> </ul> <p><b><u>Application</u></b> A learner simply need to find a way to acquire practical skills that will give him an edge over the other candidates. <i>Even in the toughest job markets, the best candidates find great positions.</i></p> <p><b><u>Interest</u></b></p> <p><b>Why should a learner be interested a career as a Banker?</b></p> <ul style="list-style-type: none"> <li>• <b>Salary.</b> A Banker job typically leads to a well-paid career.</li> <li>• <b>Promotions.</b> Banker acquire valuable technical skills, making them the leading candidates for senior roles within a corporation.</li> <li>• <b>Secure Future.</b> There's high demand for Banker on the job market.</li> <li>• <b>Growth.</b> Learner will face different challenges that will test and upgrade existing skills</li> </ul> <p><b><u>Connection with other courses: It is connected with</u></b></p> <ul style="list-style-type: none"> <li>• Public Sector Banks</li> <li>• Private Sector Banks</li> <li>• Co-operative Banks.</li> </ul> <p><b><u>Demand in Industry:</u></b> "A Banker career is one of the top-paying entry-level jobs on the market."</p> <p><b><u>Job prospectus :</u></b></p> <ul style="list-style-type: none"> <li>• Public Sector Banks</li> <li>• Private Sector Banks</li> <li>• Co-operative Banks.</li> <li>• NBFC</li> </ul>

2	<b>Vertical :</b>	OE
3	<b>Type :</b>	Theory
4	<b>Credit:</b>	2 credits (30 Hours of Theory work in a semester )
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> ( List some of the course objectives ) 1. To familiarize the students with basic concepts of Banking. 2. To develop understanding and knowledge of Banking Services. 3. To make the students aware about current trends in Banking.	
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) 1 Better understanding of concept of Banking. 2. Understanding the importance of Banking services. 3. Understanding the current banking scenario in India.	

9	<b>Modules:-</b> Per credit One module can be created
	<b>Module 1 : Introduction to Banking</b>
	1. Basic Concepts, 2. Origin, 3. Need of Banking, 4. Types of Banking, 5. Scope of Banking, 6. Functions of Banking, 7. Need for Regulation and Supervision,

	8. Debit Card, 9. Credit Card, 10.e- Banking, 11.Digital Payment.
	<b>Module 2: Banking Scenario in India.</b>
	1. Banking Operations, 2. Types of accounts, 3. Banking Services, 4. Current Scenario, 5. Financial Inclusion, 6. Banking Regulations, 7. Role of RBI,
<b>10</b>	<b>Text Books:</b> 1. 2. 3. 4.

<b>11</b>	<b>Reference Books:</b> 1. Dr. K.M.Bhattacharaya & O.P.Agarwal, Basics of Banking and Finance, Himalaya Publishing House. 2. Gordan and Natrajan, Banking Theory Law and Practices, Himalaya Publishing House 3. V.S.Gopal & Sumathi Gopal, Principles and Practices of Banking and Insurance, Himalaya Publishing House. 4. Dr. Seethalekshmy & Jitendra Aherkar, Principles and Practices of Banking and Insurance. Sheth Publishing House.			
<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	Question No	Questions	Total (30 marks)
		Q1	Theory OR Theory	15
		Q2	Theory OR Theory	15
		Total		30

<b>13</b>	<b>Continuous Evaluation through:</b> Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.( at least 3 )	<table border="1"> <thead> <tr> <th data-bbox="883 342 959 422"></th> <th data-bbox="959 342 1281 422"><b>Assessment/ Evaluation</b></th> <th data-bbox="1281 342 1474 422">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="883 422 959 667">1.</td> <td data-bbox="959 422 1281 667">Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)</td> <td data-bbox="1281 422 1474 667">10</td> </tr> <tr> <td data-bbox="883 667 959 913">2.</td> <td data-bbox="959 667 1281 913">Participation in Workshop/ Conference/Seminar/ Case Study/Field Visit/ Certificate Course. (Physical/Online mode)</td> <td data-bbox="1281 667 1474 913">10</td> </tr> </tbody> </table>		<b>Assessment/ Evaluation</b>	Marks	1.	Class Test during the lectures. (Physical/ Online mode). (Short notes/ MCQ's/ Match the Pairs/ Answer in one sentence/ puzzles)	10	2.	Participation in Workshop/ Conference/Seminar/ Case Study/Field Visit/ Certificate Course. (Physical/Online mode)	10			
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2.	Participation in Workshop/ Conference/Seminar/ Case Study/Field Visit/ Certificate Course. (Physical/Online mode)	10												
<b>14</b>	<b>Format of Question Paper:</b> for the final examination <table border="1" data-bbox="240 1188 1261 1598"> <thead> <tr> <th data-bbox="240 1188 391 1268">Question No</th> <th data-bbox="391 1188 997 1268">Questions</th> <th data-bbox="997 1188 1261 1268">Total (30 marks)</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 1268 391 1413">Q1</td> <td data-bbox="391 1268 997 1413">Theory OR Theory</td> <td data-bbox="997 1268 1261 1413">15</td> </tr> <tr> <td data-bbox="240 1413 391 1558">Q2</td> <td data-bbox="391 1413 997 1558">Theory OR Theory</td> <td data-bbox="997 1413 1261 1558">15</td> </tr> <tr> <td data-bbox="240 1558 391 1598">Total</td> <td data-bbox="391 1558 997 1598"></td> <td data-bbox="997 1558 1261 1598">30</td> </tr> </tbody> </table>		Question No	Questions	Total (30 marks)	Q1	Theory OR Theory	15	Q2	Theory OR Theory	15	Total		30
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Total		30												

**Sign of the BOS Chairperson**  
**Dr.(Prof.) Megha Somani**  
**BOS in Business**  
**Management**

**Sign of the**  
**Offg. Associate Dean**  
**Dr. Ravikant Balkrishna**  
**Sangurde**  
**Faculty of Commerce**

**Sign of the**  
**Offg. Associate Dean**  
**Prin. Kishori Bhagat**  
**Faculty of**  
**Management**

**Sign of the**  
**Offg. Dean**  
**Prof. Kavita Laghate**  
**Faculty of Commerce**  
**& Management**

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for B.Com. (Transport Management) Basket of OE</b>	
<b>UG First Year</b>	<b>B.Com. (Transport Management)</b>
<b>Semester</b>	<b>I</b>
<b>Title of Paper</b>	<b>Credits 2/ 4</b>
<b>I) Management Skill Development</b>	<b>OE – 2 Credits (SEM I)</b>
<b>II)</b>	
<b>III)</b>	
<b>From the Academic Year</b>	<b>2024-25</b>



## OE- MANAGEMENT SKILL DEVELOPMENT (2 Credits) SEM- I

Sr. No.	Heading	Particulars
1	<b>Description the course:</b>  <b>Including but Not limited to :</b>	<b>Management Skill Development (2 Credit) SEM I</b>  The course aims at making the students aware about the different managerial skills and cultivate leadership. In this course, we will focus on enhancing your abilities to effectively lead, manage, and inspire others in various organizational settings. Taking a managerial skill development course can open up various job opportunities across industries. students could pursue roles such as project manager, team leader, operations manager, or even executive positions depending on your experience and qualifications. These courses often focus on leadership, communication, problem-solving, and strategic thinking, which are valuable skills sought after in many organizations.
2	<b>Vertical:</b>	Major/Minor / <b>Open Elective</b> ✓ /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By ✓)
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	<b>Hours Allotted:</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives (List some of the Course objectives)</b> 1. To Develop a comprehensive understanding of essential managerial skills, including communication, decision-making, problem-solving, and conflict resolution. 2. To Cultivate leadership capabilities to motivate teams, foster innovation, and achieve organizational goals.	

	<p>3. To Explore strategies for effective time management, delegation, and prioritization to maximize productivity and efficiency.</p> <p>4. To Enhance interpersonal skills to build strong relationships, manage diverse teams, and navigate workplace dynamics.</p>								
<b>8</b>	<p><b>Course Outcomes:</b> (List some of the course outcomes)</p> <ol style="list-style-type: none"> <li>1. Demonstrate proficiency in applying various managerial skills to real-world scenarios.</li> <li>2. Exhibit effective leadership behaviours that inspire trust, collaboration, and engagement among team members.</li> <li>3. Implement strategies for optimizing personal and team performance through effective time management and delegation.</li> <li>4. Foster positive work environments by effectively managing conflicts, fostering open communication, and promoting inclusivity.</li> <li>5. Reflect on personal growth and development, identifying areas for continuous improvement as a manager and leader.</li> </ol>								
<b>9</b>	<p><b>Modules I:</b> - Per credit One module can be created</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"><b><u>Unit -I – Introduction to Managerial Skill</u></b> (One Credit)</td> <td style="width: 40%; text-align: right;"><b>15 Lectures</b></td> </tr> <tr> <td colspan="2"> Meaning and concept of managerial skills, Need and its importance, Types of Managerial Skills, Techniques of skill development for effective management, Application of management skills. Coordination and Interpersonal roles. </td> </tr> <tr> <td><b><u>Unit -II - Communication Skills</u></b></td> <td style="text-align: right;"><b>(One Credit) 15 Lectures</b></td> </tr> <tr> <td colspan="2"> Define Communication, Need and Importance of Communication, Principal of Communication, Process of Communication, Types of Communication, Role of Communication in Business, Methods of Communication, Role of motivation skills in developing managers. </td> </tr> </table>	<b><u>Unit -I – Introduction to Managerial Skill</u></b> (One Credit)	<b>15 Lectures</b>	Meaning and concept of managerial skills, Need and its importance, Types of Managerial Skills, Techniques of skill development for effective management, Application of management skills. Coordination and Interpersonal roles.		<b><u>Unit -II - Communication Skills</u></b>	<b>(One Credit) 15 Lectures</b>	Define Communication, Need and Importance of Communication, Principal of Communication, Process of Communication, Types of Communication, Role of Communication in Business, Methods of Communication, Role of motivation skills in developing managers.	
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<b>11</b>	<p><b>Reference Books:</b></p> <ul style="list-style-type: none"> <li>➤ E.H. McGrath, (2011). ‘Basic Managerial Skills for All (fourth Edition)’. Prentice Hall India Pvt., Limited</li> <li>➤ David Allred Whetten, Kim S. Cameron, (2005). ‘Developing Management Skills’. Pearson/Prentice Hall.</li> <li>➤ Bahaudin Ghulam Mujtaba, (2013). ‘Managerial Skills and Practices for Global Leadership’. ILEAD Academy, LLC.</li> <li>➤ Robert N. Lussier, ( 2015). Management Fundamentals- Concepts, Applications, and Skill Development. SAGE Publications.</li> <li>➤ Chris Routledge, Jan Carmichael. (2007). Personal Development and Management Skills. Chartered Institute of Personnel and Development</li> </ul>								

<b>12</b>	<b>Internal Continuous Assessment: 50%</b>	<b>Semester End Examination: 50%</b>																														
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<b>14</b>	<p><b>Format of Question Paper:</b> for the final examination  <b>Paper Pattern for 2 Credits:</b>  <b>Semester End Examination: 30 Marks</b> <span style="float: right;"><b>Time : 1.00 hr</b></span>  <b>QUESTION PAPER PATTERN</b>  <b>Attempt any 3 out of 5 questions</b></p> <table border="1" data-bbox="240 674 1437 1066"> <thead> <tr> <th data-bbox="240 674 492 730">Question No</th> <th data-bbox="500 674 1036 730">Questions</th> <th data-bbox="1044 674 1437 730">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 732 492 785">Q 1</td> <td data-bbox="500 732 1036 785">Practical/ Theory</td> <td data-bbox="1044 732 1437 785">10</td> </tr> <tr> <td data-bbox="240 787 492 840">Q 2</td> <td data-bbox="500 787 1036 840">Practical/ Theory</td> <td data-bbox="1044 787 1437 840">10</td> </tr> <tr> <td data-bbox="240 842 492 894">Q 3</td> <td data-bbox="500 842 1036 894">Practical/ Theory</td> <td data-bbox="1044 842 1437 894">10</td> </tr> <tr> <td data-bbox="240 896 492 949">Q 4</td> <td data-bbox="500 896 1036 949">Practical/ Theory</td> <td data-bbox="1044 896 1437 949">10</td> </tr> <tr> <td data-bbox="240 951 492 1003">Q 5</td> <td data-bbox="500 951 1036 1003">Practical/ Theory</td> <td data-bbox="1044 951 1437 1003">10</td> </tr> <tr> <td colspan="2" data-bbox="240 1005 1036 1066" style="text-align: center;"><b>TOTAL</b></td> <td data-bbox="1044 1005 1437 1066" style="text-align: center;"><b>30</b></td> </tr> </tbody> </table> <p>Note:</p> <ol style="list-style-type: none"> <li>1. Equal Weightage is to be given to all the modules.</li> <li>2. 10 marks question may subdivided into 5 marks each.</li> <li>3. Use of simple calculator is allowed in the examination.</li> <li>4. Wherever possible more importance is to be given to the practical problems.</li> </ol> <p><b>Continuous Evaluation: Internal (20 marks)</b></p> <table border="1" data-bbox="240 1375 1437 1768"> <thead> <tr> <th data-bbox="240 1375 370 1432"></th> <th data-bbox="378 1375 1242 1432">Assessment/ Evaluation</th> <th data-bbox="1250 1375 1437 1432">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 1434 370 1598">1</td> <td data-bbox="378 1434 1242 1598">Class Test during the lectures. (Physical / Online mode). (Short notes/ MCQ's / Match the Pairs/ Answer in one sentence/ puzzles)</td> <td data-bbox="1250 1434 1437 1598">10</td> </tr> <tr> <td data-bbox="240 1600 370 1768">2</td> <td data-bbox="378 1600 1242 1768">Participation in Workshop/ Conference/ Seminar/ Case Study/ Field Visit/ Certificate Course. (Physical/online mode)</td> <td data-bbox="1250 1600 1437 1768">10</td> </tr> </tbody> </table>		Question No	Questions	Marks	Q 1	Practical/ Theory	10	Q 2	Practical/ Theory	10	Q 3	Practical/ Theory	10	Q 4	Practical/ Theory	10	Q 5	Practical/ Theory	10	<b>TOTAL</b>		<b>30</b>		Assessment/ Evaluation	Marks	1	Class Test during the lectures. (Physical / Online mode). (Short notes/ MCQ's / Match the Pairs/ Answer in one sentence/ puzzles)	10	2	Participation in Workshop/ Conference/ Seminar/ Case Study/ Field Visit/ Certificate Course. (Physical/online mode)	10
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**Sign of the BOS  
Dr. Shaukat Ali  
Ad-hoc Board of  
Studies in Transport  
Management**

**Sign of the  
Offg. Associate Dean  
Dr. Ravikant Balkrishna  
Sangurde  
Faculty of Commerce**

**Sign of the  
Offg. Associate Dean  
Prin. Kishori Bhagat  
Faculty of  
Management**

**Sign of the  
Offg. Dean  
Prof. Kavita Laghate  
Faculty of Commerce  
& Management**

AC –28.06.2024

Item No. – 5.5 (N)

# University of Mumbai



## Syllabus for Extension Work in Vertical VI - CC

Board of Studies in Extension Work

UG First Year Program

Semester

I

Title of Paper

Credit

Extension Work

2 Credits

From the Academic Year

2024-25

## **Introduction**

The National Education Policy (NEP) 2020 is a comprehensive framework introduced by the Government of India to revamp the country's education system. It has replaced the previous National Policy on Education, which has aim to ensure universal access to quality education from preschool to higher education, including vocational education. NEP 2020 emphasizes a more holistic, multidisciplinary, and flexible curriculum which lay emphasis on conceptual understanding rather than rote learning allowing students to choose subjects across disciplines without strict boundaries.

The National Education Policy (NEP) 2020 of India addresses the role of higher education institutions in fostering community engagement and extension work. It highlights the social responsibility of higher education institutions towards their communities. It encourages institutions to engage with local communities, address societal challenges, and contribute to sustainable development. The policy promotes the implementation of outreach programs by higher education institutions to disseminate knowledge, provide services, and support community development. These programs may include literacy campaigns, career development programs, social issues awareness programs, health and hygiene initiatives, skill development workshops, and technology-oriented activities. The policy suggests integrating extension work into the curriculum of higher education programs. This allows learners to gain practical experience, develop leadership skills, and contribute to community development while pursuing their studies. It recognizes incentives to encourage active engagement in community service and extension activities.

Overall, NEP 2020 recognizes the significant role of higher education institutions in promoting community engagement, social responsibility, and sustainable development through extension work. By integrating extension activities into their mission and operations, institutions can contribute in building inclusive and resilient societies.

*Extension work in the context of education refers to the activities and programs conducted by educational institutions to engage with communities, address societal needs, and promote social development.*

### *Aim of Extension Work under NEP:*

- Extension work aims to identify and address the specific needs and challenges faced by communities. NEP 2020 encourages higher education institutions to engage with local communities and contribute to their development by offering programs and services that

address social needs, such as literacy programs, health awareness campaigns, and vocational training.

- Extension work aims to empower communities by providing them with the knowledge, skills, and resources they need to address their own requirements and improve their quality of life.

*Key objectives of Extension Work under NEP:*

- To ensure equal access to quality education and educational opportunities to aspirants.
- To support the government initiatives in achieving universal foundational literacy and numeracy as per sustainable development program.
- To organize remedial programs to address the learning breaches among the youth and provide unending education opportunities.
- To offer more holistic, multidisciplinary, and flexible curricular activities with an emphasis on conceptual understanding and personality development.
- To offer a wide range of activities & promote critical thinking, creativity and innovation.
- To provide aspirants with multiple pathways for skill development and employment.
- To implement outreach programs to disseminate knowledge, provide services, and support community development.

**Extension Work Activities:**

Extension Work activities introduced by DLLE are a crucial aspect of the educational environment, offering multifaceted benefits that extend beyond academic learning. Many extension activities focus on social issues, sustainability, and environmental conservation. These activities educate the communities on sustainable practices which promote inclusivity and social justice. These activities focus especially on training women in various skills, including entrepreneurship and digital literacy through various vocational skill-oriented projects offered by the department. These activities have significantly contributed to skill development among community members, leading to improved employment opportunities and personality development. Learners participate in extension work activities as part of their curriculum, to gain practical experience and to contribute to community development. Thus, engaging in extension work fosters a sense of social responsibility and civic engagement among the learners and facilitators.

## **THE EXTENSION DIMENSION (Reach to Unreached)**

The college students are enrolled for extension work projects and perform various activities for the **social awareness based on various issues / problems in the society such as Save Girl Child, Pollution, Aids, Global Warming, Environment, Tree Plantation, Importance of Education, Illiteracy, Child Labour, Dowry Deaths, Malnutrition, Watershed Management and so many.** The students are creating awareness about these social problems / issues through various activities such as Street Play, Exhibition, Poster Making, Songs, Speech, Survey, Elocution, and participation in Seminar & Conferences. For this purpose, students are going to remote areas and involve the community and make them aware of our role in eradicating social problems faced by the society and trying to convince the people human duties as an ideal citizen.

To facilitate the sensitization of the student to the socio-cultural realities, the Department offers extension work projects encompassing social issues for the student. There are many Extension Work Projects being offered by the department under the two different units for enhancing the employability and IT skills of the student. The projects are given below for which the details are available on DLLE website at [www.mudlle.ac.in](http://www.mudlle.ac.in).

### **I) Vocational Career Oriented Projects**

1. Career Project [CP]
2. Industry Orientation Project [IOP]
3. Anna Poorna Yojana [APY]
4. Skill Development (SD)

### **II) Community Oriented Projects**

1. Population Education Club (PEC)
2. Survey Research
3. Education for All (EFA- NIOS, IDOL)
4. Environment Education
5. Civic Sense (CS)
6. Consumer Guidance



**Given below are the activities / programs to be conducted by the colleges as a part of 10 Extension Work Projects as listed above. The learner will select any one extension work project for this academic year and participate in following activities to complete 60 hours of activities during Semester I in this academic year.**

**ACTIVITIES FOR SEMESTER I = TOTAL 60 HOURS – 2 Credits**

1. Exhibit your talent (Talent Search Program) **(practice session to presentation-05 hours)**

A talent search program is a critical component of modern human resource management that compels sensitization of self-awareness. By systematically identifying, attracting, and nurturing talent, the colleges can build a workforce that is capable, diverse, and aligned with their strategic goals to achieve objectives of extension work. The following talents / skills are expected from learners to conduct training, extension work and field outreach activities as per the project assigned to the students. (Organization, Crowd control, Storytelling, Stage performance (singing, acting, musical instrument playing), Script writing, Poetry composition, Drawing & painting, Collage, Drafting and writing report, PPT presentation and Video Making.

2. Organizing & Participation in Training Session and Note Making **(05 hours)**

Every learner should attend the training session organized by their college for orientation of annual extension work program. Attendance is compulsory. In this session the learners will be oriented about all the extension work projects followed by question-and-answer session. The learner must read resource material and guidelines carefully and understand the structure Extension Work under NEP 2020 and accordingly plan for participation in various programs, college level and field outreach activities. Documentation of the activity and report preparation needs to be completed by the learners.

3. Self- Introductory Video / Stage Performance **(practice session to presentation-05 hours)**

All learners enrolled in Extension Work can make self-introductory video or stage performance (3-4 minutes duration) stating his / her name, college, areas of interest, reason to join DLLE, goals, why did he / she choose the particular project, how will he/she perform & achieve his/ her objectives etc. followed by 2 page report writing.

**4. Participation in Project /Activity (as per selected extension work project) (35 hours)**

- Organize and participate in programs related to projects / government policies.
- Participation in
  - Seminar /conferences, discussion sessions, debate, rallies
  - Competitions (essay/creative writing, elocution, poster/ video/ rangoli making etc.
  - Extension Work group activities of other groups in the college.
- Prepare your PPT, design your posters / charts.
- Survey / short term academic courses / innovative programs.

Learners should perform and participate in the activities as stated in the extension work project chosen by him / her and strictly follow the guidelines. All the programs must be related to extension work projects to fulfil the DLLE objectives.

**5. Report Writing and Final submission of projects / report (10 hours)**

- Every learner will prepare final report as per format given by DLLE
- Present your report during the college program.
- College will organize a program in the hall / classroom for all learners and give them opportunity to present their report with PPT presentation followed by question answer session / test / interview by the college.

**Monitoring and Evaluation:**

Monitoring and Evaluation will be conducted by College Teacher and Field Coordinators (Senior Teachers in Extension Work) deputed by DLLE on the basis of attendance, punctuality, completion of hours, participation in programs and proficiency in required skill sets, feedback and student's overall performance and additionally on the basis of written report and presentations. Approval of Principal, Field Coordinator and Director, DLLE will be final for granting academic credit to the students.

**Sign of the BOS  
Chairman  
Name of the  
Chairman  
Name of the BOS**

**Sign of the  
Offg. Associate Dean  
Name of the Associate  
Dean  
Name of the Faculty**

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Offg. Dean  
Name of the Offg.  
Dean  
Name of the Faculty**

## As Per NEP 2020

# University of Mumbai



<b>Syllabus for Indian Knowledge System</b>	
<b>Board of Studies in Indian Knowledge System</b>	
<b>UG First Year Programme</b>	
<b>Semester</b>	<b>I OR II</b>
<b>Title of Paper</b>	<b>Credits</b>
<b>I) Indian Knowledge System</b>	<b>2 ( either I or II Semester)</b>
<b>From the Academic Year</b>	<b>2024-2025</b>

Sr. No.	Heading	Particulars
1	<b>Description the course : Including but Not limited to :</b>	Introduction, relevance, Usefulness, Application, interest, connection with other courses, demand in the industry, job prospects etc.
2	<b>Vertical :</b>	Major/Minor/Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System ( Choose By $\surd$ )
3	<b>Type :</b>	Theory / Practical
4	<b>Credit:</b>	2 credits ( 1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester )
5	<b>Hours Allotted :</b>	30 Hours
6	<b>Marks Allotted:</b>	100 Marks
7	<b>Course Objectives:</b> ( List some of the course objectives ) <ol style="list-style-type: none"> <li>1. To sensitize the students about context in which they are embedded i.e. Indian culture and civilisation including its Knowledge System and Tradition.</li> <li>2. To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system.</li> <li>3. To help to study the enriched scientific Indian heritage.</li> <li>4. To introduce the contribution from Ancient Indian system &amp; tradition to modern science &amp; Technology.</li> </ol>	
8	<b>Course Outcomes:</b> ( List some of the course outcomes ) <ol style="list-style-type: none"> <li>1. Learner will understand and appreciate the rich Indian Knowledge Tradition</li> <li>2. Lerner will understand the contribution of Indians in various fields</li> <li>3. Lerner will experience increase subject-awareness and self-esteem</li> <li>4. Lerner will develop a comprehensive understanding of how all knowledge is ultimately intertwined</li> </ol>	
9	<b>Modules:-</b>	
	<b>Module 1: ( 10 Hours )</b>	

<ol style="list-style-type: none"> <li>1. Introduction to IKS (What is knowledge System, Characteristic Features of Indian Knowledge System)</li> <li>2. Why IKS? (Macaulay's Education Policy and its impact, Need of revisiting Ancient Indian Traditions)</li> <li>3. Scope of IKS (The Universality of IKS (from Micro to Macro), development form Earliest times to 18th Century CE)</li> <li>4. Tradition of IKS (Ancient Indian Education System: Home, Gurukul, Pathashala, Universities and ancient educational centres)</li> </ol>	
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	<p>5. Relevant sites in the vicinity of the Institute (Water Management System at Kanheri, Temple Management of Ambarnath, etc.)</p>	
	<p><b>Module 2: ( 10 Hours )</b></p>	
	<p>1. Medicine (Ayurveda) 2. Alchemy 3. Mathematics 4. Logic 5. Art of Governance (Arthashastra)</p>	
	<p><b>Module 3: (10 Hours) (Select Any FIVE out of the following)</b></p>	
	<p>1. Aesthetics 2. Town Planning 3. Strategic Studies 4. Krishi Shastra 5. Vyakaran &amp; Lexicography 6. Natyashastra 7. Ancient Sports 8. Astronomy 9. Yoga and Wellbeing 10. Linguistics 11. Chitrasutra 12. Architecture 13. Taxation 14. Banking 15. Trade and Commerce</p>	
<b>10</b>	<p><b>Reference Books</b></p> <p>1. Concise history of science in India- D.M. Bose, S.N Sen, B.V. Subbarayappa. 2. Positive sciences of the Ancient Hindus- Brajendranatha seal, Motilal Banrasidas, Delhi 1958. 3. History of Chemistry in Ancient India &amp; Medieval India, P.Ray- Indian Chemicals Society, Calcutta 1956 4. Charaka Samhita- a scientific synopsis, P. Ray &amp; H.N Gupta National Institute of Sciences of India, New Delhi 1965. 5. MacDonnell A.A- History of Sanskrit literature 6. Winternitz M- History of Indian Literature Vol. I, II &amp; III 7. Dasgupta S.N &amp; De S.K- History of Sanskrit literature Vol. I. 8. Ramkrishna Mission- cultural heritage of India Vol. I, II &amp; III. 9. Majumdar R. C &amp; Pushalkar A.D- History &amp; culture of the Indian people, Vol. I, II &amp; III. 10. Keith A.B- History of Sanskrit literature. 11. Varadachari V- History of Sanskrit literature Chaitanya Krishna- A new History of Sanskrit</p>	
<b>11</b>	<p><b>Continuous Internal Assessment: 40%</b></p>	<p><b>Semester End Examination : 60%</b></p>
<b>12</b>	<p><b>Continuous Evaluation through:</b> Assignment/ Presentations/ Projects (Group/Individual) / Field Visit Report <b>20 Marks,</b> class Test / MCQ Test <b>10 Marks,</b> Overall Conduct and Class Participation <b>10</b></p>	

	<b>Marks</b>	
<b>13</b>	<b>Format of Question Paper:</b> for the final examination Q1. Attempt any TWO Questions out of FIVE. Q2. Attempt any FIVE Questions out of TEN Q3. Attempt any FIVE Questions out of FIFTEEN.	<b>10 Marks</b> <b>25 Marks</b> <b>25 Marks</b>

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**Dean**  
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