CURRICULUM

REGULATIONS – 2015

(Applicable to the students admitted from the Academic year 2015)

SEMESTER I

Sub. Code	Name of the Course	L	T	P	C	H
XBE101	Tamil -I	2	1	0	3	4
XBE102	English - I	2	1	0	3	4
XBE103H	Holistic Education	2	0	0	2	2
XBE104	Introduction to Computers	2	1	0	3	3
XBE105	Understanding Education and its perspective	3	1	0	4	5
XBE106	Differential Calculus and Trigonometry	4	1	0	5	6
XBE107	Properties of Matter and Sound	4	1	0	5	5
XBEC108	General Chemistry - I	3	1	0	4	5
XBES108	Programming in C					
XBE109	Physics Practical - I	0	0	2	2	2
XBEC110	Volumetric Analysis Lab – I	0	0	2	2	2
XBES110	Programming in C Lab					
	TOTAL	**22**	**7**	**4**	**33**	**38**

SEMESTER II

Sub. Code	Name of the Course	L	T	P	C	H
XBE201	Tamil - II	2	1	0	3	4
XBE202	English - II	2	1	0	3	4
XBE203E	Environmental Education	2	0	0	2	2
XBE204	Software Packages - Lab	0	0	3	3	3
XBE205	Educational Psychology – Understanding the Learner	3	1	0	4	4
XBE206	Algebra and Numerical Analysis	4	1	0	5	6
XBE207	Mechanics and Relativity	3	1	0	4	5
XBES208	Data Structures and Algorithms	3	1	0	4	5
XBEC208	General Chemistry - II					
XBE209	Physics Practical - II	0	0	2	2	2
XBEC210	Volumetric Analysis Lab – II	0	0	2	2	2
XBES210	Data Structures using C Lab					
	TOTAL	**19**	**6**	**7**	**32**	**37**

SEMESTER III

Sub. Code	Name of the Course	L	T	P	C	H
XBE301	Tamil - III	2	1	0	3	4
XBE302	English - III	2	1	0	3	4
XBE303	Theatre, Art and Heritage Craft Traditions	0	0	2	2	2
XBEC304	Programming in C (for MPC group Students)	3	0	0	3	3
XBES304	Visual Programming (For CsMP group Students)					
XBE305	Educational Psychology – Understanding the Learning Process	4	0	0	4	4
XBE306	Analytical Geometry (3D) and Integral Calculus	4	1	0	5	6
XBE307	Heat and Thermo Dynamics	3	1	0	4	5
XBEC308	General Chemistry - III	3	1	0	4	5
XBES308	Object Oriented Programming with C++ and Java					
XBE309	Physics Practical - III	0	0	2	2	2
XBEC310	Semimicro Inorganic Qualitative Analysis (ANIONS) Lab	0	0	2	2	2
XBES310	Programming in C++ and Java Lab					
XBES311	Practicum and School Internship - I	0	0	2	8	2
	TOTAL	**21**	**5**	**8**	**40**	**39**

SEMESTER IV

Sub. Code	Name of the Course	L	T	P	C	H
XBE401	Tamil - IV	2	1	0	3	4
XBE402	English - IV	2	1	0	3	4
XBE403	Social Engineering	2	0	0	2	2
XBE404	Introduction to MATLAB	0	0	3	3	3
XBE405	Assessment of Learning	4	0	0	4	4
XBE406	Vector Calculus and Fourier Series.	4	1	0	5	6
XBE407	Optics and Spectroscopy	3	1	0	4	5
XBEC408	General Chemistry - IV	3	1	0	4	5
XBES408	Computer Graphics					
XBE409	Physics Practical - IV	0	0	2	2	2
XBEC410	Semimicro Inorganic Qualitative Analysis (CATIONS) Lab	0	0	2	2	2
XBES410	Computer Graphics Lab					
XBE411	Practicum and School Internship-II	0	0	2	8	2
	TOTAL	**20**	**5**	**9**	**40**	**40**

SEMESTER V

Sub. Code	Name of the Course	L	T	P	C	H
XBE501	Soft Skill Development and Peace Education	3	0	0	3	3
XBE502	Basics of e – Learning Education	3	0	0	3	3
XBE503	Teaching Approaches and Strategies	3	1	0	4	4
XBE504A	Pedagogy of Mathematics - I	3	0	0	3	3
XBE504B	Pedagogy of Physics- I	3	0	0	3	3
XBEC504C	Pedagogy of Chemistry - I	3	0	0	3	3
XBES504C	Pedagogy of Computer Science - I					
XBE505	Sequences and Series	4	1	0	5	6
XBE506	Electricity and Magnetism	3	1	0	4	5
XBEC507	Inorganic Chemistry - I	3	1	0	4	5
XBES507	Database Management Systems					
XBE508	Physics Practical - V	0	0	2	2	2
XBEC509	Gravimetric Analysis Lab	0	0	2	2	2
XBES509	RDBMS Lab					
XBE510	Practicum and School Internship-III	0	0	2	8	2
	TOTAL	**28**	**4**	**4**	**44**	**41**

SEMESTER VI

Sub. Code	Name of the Course	L	T	P	C	H
XBE601	Indian Constitutions and Human Rights	2	0	0	2	2
XBE602	Introduction to LATEX	0	0	2	2	2
XBE603	Secondary Education in India – Status, Challenges and Strategies	4	0	0	4	4
XBE604A	Pedagogy of Mathematics – II	3	0	0	3	3
XBE604B	Pedagogy of Physics- II	3	0	0	3	3
XBEC604C	Pedagogy of Chemistry - II	3	0	0	3	3
XBES604C	Pedagogy of Computer Science - II					
XBE605	Differential Equations and Laplace Transforms	4	1	0	5	6
XBE606	Atomic and Solid State Physics	3	1	0	4	5
XBEC607	Organic Chemistry - I	3	1	0	4	5
XBES607	Operating Systems					
XBE608	Physics Practical - VI	0	0	2	2	2
XBEC609	Organic Qualitative Analysis and Organic Preparation Lab	0	0	2	2	2

XBES609	Operating Systems Lab					
XBE610	Practicum and School Internship - IV	0	0	2	8	2
	TOTAL	**25**	**3**	**8**	**42**	**39**

SEMESTER VII

Sub. Code	Name of the Course	L	T	P	C	H
XBE701	Educational Innovation and Management	4	0	0	4	4
XBE702	Algebra	3	1	0	4	5
XBE703	Real Analysis	3	1	0	4	5
XBE704	Basic Electronics	3	1	0	4	5
XBE705	Wave Mechanics and Nuclear Physics	3	1	0	4	5
XBEC706	Physical Chemistry - I	3	1	0	4	5
XBES706	Computer Networks					
XBEC707	Organic Chemistry - II	3	1	0	4	5
XBES707	Web Technology					
XBE708	Physics Practical - VII	0	0	2	2	2
XBEC709	Physical Chemistry Lab - I	0	0	2	2	2
XBES709	Web Technology Lab					
XBE710	Practicum and School Internship - V	0	0	2	22	2
	TOTAL	**22**	**6**	**6**	**54**	**40**

SEMESTER VIII

Sub. Code	Name of the Course	L	T	P	C	H
XBE801	Statistics and Operations Research	3	1	0	4	4
XBE802	Complex Analysis	3	1	0	4	4
XBE803	Digital Electronics	3	1	0	4	4
XBE804	Microprocessor and Microcontroller	3	1	0	4	4
XBEC805	Physical Chemistry - II	3	1	0	4	4
XBES805	Software Engineering					
XBEC806	Analytical Chemistry	3	1	0	4	4
XBES806	Data mining					
XBE807	Physics Practical - VIII	0	0	2	2	2
XBEC808	Physical Chemistry Lab - II	0	0	2	2	2
XBES808	Software Development Lab (Mini Project)					
	TOTAL	**18**	**6**	**4**	**28**	**28**

LIST OF PROFESSIONAL ELECTIVES

PROFESSIONAL ELECTIVES GROUP – I

Sub. Code	Name of the Course	L	T	P	C	H
XBE809A	Curriculum and School	2	0	0	2	2
XBE809B	Inclusive Education					
XBE809C	Guidance and Counseling in School					
	Total	**2**	**0**	**0**	**2**	**2**

PROFESSIONAL ELECTIVES GROUP – II

Sub. Code	Name of the Course	L	T	P	C	H
XBE810A	Discrete Mathematics	3	0	0	3	3
XBE810B	Electrical Appliances and Renewable Energy Sources	3	0	0	3	3
XBE810C	Polymer Chemistry	3	0	0	3	3
XBE810D	Food Chemistry					
XBE810E	Material Chemistry and Nano Technology					
XBE810F	C # and . Net Framework					
XBE810G	Understanding PHP					
		9	0	0	9	9
	Grand Total	186	42	50	324	313

Semester	**I**
Subject Name	**TAMIL – I**
Subject Code	**XBE101**

L –T –P –C	**C:P:A**	**L –T –P –H**
2 - 1 – 0 - 3	**3:0:0**	**3 - 1 – 0 - 4**

Course Outcome:		**Domain/Level C or P or A**
CO1	பல்வேறு கவிஞர்களின் வாழ்க்கை வரலாற்றையும் அவர்களது படைப்புகளையும் அறிந்து கொள்ளல்.	அறிதல்/ பட்டியலிடுதல், வரையறுத்தல், நினைவு கூர்தல்
CO2	நாவல்கள் பற்றியும் படைப்பாளர்களின் திறன்கள் பற்றியும் உணர்ந்து கொள்ளல்.	அறிதல்/ அடையாளம் காணுதல், விவாதித்தல்
CO3	சிறுகதையின் அமைப்பினை தெரிந்து கொள்ளுதல்.	உணர்தல்/ அமைத்தல், மதிப்பிடுதல், பதிலளித்தல்
CO4	கவிதை, உரைநடை ஆகிய இலக்கிய வகை குறித்து தெளிவு பெறுதல்.	உளப்பகுப்பாய்வு செய்தல்/போலச் செய்தல், உள்வாங்குதல்
CO5	வழுஉச்சொல், மரபுச்சொல் அகர வரிசைப்பட்டியல் ஆகியவற்றை	உணர்தல், உளப்பகுப்பாய்வு செய்தல் / உற்றுநோக்குதல், பயிற்சி எடுத்தல்.

COURSE CONTENT

UNIT I	**செய்யுள்**		**15 hrs**
	பாரதியார்	தமிழ்த்தாய் எங்கள் நாடு	
	பாரதிதாசன்	தமிழின் இனிமை உலகம் உன்னுடையது	

UNIT II	**செய்யுள்**		**15 hrs**
	கவிமணி தேசிக விநாயகம் பிள்ளை	ஒற்றுமையே உயர்நிலை இயற்கை வாழ்வு	
	நாமக்கல் கவிஞர்	இளந்தமிழனுக்கு தமிழ்ப் பண்பைக் காப்போம்	

UNIT III	**இலக்கிய வரலாறு - 1**	**15 hrs**
	நாவல் சிறுகதை	

UNIT IV	**இலக்கிய வரலாறு -2**	**15 hrs**
	கவிதை உரைநடை	

UNIT V	இலக்கணம்	15 hrs

வழுஉச் சொல் திருத்தம்
மரபுச் சொல் விளக்கம்
அகர வரிசைப் படுத்துதல்

L=45 hrs T=30 hrs Total = 75 hrs

TEXT BOOKS

1. பாரதியார் கவிதைகள்
2. பாரதிதாசன் கவிதைகள்
3. கவிமணி தேசிய விநாயகம் பிள்ளை பாடல்கள்
4. நாமக்கல் கவிஞர் பாடல்கள்
5. தமிழ் இலக்கிய வரலாறு
6. தமிழிலக்கண நூல்

REFERENCES

1. தமிழ் இலக்கிய வரலாறு
2. பல்வேறு கவிஞர்களின் கவிதைத் தொகுப்புகள்

E-REFERENCES

tamilwebulaham.com

tamilvirtual university.co.in

Mapping of CO with GA's

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO 1	3		3	3	2	2	1	2	3	1	2	1
CO 2	3	2	3	3	0	0	0	1	1	0	1	1
CO 3	3	2	1	1	1	1	1	1	1	1	2	2
CO 4	3	2	3	1	1	2	3	1	1	1	1	2
CO 5	3	2	3	2	1	2	0	1	1	2	3	1
	15	**8**	**13**	**10**	**5**	**7**	**5**	**6**	**7**	**5**	**8**	**7**
	3	**1.6**	**2.6**	**2**	**1**	**2.4**	**1**	**1**	**1.4**	**1**	**1.6**	**1**

1 - Low , 2 – Medium , 3 – High

Semester	**I**
Subject Name	**ENGLISH-I**
Subject Code	**XBE102**

L –T –P –C	**C: P: A**	**L –T -P- H**
2 - 1 – 0- 3	**3:0:0**	**3- 1 - 0 -4**

Course Outcome:		**Domain**
CO1	*Generalizes* the basics of grammar, vocabulary, spelling, punctuation and speech.	Cognitive
CO2	*Applies* the concept of grammar in the situations and Workplace	Cognitive
CO3	*Categorizes* the structure of essay writing	Cognitive
CO4	*Interprets* the text and comprehends meaning	Cognitive
CO5	*Develop* the societal Skill	Cognitive

COURSE CONTENT

UNIT-I **Descriptive Grammar Tenses** **15 hrs**

a) Simple present: Habitual action, General truths, Future time, Verbs of state, Verbs of perception, Verbs of sensation, Narration, Use of simple present for demonstration and commentaries, Present perfect, present perfect continuous, Present continuous also indicative of future action.

b) Simple past: Past time reference, Present time reference, Future time reference, Past continuous, Past perfect, past perfect continuous.

UNIT –II **Skills in Communication** **15 hrs**

Negotiating a point of view – learning to talk persuasively so as to get across one's perspective. Debating on an issue – agreeing/ disagreeing.

UNIT-III **Study and Reference Skills.** **15 hrs**

Note making; Note – taking; Summary writing.

UNIT –IV **Literature – Prose & Skills of Communication** **15 hrs**

Extract from Abdul Kalam's Wings of Fire; Somerset Maugham – The Ant and the Grashopper.

Listening effectively; Taking about one self (likes, dislikes, interests, beliefs, personality traits, ambitions); expressing an opinion about personal belief on a current issue. (Ability to speak fluently for 3 – 4 minutes. Focus would be on organized, logical, sequential presentation of thought spontaneous speech).

UNIT V **Sessional Work:** **15 hrs**

Politeness competitions – students with partners take turns in using a given number of utterances for negotiation / requests / complaints / small talk.

Students introduce themselves though using symbols / metaphors.

Students collect newspaper / magazine cuttings on topical and / or cultural issues of interest – write and share their opinion with peers.

L=45 hrs T = 30 hrs Total = 75 hrs

Suggested Readings:

1. Block, C.C. (1997). *Teaching the Language Arts*, 2nd Ed. Allyn and Bacon.
2. Mckay. Et all. (1995). *The Communication Skills Book*, 2nd Ed. New Harbinger Publications.
3. Hornby, A. S. (2001). *Oxford Advance Learner's dictionary*, OUP
4. Thomsan, A. J. & *Martinet. (2002). A. Practical English Grammar*. OUP.
5. Dr. Palani Arangasamy (2010) Senior English Grammar July 2011 – Siva publications – Thanjavur.

Mapping of CO's with GA 's:

	GA1	GA2	GA3	GA 4	GA5	GA6	GA7	GA 8	GA9	GA10	GA11	GA12
CO1	2	3	1	3	2	2	02	2	1	1	0	2
CO2	0	3	0	2	2	1	1	2	2	2	2	2
CO3	0	0	2	0	2	1	0	2	0	0	1	2
CO4	3	3	1	1	2	3	3	2	1	2	0	1
CO5	3	3	2	2	1	2	0	3	2	3	3	2
Total	8	12	6	8	9	9	6	11	6	8	6	9
Scaled Values	1.6.	2.4	1.2	1.6	1.8	1.8	1.2	2.2	1.2	1.6	1.2	1.8

1 - Low , 2 – Medium , 3 – High

Semester	**I**
Subject Name	**HOLISTIC EDUCATION**
Subject Code	**XBE103H**

L –T –P –C	**C:P:A**	**L –T –P –H**
2- 0 – 0– 2	**1:1:0**	**2 - 0 – 0 - 2**

Course Outcome		**Domain C or P or A**
CO1	Defines the concepts of health education	Cognitive
CO2	Outlines the modern concepts of physical education	Cognitive
CO3	Adapts the skills to perform during practices	Psychomotor
CO4	Reproduce the various forms of yogasanam	Psychomotor

COURSE CONTENT

UNIT I **Health & Physical Education** **10 hrs**

1. Meaning and definition of health- Dimensions of health- physical, mental, social and emotional and their inter relatedness
2. Factors that promote and affect health- Biological, environmental and socio-cultural
3. Concept of Health Education- School Health Programmes- Promoting Health Instruction, Healthful School Living and Health Services Programmes.
4. Modern concept of Physical education,- Definition, Aims, Objectives and Educational Dimensions of Physical Education- develop and appreciate the values of physical education programme and develop leadership qualities and all-round personality
5. Physical Fitness- Components of Physical Fitness, Training methods for developing Physical fitness.
6. Physical education programme at high schools- selection of activities in games and athletics based on physiological, psychological and sociological characteristics of students
7. Basics in Yoga- Meaning, importance , different stages of yoga, principles of yoga- do’s and dont’s during practice of yogic exercises, yogasanas and pranayamas and its effect on different systems of the body and benefits of meditation to reduce stress.
8.

UNIT II **Practical's In Health And Physical Education and Yoga** **21 hrs**

a) Practice of Skills and rules of different games- Basketball, Football, Volleyball, Handball, Kho-Kho, Shuttle Badminton, Cricket, Table Tennis, Throwball, Tenni Koit-(Any two activities)

b) Practice of Skills and rules of different Athletic Track and Field Events- Sprints and middle distance runs: 100 mtrs,200 Mtrs. 400 Mtrs, 800 mtrs and 1500 mtrs. Field Events: Shotput, Discus throw, Broad jump and High jump (Any one event from track events and one from Field Events)

c) Marking of playfields/ track. Organising Intramural competitions, Officiating matches, Drawing fixtures for different type of tournaments, and maintaining of records

d) Health Appraisal of School Students

e) Practice of Yogic Exercises and Yogasanas- Mudras, Suryanamasakara and a minimum of 25 simple asanas

f) Practice of Pranayama- and techniques of doing Meditation and Relaxation.

g) Simulated teaching of Yogasanas

Sessional Work:

a) Preparation of Health Appraisal Report of School students

b) Learning to teach any five yogasanas

c) Officiating Games and Athletic events during practice of games and intramural competitions

d) Performing the skills taught in different games

e) Organisation of competitions at class level and participating in Trekking to learn organizing skills and leadership qualities.

L - 20 hrs T-0 P -10hrs Total - 30 hrs

REFERENCES

1. B.K S Iyengar (1976), Light on Yoga, New York, Schocken Books.
2. B.D.Bhatt and S.R.Sharma (1993), Teaching of Physical and Health Education, Delhi, Kanishka Publishing House.
3. V.Krishnamerthy and N Parameshwara Ram (1992), Educational Dimensions of Physical Education, New Delhi, Sterling Publishers Pvt. Ltd.
4. Edward F. Voltmer and Arthur A.Esslinger (1964), The Organisation and Administration of Physical Education, Bombay, The Times of India Press.
5. Byrd W.B. (1981), Healtyh, Philadelphia, Saunders Co.
6. Bucher Charles, Foundation of Physical Education, St.Louis, The C.V.Mosby and Co., Ltd.
7. Uni Kishan Lal (1997), Preksha Dhyan Yogic Kriyayen, Ladnun, Tulsio Adhyatma

Nigam.
8. Seetharam A.R. (1996), Yoga for Healthy Living. Mysore, Paramahamsa Yogashram.
9. Muni Mahendra Kumar (1994) Prekksha Meditation, Ladnun, Jain Vishva Bharathi.
10. U.K.Singh, A K Nayak (2005) Health Education, New Delhi, Commonwealth Publishers.
11. V.K.Rao, (2003), Physical Education, New Delhi, A,P H Publishing Corporation.
12. B.N.Dash(2003), Health and Physical Education, New Delhi, Neelkamal Publication Pvt. Ltd.
13. N.Govindarajulu (2005), Management of Physical Education and Sports Programme. New Delhi Friends Publications.
14. Williams J.F. and Brownell C L: The Administration of Health Education and Physical Education , Philadelphia, W.B.Saunders Company.
15. Knapp and Leonard, (1968), Teaching Physical Education in Secondary Schools, New York, McGraw Hill Series.

Mapping of COs with GAs

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO1	3	2	2	2	1	1	0	2	1	2	3	1
CO2	3	2	-	2	1	1	2	3	-	1	2	1
CO3	3		2		2	1	1	3	1	2	3	1
CO4	3	2	2	2	1	1	2	2	1	1	3	1
Total	12	6	4	6	5	4	5	10	3	6	11	5
Scaled Values	3	1.5	1	1.5	1.25	1	1.25	2.5	.75	1.5	2.75	1.25

1 - Low , 2 – Medium , 3 – High

Semester	**I**
Subject Name	**INTRODUCTION TO COMPUTERS**
Subject Code	**XBE104**

L –T –P –C	**C:P:A**	**L –T –P –H**
2 - 1 – 0– 3	**2:0:1**	**2 - 1 – 0 - 3**

Course Outcome		**Domain C or P or A**
CO1	Summaries the uses of computer applications in various field	Cognitive
CO2	Define and describe the fundamental concepts of digital computer	Cognitive
CO3	Explain the different types of Operating systems	Cognitive
CO4	List out various computer networks and differentiate them	Cognitive Affective
CO5	Identify the uses of internet and tell about the uses of internet	Cognitive/ Affective

COURSE CONTENT

UNIT I **5 hrs**

Overview – Computers for individual users- computer for organizations – role of computers in home, education, entertainment, business, industry, healthcare and government – parts of a computer

UNIT II **15 hrs**

Input / Output devices- Keyboard, Mouse, Joystick, light pen, scanner, digital camera, printers Memory Devices – RAM, ROM, Hard disc, CD, DVD, Magnetic tape – Software – System software- application software.

UNIT III **5 hrs**

Operating System – Types of Operating System – backup utilities – virus and antivirus – firewall – screen savers – DOS – Windows – Windows NT, Unix, Linux

UNIT IV **10 hrs**

Networks – Basics of network – Uses of network – common network types – LAN,WAN, hybrid network – intranet and extranet – client server network

UNIT V **10 hrs**

Internet and WWW – Internet – concept of WWW – web browsers – HTML tags – URL – hyperlinks – Email services.

TEXT BOOKS

Peter Norton, 'Introduction to Computers', Sixth Edition, Tata McGraw Hill, New Delhi

REFERENCES

Gary B. Shelly, Steven M. Freund, Mesty E. Vermaat, 'Introduction to Computers', Eighth Edition, Shelly Cashman Series.

Mapping of CO's with GA's:

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO1	2			2								
CO2	2		1	2					**1**			**1**
CO3	5	2	1	1	2				**1**			**2**
CO4	5	3	1	1					**1**			**1**
CO5	1	1	1		3							**1**
Total	15	6	4	6	5				**3**			**5**
Scaled Value	3	1	1	1	1				**.5**			**1**

1 - Low, 2 – Medium, 3 – High

Semester	**I**
Subject Name	**UNDERSTANDING EDUCATION AND ITS PERSPECTIVE**
Subject Code	**XBE105**

L –T –P –C	**C:P:A**	**L –T –P –H**
3 - 1 – 0– 4	**4:0:0**	**4- 1 – 0 - 5**

Course Outcome		**Domain C or P or A**
CO1	*Recognize* the basic concepts of education	Cognitive
CO2	*Compares* the thinkers of Indian and western on education field	Cognitive
CO3	*Explain* the socio – cultural contest of education	Cognitive
CO4	*Justify* the concepts of values	Cognitive
CO5	*Distinguish* the problems and opportunities in Indian education society.	Cognitive

COURSE CONTENT

UNIT I	**Basic Concept of Education**	**5 hrs**

Concept, meaning, aims and function of education; Education and it's related concepts – Training, Instruction and Teaching; Education as a discipline and its inter disciplinary nature; Education as value development.

UNIT II	**Indian and Western Thinkers on Education.**	**15 hrs**

Indian and western thinkers on education: Educational thinkers and their contribution in developing principles of education

Indian: Gandhiji, Rabindranath Tagore, Aurobindo, Jiddu Krishnamurthy, Swami Vive-Kanada, Periyar.

Western: Plato, Rousseau, John Dewey, Montessori and Paulo Frieri

UNIT III	**Education and Socio – Cultural Context**	**5 hrs**

Education as an instrument of social change, Influence of education on society, family and their practices; Socio – cultural influences on the aims and organization of education; emerging trends in societies and their repercussions on education; Globalization and internationalization of education.

UNIT IV	**Social Values and the Teacher**	**10 hrs**

The concept of values – Democracy, Socialism, Secularism, Non- violence. National and emotional integration.

Issues related to professionalism – Code of professional ethics for teachers: learning facilitator and diagnostician.

Issues related to teachers motivation, working condition both in urban and rural areas, job satisfaction.

Issues related to teachers role performance, role perception, role ambiguity, overload, stress and strain.

Accountability of teachers – role of teacher's organization and unions in the development and improvement of quality of Education at the secondary school level.

UNIT V **Problems of Indian Society and Education** **10 hrs**

Problem of Indian Society: Population explosion, illiteracy, gender bias, child labour, cultural lag, unemployment, and under employment, brain drain, communal violence, ragging, eve teasing and terrorism

Educational problems: drop-out and stagnation. Self financing patterns in education. Gender inequalities in schools - public, private, rural, urban, and tribal.

Equalization of Educational Opportunities: Sex education, moral and value education, special educations, special educations for the challenged and gifted , co-education, supervisions and inspection.

Sessional Work:

- Readings on educational thinkers and presentation on the contribution of one of the thinkers (group work followed by discussion)
- Reading on education in Ancient India – Vedic, Buddhism and Jainism

TEXT BOOKS

1. Pathak, Avijit (2002) social Implications of Schooling, Delhi Rainbow Publishers.
2. Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman
3. Saraswathi T S (1999) Culture, Socialization and Human Development, Sage Publication.
4. Krishnamurthi J Education and the Significance of life, KFI Publications.
5. R.S. Peters: Concept of Education.
6. Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.
7. Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO.
8. Dewey J. (1952) Experience in Education Collier Macmillan.
9. Dewey J (1966) Democracy in Education, New York, Macmillan.

10. Gandhi M K (1956) Basic Education, Ahmedabad, Navajivan.
11. Govt. of India (1952) Report of the Secondary Education Commission, New Delhi
12. Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.
13. Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.
14. Mani R S (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society New Delhi.

Mapping of COs with GAs

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO1	3	2	3	2	2				**2**			2
CO2	3	2	2	2	2				**2**			2
CO3	3	2	1	2	2			**3**	**2**			2
CO4	3	2	1	2	2				**2**		2	2
CO5	3	2	1	1	2			1	2		2	2
Total	15	10	8	9	10			4	10		4	10
Scaled Value	3	2	2	2	2			1	2		1	2

1 - Low , 2 – Medium , 3 – High

.

Semester	**I**
Subject Name	**DIFFERENTIAL CALCULUS AND TRIGONOMETRY**
Subject Code	**XBE106**

L –T –P –C	**C:P:A**	**L –T –P –H**
4- 1 – 0– 5	**4:1:0**	**5– 1 – 0 – 6**

Course Outcome		**Domain/Level C or P or A**
CO1	***Apply*** basic differentiation rules to various functions and ***Understand*** the concept of maxima and minima.	Coginitive
CO2	***Understand*** the meaning of radius of curvatures and able to ***find*** the RCs for the conics in Cartesian and polar forms	Coginitive
CO3	Able to ***understand*** the concepts of properties of the complex number and ***solve*** the trigonometric expansions	Coginitive/ Psychomotor
CO4	***Recognise*** the relation between the circular and hyperbolic functions.	Coginitive/ Psychomotor
CO5	***Remembering*** the concepts of logarithm of complex number and valuing trigonometric series	Coginitive

COURSE CONTENT

UNIT I **5 hrs**

Methods of Successive Differentiation - Leibnitz's Theorem and its applications - Increasing & Decreasing functions - Maxima and Minima of function of two variables.

UNIT II **15 hrs**

Curvature - Radius of curvature in Cartesian and in Polar Coordinates - Centre of curvature - Evolutes & Involutes.

UNIT III **5hrs**

Modulus and amplitude form of a complex number, DeMoivre' theorem - Expansions of sin*nx*, cos*nx*, tan*nx* - Expansions of $\sin^n x$, $\cos^n x$ - Expansions of Sin*x*, Cos*x*, Tan*x* in powers of *x*.

UNIT IV **10hrs**

Hyperbolic functions - Relation between hyperbolic & circular functions - Inverse hyperbolic functions.

UNIT V **10 hrs**

Logarithm of a complex number - Summation of Trigonometric series.

L = 20hrs P = 20 hrs Library = 5 hrs Total = 45 hrs

TEXT BOOKS

1. T.K.Manicavachagam Pillai & others, Differential Calculus, S.V Publications, Chennai –1985 Revised Edition.
2. Engineering Mathematics, volume1, M.K.Venkataraman, Second Edition, National Publishing & Co.

REFERENCE

1. Shanti Narayan and P.K.Mittal, Differential Calculus, S.Chand & Company Ltd, Fifteenth Edition.
2. S. Narayanan, T.K. Manichavasagam Pillai, Trigonometry, S. Viswanathan Pvt Limited, and Vijay Nicole Imprints Pvt Ltd, 2004.
3. Schaum's Outlines, Advanced Calculus, Tata Mcgraw- Hill Company Limited, New Delhi.
4. Schaum's Outlines, Trigonometry, Tata Mcgraw- Hill Company Limited, New Delhi

Mapping of COs with GAs

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO1	1	3	1	2	1	2	2	3	0	1	2	1
CO2	1	3	2	2	1	2	2	1	1	1	2	2
CO3	1	3	1	1	1	2	2	2	1	1	2	3
CO4	1	3	2	2	1	2	0	2	1	1	2	1
CO5	3	3	2	1	1	1	0	1	1	1	2	2
Total	7	15	8	8	5	9	6	9	4	5	10	9
Scaled Value												

1 - Low , 2 – Medium , 3 – High

Semester	**I**
Subject Name	**PROPERTIES OF MATTER AND SOUND**
Subject Code	**XBE107**

L –T –P –C	**C:P:A**	**L –T –P –H**
4- 1 – 0– 5	**4:1:0**	**4-1-0-5**

Course Outcome		**Domain C or P or A**
CO1	***Identify*** the principles of elasticity, ***derive*** expression for twisting couple and ***determine*** rigidity modulus of a wire	Cognitive
CO2	***Develop Knowledge*** on bending of beams, its properties and ***application***	Cognitive/ Psychomotor
CO3	***Define*** surface tension, ***recall*** the concepts of low pressure and ***explain*** the methods of production of low pressure.	Cognitive
CO4	***Understand*** flow of liquid, viscosity and ***identify*** its ***applications.***	Cognitive/ Psychmotor
CO5	***Describe*** the production, propagation, perception & ***analysis*** of acoustical wave.	Cognitive

COURSE CONTENT

UNIT I	**ELASTICITY**	**5 hrs**

Stress – Strain Diagram – Elastic Module, Work done per unit volume in shearing strain – relation between elastic constants – Poisson's Ratio- Expression for Poisson's ratio in terms of elastic constants – Twisting couple on a wire – Work done in twisting – Torsional pendulum – Determination of rigidity modulus of a wire.

UNIT II	**BENDING OF BEAMS**	**15 hrs**

Expression for bending moment – Cantilever – Expression for depression – Experiment to find Young's Modulus – Cantilever oscillation – Expression for period – Uniform bending – Expression for elevation – Experiment to find Young's modulus using microscope – Non Uniform bending – Expression for depression – Experiment to determine Young's modulus using mirror and telescope.

UNIT III	**SURFACE TENSION**	**5 hrs**

Definition and dimensions of surface tension - Excess of pressure over curved surfaces - Application to spherical and cylindrical drops and bubbles - Variation of Surface tension with temperature - Jaegar's method. Physics of Low Pressure. Production and Measurement of low pressure - Grades' molecular pump - Rotary pump - Knudsen absolute gauge.

UNIT IV **VISCOSITY** **10 hrs**

Co-efficient of viscosity and its dimensions - Rate of flow of liquid in a capillary tube - Poiseuilles' formula - Experiment to determine co-efficient of viscosity of a liquid - Variation of viscosity of a liquid with temperature - Applications of viscosity.

UNIT V **SOUND** **10hrs**

Laws of transverse vibrations in strings – verification by Sonometer - Music and noise- Characteristics of musical sound. Reverberation and Reverberation time – Sabine's formula – Optimum reverberation – Measurement of reverberation time – Absorption coefficient – Acoustics design – Ultrasonics – Production- Piezo electric oscillator and magnetostriction oscillator method – Properties – Applications.

L = 60 hrs T = 15 hrs Total = 755 hrs

TEXT BOOKS

1. Properties of matter – Brijlal and Subramanian
2. A text book of sound – N. Subrahmaniyam and Brijlal

REFERENCES

1. Properties of matter – D.S. Mathur.
2. Properties of matter – Subramanian Iyer and Jeyaraman.
3. Oscillations, waves and sound – L.P. Sharma, H.C. Saxena.
4. A text book of sound R. L. Saigal .

Mapping of COs with GAs

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO1	3	2	3	2	2				**2**			2
CO2	3	2	2	2	2				**2**			2
CO3	3	2	1	2	2				**2**		3	2
CO4	3	2	1	2	2				**2**			2
CO5	3	2	1	1	2				2		3	2
Total	15	10	8	9	10				10		6	10
Scaled Value	3	2	2	2	2				2		1	2

1 - Low , 2 – Medium , 3 – High

Semester	**I**
Subject Name	**GENERAL CHEMISTRY-I**
Subject Code	**XBEC108**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 –0– 4	**3:0:1**	**4 – 1 – 0- 5**

Course Outcome		**Domain C or P or A**
CO1	***Identify*** the various families of elements and ***describe*** the periodic properties like periodic trends, extraction preparation and properties of p- Block elements and their compounds.	Cognitive
CO2	***Explain*** the behavior and chemical properties of compounds of p- Block elements and Nobel gases.	Cognitive
CO3	***Illustrate*** the various haloalkanes compounds and ***Describe*** the mechanism of nucleophile and electrophonic substitution reactions.	Cognitive/ Affective
CO4	***Describe*** the stereochemistry of molecules and ***Discuss*** the properties related to their conformations.	Cognitive /Affective
CO5	***Identify*** and ***Relate*** the structure and properties of solid state, liquid crystals and colloids	Cognitive

COURSE CONTENT

UNIT I	**ATOMIC STRUCTURE AND BASIC QUANTUM MECHANICS**	**9+3 hrs**

Dualism of light – Wave nature of radiation classical theory of electromagnetic, radiation and classical expression for energy in term of amplitude. Particle nature of radiation – Black body radiation and Planck's quantum theory, photoelectric effect and Compton effect – de Broglie hypothesis and Davisson and Germer experiment. Heisenberg's uncertainty principle. Schrödinger wave equation – Physical significance of psi function. Properties of psi function

UNIT II	**ATOMIC STRUCTURE AND PERIODIC PROPERTIES**	**9+3 hrs**

Quantum numbers and their significance. Wave picture of electron – Concept of atomic orbitals. Shapes of s, p and d orbitals. Nodal planes and nodal points in atomic orbitals g and u character of atomic orbitals-Principles governing the occupancy of electrons in various quantum levels-Pauli's exclusion principle, Hund's rule, Aufbau Principle, stability of half-filled and fully filled orbitals.

Classification as s, p, d & f block elements, variation of atomic volume, atomic and ionic radii, ionisation potential, electron affinity and electro negativity along periods and groups – Variation of metallic characters – Factors influencing the periodic properties.

UNIT III	PRINCIPLES OF WET CHEMICAL ANALYSIS AND ACID –BASE THEORY	9+3hrs

Qualitative Analysis: Solubility Product – Principle of Elimination of interfering anions, Common Ion Effect – Complexation reactions including spot tests in qualitative analysis – Reactions involved in separation and identifications of cations and anions in the analysis – Semi Micro Technique.

Titrimetry: Definitions of molarity, normality, molality and mole fraction – Primary and Secondary standards – Types of titrimetric reactions – acid-base, redox, precipitation and complexo metric titrations – Indicators – Effect of change in pH – Neutralization, redox, adsorption and metal ion indicators.

Acids and Bases: Arrhenius, Protonic and Lewis Theories of Acids and Bases – Usanovich's generalized definition – Relative strengths of Acids and Bases – Dissociation constant of Acids and Bases – Levelling effect of water. Hard and soft acids and bases (HSAB)

Oxidation and Reduction Reactions: Oxidation number concept – Balancing redox equations by Oxidation number method and lon-electron method – Equivalent weight of oxidizing and reducing agents.

UNIT IV	COVALENT BONDING AND STRUCTURE	9+3hrs

Covalent bonding – Concept of hybridization – Structure of organic molecules based on sp^3, sp^2 and sp hybridization – Covalent bond properties of organic molecules: bond length, bond angle, bond energy, bond polarity, dipolemoment, inductive, mesomeric, electromeric, resonance and hyperconjugative effects – Naming of organic compounds

(up to 10 carbon systems) – Hydrocarbons – Mono functional compounds – Bi – functional compounds – Isomerism – Types of isomerism (structural and stereoisomerisms) with appropriate examples .

UNIT V	CHEMISTRY OF ALKANES AND CYCLOALKANES	9+3 hrs

Petroleum source of alkanes – Methods of preparing alkanes and cycloalkanes - Chemical properties – Mechanism of free radical substitution in alkanes by halogenation

– Uses – Conformational study of ethane and n-butane-Relative stability of cycloalkanes from cyclopropane upto cyclooctane – Bayer's Strain theory – Limitations – Cyclohexane and mono –cyclohexanes.

L = 45 hrs T =15 hrs Total = 60 hrs

REFERENCES

1. Puri B.R..,Sharma L.R., Kalia K.K.,Principles of Inorganic Chemistry, (23rd edition), New Delhi, Shoban Lal Nagin Chand & Co., (1993).
2. Lee J.D., Concise Inorganic Chemistry, UK, Black well science (2006).
3. Puri B.R..,Sharma L.R., Pathania M.S.,Principles of Physical Chemistry, (23rd edition), New Delhi, Shoban Lal Nagin Chand & Co., (1993).
4. Glasstone S., Lewis D.,Elements of Physical Chemistry, London, Mac Millan & Co. Ltd.
5. Morrison R.T. and Boyd R.N., Organic Chemistry (6th edition), New York, Allyn & Bacon Ltd., (1976).
6. Bahl B.S. and Arun Bahl, Advanced Organic Chemistry, (12th edition), New Delhi, Sultan Chand & Co., (1997).
7. Frank J. Welcher and Richard B. Hahn, Semi micro Qualitative Analysis, New Delhi, Affiliated East-west Press Pvt. Ltd. (1969).

Mapping of COs with GAs

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO1	3	2	3	2	2				**2**			2
CO2	3	2	2	2	2				**2**			2
CO3	3	2	1	2	2				**2**			2
CO4	3	2	1	2	2				**2**		2	2
CO5	3	2	1	1	2				2		3	2
Total	15	10	8	9	10				10		5	10
Scaled Value	3	2	2	2	2				2		1	2

1 - Low , 2 – Medium , 3 – High

Semester	**I**
Subject Name	**PROGRAMMING IN C**
Subject Code	**XBES108**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 - 0- 4	**3.0:0.5:0.5**	**4- 1- 0- 5**

Course Outcome:		**Domain** (C or P or A)
CO1	Identify and explain the data types in C and basic arithmetic operators in C	Cognitive
CO2	Explain the different looping statement and choose appropriate C statement	Cognitive/Affective
CO3	Understand the concepts of functions and procedures	Cognitive
CO4	Recognizes the uses of arrays	Cognitive
CO5	Explain the function concept in C and choose function to write C Programme.	Cognitive/ Affective

COURSE CONTENT

UNIT-I

C fundamentals Character set - Identifier and keywords - data types - constants - Variables - Declarations - Expressions - Statements - Arithmetic, Unary, Relational and logical , Assignment and Conditional Operators - Library functions.

UNIT –II **9+3 hrs**

Data input output functions - Simple C programs - Flow of control - if, if-else, while, do-while, for loop, Nested control structures - Switch, break and continue, go to statements - Comma operator.

UNIT-III **9+3 hrs**

Functions – Definition, prototypes, passing arguments, Recursion. Storage Classes – Automatic, External, Static, Register Variables.

UNIT -IV **9+3 hrs**

Arrays - Defining and Processing - Passing arrays to functions - Multi-dimension arrays - Arrays and String. Structures - User defined data types - Passing structures to functions - Self-referential structures - Unions - Bit wise operations.

UNIT V **9+3 hrs**

Pointers - Declarations - Passing pointers to Functions - Operation on Pointers - Pointer and Arrays - Arrays of Pointers - Structures and Pointers - Files: Creating, Processing, Opening and Closing a data file.

L=45 hrs P=0 hrs T=15 hrs Total = 60 hrs

TEXT BOOKS

1. Balagurusamy E., Programming in ANSI C, Third edition, Tata McGraw-Hill, 2006
2. Ashok N.Kamthane, Programming with ANSI and Turbo C, Pearson Education, 2006

REFERENCES

1. B.W. Kernighan and D.M.Ritchie, The C Programming Language, 2nd Edition, PHI, 1988.
2. H. Schildt, C: The Complete Reference, 4th Edition, TMH Edition, 2000.
3. Kanetkar Y., Let us C, BPB Pub., New Delhi, 1999.
4. Byron S Gottfried,"Programming with C", Schaum's Outline Series – Tata McGraw Hill Publications, New Delhi.

Mapping of CO's with GA's:

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO1	2			2								
CO2	2		1	2					**1**			**1**
CO3	5	2	1	1	2				**1**			**2**
CO4	5	3	1	1					**1**			**1**
CO5	1	1	1		3							**1**
Total	15	6	4	6	5				**3**			**5**
Scaled Value	3	1	1	1	1				**1**			**1**

1 - Low, 2 – Medium, 3 – High

Semester	**I**
Subject Name	**PHYSICS PRACTICAL –I**
Subject Code	**XBE109**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 - 2- 2	**1.2:0.4 :0.4**	**0 - 0-2-2**

Course Outcome:		**Domain**(C or P or A)
CO1	***Use*** laboratory techniques such as ***accuracy*** of measurements and ***determination*** of modulus of material.	Cognitive / Psychomotor
CO2	***Explain*** *and* ***give*** the characteristics of semiconductor devices.	Cognitive Psychomotor
CO3	Gain ***knowledge*** and ***identify*** the various laws of thermal, viscous and surface tension.	Cognitive Psychomotor
CO4	***Manipulate*** the optical, electrical and heat properties with excellent ***application*** knowledge.	Cognitive/ Affective Psychomotor
CO5	***Use*** *basic* ***knowledge*** *to find resistance material.*	Cognitive /Affective Psychomotor

COURSE CONTENT

Choose any **EIGHT** Experiments only	**7 + 8 +9 hrs**

1. Young's modulus - Non uniform bending – Scale and telescope
2. Young's modulus – Non uniform bending –Pin and microscope.
3. Koenings – Uniform Bending Method – Young's Modulus.
4. Screw Gauge and Vernier Caliper (Measurements)
5. Surface tension and interfacial surface tension by drop weight method.
6. Coefficient of viscosity – burette method.
7. Newton's law of cooling – Specific heat capacity of the liquid.
8. Convex lens –Focal length – Combination method(two types)
9. Transistor characteristics – common base.
10. Potentiometer –Voltmeter calibration(low range)
11. Meter bridge – determination of specific resistance.
12. Potentiometer – Thermister – Temperature Coefficient.

L= 0hrs T=0hrs P= 30hrs Total =30 hrs

Semester	**I**
Subject Name	**VOLUMETRIC ANALYSIS LAB – I**
Subject Code	**XBEC110**

L –T –P –C	**C:P:A**	**L - T –P –H**
0- 0 –2 - 2	**1.2:0.4:0.4**	**0– 0- 2– 2**

Course Outcome		**Domain (C or P or A)**
CO1	***Identify*** the various Metals in the solution.	Cognitive
CO2	***Estimate*** the amount of acids using volumetric method.	Cognitive Psychomotor
CO3	***Estimate*** the amount of bases using volumetric method.	Cognitive/Psychomotor /Affective
CO4	***Identify*** the various Metals in the solution.	Cognitive Psychomotor
CO5	***Estimate*** the amount of acids using volumetric method.	Understand

COURSE CONTENT

Titrimetric Analysis **9 hrs**

1. Estimation of HCl by NaOH using a standard oxalic acid solution
2. Estimation of Na_2CO_3 by HCl using a standard Na_2CO_3 solution
3. Estimation of oxalic acid by $KMnO_4$ using a standard oxalic acid solution
4. Estimation of Iron (II) sulphate by $KMnO_4$ using a standard Mohr's salt solution.
5. Estimation of Ca (II) by $KMnO_4$ using a standard oxalic acid solution.
6. Estimation of $KMnO_4$ by thio using a standard $K_2Cr_2O_7$ solution.

P= 30 hrs **Total = 30 hrs**

Semester	**I**
Subject Name	**PROGRAMMING IN C LAB**
Subject Code	**XBES110**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 – 2– 2	**1.2:0.8:0**	**0-0-2-2**

Course Outcome		**Domain C or P or A**
CO1	***Ability*** to write C programmes for simple problems and ***construct*** flow chart for real time problems.	Cognitive Affective
CO2	***Demonstrate the use of*** various C statements. ***Write*** C Programmes with arrays	Cognitive
CO3	***Use*** the concept of pointers to write programmes	Cognitive /Affective

COURSE CONTENT **30hrs**

1. Solution of a Quadratic Equation (all cases)
2. Sum of Series (sine, cosine, exponential).
3. Ascending and descending order of numbers using Arrays
   (Use it to find Largest and Smallest Numbers).
4. Sorting of names in Alphabetical order.
5. Matrix operations (Addition, Subtraction, Multiplication – using functions).
6. Finding factorials, generating Fibonacci Numbers using recursive functions.
7. String manipulations without using string functions (string length, string comparison, string copy, palindrome checking, counting words and lines in strings (Use function pointers)).
8. Creation and processing of Sequential files for payroll and Mark list preparation (use structures for Record Description).
9. Basic exercise in dynamic memory allocation & Pointer usage.

L = 0 hrs P = 30 hrs Total = 30 hrs

Mapping COs with Pos

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**
CO1	**3**			2		2			2	2	1
CO2	**3**			1		1			1	3	
CO3	**3**			1		3			2	3	1
	6			4		6			5	6	2

1- Low 2- Medium 3 – High

Semester	**II**
Subject Name	**TAMIL - II**
Subject Code	**XBE201**

L –T –P –C	**C:P:A**	**L –T –P –H**
2- 1 – 0–3	**2:0:1**	**3 - 1– 0 - 4**

Course Outcome		**Domain C or P or A**
CO1	சிற்றிலக்கியங்களின் சிறப்புக்களைத் தெரிந்து கொள்ளல்.	அறிதல்/பட்டியலிடுதல், வரையறுத்தல், நினைவுகூர்தல்
CO2	இடைக்கால இலக்கியத்தினையும், சமய இலக்கியத்தினையும் நடைமுறையில் பயன்படுத்துதல்.	அறிதல்/அடையாளம் காணுதல், விவாதித்தல்,
CO3	உலா மற்றும் முக்கூடற்பள்ளு இலக்கியங்களின் வழி மக்கட்பண்புணர்தல்.	அறிதல்/அமைத்தல், மதிப்பிடுதல், பதிலளித்தல்
CO4	புதின இலக்கிய வரலாற்றில் தெளிவு பெறல்.	உணர்தல், உளப் பகுப்பாய்வு செய்தல்/போலச்செய்தல், உள்வாங்குதல்
CO5	தமிழிலக்கண ஒற்றுப்பிழைகளை நீக்கும் வழிவகைஅறிதல் மற்றும் கலைச் சொல்லாக்கம் குறித்து தெளிவு பெறல்.	உணர்தல், உளப் பகுப்பாய்வு செய்தல் / உற்றுநோக்கல், பயிற்சி எடுத்தல்

COURSE CONTENT

UNIT I	**செய்யுள்**	**15 hrs**
	1. கலிங்கத்துப் பரணி - போர் பாடியது - முதல் 11 பாடல்கள் 2. குற்றாலக் குறவஞ்சி	
UNIT II	**செய்யுள்**	**15 hrs**
	3. முக்கூடற் பள்ளு - நாட்டு வளம் 4. உலா	
UNIT III	**இலக்கிய வரலாறு - 3**	**15 hrs**
	சிற்றிலக்கியங்கள் - புதின இலக்கியங்கள்	
UNIT IV	**இலக்கிய வரலாறு** - 4	**15 hrs**
	சிற்றிலக்கிய காலம் - சிற்றிலக்கிய கால இலக்கியங்கள் - அவற்றின் தோற்றம் மற்றும் வயர்ச்சி - அவற்றின் விளக்கங்கள். **புதின இலக்கியங்கள் - தோற்றம் - வளர்ச்சி - வகைப்பாடுகள் - அவை பற்றிய விளக்கங்கள்.**	
UNIT V	**இலக்கணம்**	**15hrs**

இலக்கணம் வல்லெழுத்து மிகும் இடம், மிகா இடம் - கலைச் சொல்லாக்கம்.

L = 45 hrs T = 30 hrs Total = 75 hrs

TEXT BOOKS

1. கலிங்கத்துப்பரணி
2. குற்றாலக்குறவஞ்சி
3. முக்கூடற்பள்ளு
4. தமிழிலக்கிய வரலாறு
5. தமிழிலக்கணம்

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	1		2	2		1	1	1	1	1
CO2	3	2	1		2	1	2	1	1	2	1	1
CO3	3	2	2		2	1	1	1	2	1	1	2
CO4	3	2	1		3	3	1	1	1	1	1	2
CO5	3	2	2		2	1	1	1	1	1	1	1
Total	15	10	7		11	8	5	5	6	6	5	7
Scaled Value	3	2	1		2	2	1	1	1	1	1	1

1 - Low , 2 – Medium , 3- High

Semester **II**
Subject Name **ENGLISH - II**
Subject Code **XBE202**

L –T –P –C	**C:P:A**	**L –T –P –H**
2- 1 – 0- 3	**3:0:0**	**2- 2 – 0 – 4**

Course Outcomes		**Domain C or P or A**
CO1	*Creates* new content of the writing and meaning	Cognitive
CO2	*Paraphrases* the speeches and interprets the principles of speakers	Cognitive
CO3	*Prepares* letters with modern style of writing	Cognitive

CO4	*Interprets* the meaning and understands the poems	Cognitive

COURSE CONTENT

UNIT-I	**Descriptive Grammar**	**12 hrs**
	Function of Auxiliaries: Modals; Question form	
UNIT –II	**Development of Language Competence**	
	To be based on the use of multiple texts which address issues of multiculturalism, gender, racism and texts which relate with current issues and contemporary trends. Short stories, comic strips, cartoons and animations (both print and non – print media) to be used, speeches of famous persons, diaries, travelogues can also be used.	
UNIT-III	**Writing for Functional Purpose**	
	Letter – writing (Professional / Personal) / Samples of Letters	
UNIT-IV	**Literature - Short Poems**	
	Walter de la Marc – the Listeners Tennyson – Charge of the Light Bridge Robert Frost – Stopping by Woods. Nissim Ezekiel – Night of the Scorpion	
UNIT-V	**Sessional Work:**	
	Students write letters to the editor of a newspaper about their opinion with respect to an issue which is currently being debated. Groups collect folklore, tales and legends of their region / language. They relate them in class focusing on fluency, logical arrangement of information and the use of body language in storytelling. Collection of short stories.	

L=45 hrs T =15 hrs Total = 60 hrs

Suggested Readings:

1. Chan . et. Al. (1997) *Professional Writing Skills,* San Anselma, CA.
2. Fiderer, A. (1994) *Teaching Writing: A Workshop Approach*. Scholastic.
3. Block, C. C. (1997). *Teaching the Language Arts,* 2nd Ed. Allyn and Bacon
4. Mckay. Et al. (1995). The Communication skills Book, 2nd Ed. New Harbinger publication.
5. Dr. Palani Arangasamy. Senior English Grammar July 2011. Siva Publications. Thanjavur.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO2
CO1	3	3	3		3	2	2	3	2	2				
CO2	3	3	2					3	2	2			2	2
CO3	3	3	2			3		3	3					2
CO4	3	3	2		3		2	3	2				2	
Total	12	12	9		6	5	4	12	9	4			4	4
Scaled Value	3	3	2		2	1	1	3	2	1			1	1

1 - Low, 2 – Medium, 3 – High

Semester	**II**	
Subject Name	**ENVIRONMENTAL EDUCATION**	
Subject Code	**XBE203E**	
L –T –P –C	**C:P:A**	**L –T –P –H**
2-0-0-2	**1.5:0:0.5**	**2- 0 – 0- 2**

Course Outcomes		**Domain C or P or A**
CO1	***appreciate*** the need for protection and conservation of living and non-living environmental resources and sustainable development	Cognitive
CO2	***Understand*** the harmful effects of environmental pollution and preventive measures.	Affective
CO3	***Distinguishes*** the environment and Human Health.	Cognitive

COURSE CONTENT

UNIT I	**Environment: Natural Resources, Biodiversity and their Conservation**

a. Multidisciplinary Nature of Environment: Studies, concept, Scope and Importance.
b. Natural Resources - renewable and non-renewable (Forest, water, mineral, food, energy and land resources); Associated problems and strategies for Conservation and Sustainable Development.
c. Ecosystem – concept, components, energy flow, types of ecosystem
d. Biodiversity – Genetic, species and ecosystem diversity; status of Biodiversity – global, national and local; Utilitarian values and ethics of biodiversity; Hotspots of biodiversity and associated threats of habitat destruction; endangered and endemic species of India; In-situ and ex-situ conservation of Biodiversity.
e. Disaster Management; Floods, earthquakes, cyclone and landslides.

UNIT II	**Environmental Concerns and Legislative Measures**

From unsustainable to sustainable development, urban problems related to energy, water conservation, rain water harvesting, watershed management, resettlement and rehabilitation of people; its problems and concerns.

a. Environmental ethics : Issues and possible solutions,
b. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust; Wasteland reclamation. Consumerism and waste products.
c. Population growth, variation among nations; Population explosion – Family Welfare Programme; HIV / AIDS; Environment and human health
d. Environmental pollution- Air, water, soil, marine, noise and thermal pollution, nuclear hazards; solid waste management and conservation, preventive measures of pollution.
e. Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation; Public awareness).

Sessional activities

a. Visit to document environmental assets - river / forest / grassland/ hill/national parks.
b. Visit to a local polluted site : Urban / Rural / Industrial / Agricultural

c. Study of common plants, insects, birds
d. Study of simple ecosystems – pond, river, hill slopes, etc.
e. Project on environmental pollution in the nearby sites
f. Preparation of exhibits on environmental themes and organize an exhibition
g. Conduct a survey of environmental problems of the community

L=30 hrs P = 0 hrs Total = 30 hrs

REFERENCES

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad –380 013, India, Email:mapin@icenet.net (R)
3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
4. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P. 1993. Water in Crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
9. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
12. Mckinney, M.L. & School, R.M. 1996. Environmental Science Systems & Solutions, Web enhanced edition. 639p.
13. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
16. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.

17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
22. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO 2
CO1	3		1	2	3					1			3	2
CO2	3		1	2	3		2			1			2	1
CO3			2	3	3		2	3						
CO4			1		3					2				
Total	6		5	7	12		4	3		4			5	3
Scaled Value	2		1	2	3		1	1		1			1	1

1 - Low, 2 – Medium, 3 – High

Semester	**II**	
Subject Name	**SOFTWARE PACKAGES - LAB**	
Subject Code	**XBE 204**	
L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 – 3- 3	**1.5:1:0.5**	**0-0 - 3- 3**

Course Outcomes		**Domain C or P or A**
CO1	Apply the concept of windows and identifies the command	Cognitive Psychomotor
CO2	Apply the concept of MS-Word and identifies the command	Cognitive Psychomotor

CO3	Apply the concept of MS-Excel and identifies the command	Cognitive Psychomotor
CO4	Apply the concept of MS Powerpoint and identifies the command	Cognitive Psychomotor

COURSE CONTENT

UNIT I	**WINDOWS**

1. Creating folder, cut, copy, paste, managing file and folder in windows.
2. Arrange icons, set display properties
3. Adding and removing software and hardware
4. Setting date and time, screen saver and appearance.
5. Using windows accessories.
6. Settings of all control panel items
7. Search file

UNIT II	**MS-Excel**

1.Creating & Editing Worksheet, Fill Handle
2. Use Formulas and Functions
3. Preparing Charts

UNIT III	**MS-Powerpoint**

1. Creating, Manipulating & Enhancing Slides,
2. Inserting Organizational Charts, Excel Charts
3. Using Word Art
4. Putting Animations and Sounds
5. Inserting Animated Pictures
6. Inserting Recorded Sound Effect

TEXT BOOKS

[1] Peter Norton, ‘ Introduction to Computers’, Sixth Edition, Tata McGraw Hill, New Delhi.

REFERENCES

[1]. Gary B Shelly, Steven M. Freund, Mesty E. Vermaat, ‘ Introduction to Computers’, Eighth Edition, Shelly Cashman Series.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3		1	3					
CO2	1	2								
CO3	1	3				2				
CO4	1	2	2	1			1	1		
Total	6	11	3	2	3	2	2	2		
Scaled Value	2	3	1	1	1	1	1	1		

1 - Low , 2 – Medium , 3 – High

Semester	**II**
Subject Name	**EDUCATIONAL PSYCHOLOGY- UNDERSTANDING THE LEARNER**
Subject Code	**XBE 205**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 –0– 4	**3:0:1**	**3-1-0- 4**

Course Outcome		**Domain C or P or A**
CO1	***Explain*** the concepts learning, remembering and forgetting transfer of learning and ***evaluate*** the theories of learning in various learning situations.	Cognitive
CO2	***Explain*** the theories of motivation and ***evaluate*** role of rewards and punishments, success and failure, cooperation and competition, level of aspiration and achievement motivation in an individual's development.	Cognitive
CO3	***Examine*** the various ways of providing education and methods of prevention and treatment of exceptional children	Cognitive
CO4	***Discuss*** the importance of mental health and hygiene and guidance and counselling.	Cognitive
CO5	***Evaluate*** *the personality and its* applications	Cognitive

COURSE CONTENT

UNIT I	**NATURE OF EDUCATIONAL PSYCHOLOGY**	**9 hrs**

Meaning and nature of psychology, branches (pure and applied); Educational psychology- Meaning, scope, limitations and significance of educational psychology to the teacher; Methods of studying Educational Psychology- Introspection, Observation, Experimental and Case Study

UNIT II	**HUMAN GROWTH AND DEVELOPMENT**	**9 hrs**

Interaction of nature and nurture; Growth and Development: Principles and factors influencing growth and development, distinction among maturation, learning and development. Stages of development- Infancy to Adolescence, Needs and problems of adolescents. Dimensions of Development- physical and motor development, Social development – factors of social development – social maturity – Erikson's stages of social development – meaning , positive and negative emotions – emotional control and maturity – moral development – Kohlberg's stages of moral development – Aesthetic development – developmental tasks.

UNIT III	COGNITIVE DEVELOPMENT	9 hrs

Cognitive Process, Attention – Factors relating to attention, Kinds of attention – Inattention, distraction and division of attention – Span of Attention. Sensation and Perception – Factors relating to Perception, Perceptual errors- Concept formation - Nature and Types of Concepts Piaget's stages of cognitive development – Bruner's theory - Concept maps –Imagery – Language and Thinking- Reasoning and Problem Solving –Implications to the teacher.

UNIT IV	INTELLIGENCE AND CREATIVITY	9 hrs

Nature of Intelligence - Distribution of Intelligence – Theories of Intelligence: Single, Two factor and Multifactor theories, Guilford's structure of the Intellect, Gardner's Multiple Intelligence Theory- Constancy of IQ – Assessment of Intelligence- Uses of Intelligence tests. The Process of Creativity - Creativity and Intelligence – Identification and promotion of Creativity- Thinking: Convergent and Divergent thinking.

UNIT V	PERSONALITY AND ASSESSMENT	9 hrs

Meaning and Definitions of Personality – Major Determinants of Personality – Theories of Personality - Type, Trait, Type and Trait, Psychoanalytic. Assessment of Personality: Projective and Non projective Techniques. Aptitude: concept, types and measurement. Attitude, self-concept, self-esteem and interest: concept and measurement, Integrated Personality.

L = 45 hrs T – 15 hrs Total = 60 hrs

REFERENCES

1. Alison, G. (2004). Exploring cognitive development: The Child as problem solver (1st Ed). U.S: Blackwell Pub.
2. Allport, G.W, (1960). Personality: A psychological Interpretation .New York: Henry Holt and Company.
3. Benjamin, W.B., (1985). Hand book of Human Intelligence:Theories,Measurement and Application John, London : Wiley of Sons Inc.
4. Berk,Laura E, (2003). Child Development (6th ed). New Delhi : Prentice Hall of India.
5. Cara, F. (1998). Practicals for psychology: A student workbook. London :Routledge.
6. Chauhan, S.S., (1983). Psychology of Adolescence. New Delhi: AlliedPublication.

7. Chobra, R. K. (2006). Elements of educational psychology. New Delhi: Arise Publishers.
8. Graham, R. (2008). Psychology: The key concepts. London: Routledge.
9. Hilgard, E.F., & Richard, E. C. (1971). Introduction to psychology (5th ed). New York: Harcourt Brace.
10. John, W. S. (2006).Educational psychology: Classroom update preparing for PRAXIS and the classroom. U.S: Mc Graw Hill Company.
11. Mangal, S. K. (1981). Psychological foundations of education. Ludhiana: Parkash Bros.
12. Michael, W. E. (2004). Psychology: An international perspective. USA: Psychology Press.
13. Morgon., &King. (1976). Introduction to psychology. Delhi: Tata McGraw Hill.
14. Murthy, S. K. (1970). Essential foundations of educational psychology. Ludhiana: Tandon Pub.
15. Samuel, W. (2007). The intellectual and moral development of the present age. U. Kessinger Pub Co.
16. Thomas, M. H.(2005). A student's guide to studying psychology- London: Psychology Press.

Mapping of COs with GAs

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO1										3	3	
CO2			1	2	2	2	1	1	1	2	3	
CO3			1	1	3	1		2		3	1	
CO4	2		1	1		1	1		3		3	3
CO5	2		1	3		1	1					3
Total	4		4	7	5	5	3	3	4	8	10	6
Scaled Value	1		1	1	1	1	1	1	1	2	2	1

1- Low; 2- Medium; 3- High

Semester	**II**
Subject Name	**ALGEBRA AND NUMERICAL ANALYSIS**
Subject Code	**XBE206**

L –T –P –C	**C:P:A**	**L –T –P –H**
4 - 1 – 0 - 5	**4:1:0**	**5 – 1 –0- 6**

Course Outcome:		**Domain/Level C or P or A**
CO1	***Explain*** the concept of Theory of Equations and apply it for solving the problems Forming equations with the given roots and all types of Descarte's rule.	Cognitive
CO2	***Explain*** an algebraic or transcendental equation and ***Solve* using** a Newton Raphson Method, Bisection method, Gaussian Elimination method, Gauss Jacobi iterative methods. **Follows the a**ppropriate numerical methods for solving problems	Cognitive Affective
CO3	***Apply*** Finite differences methods to approximate and interpolate a polynomial function**.** ***Perform*** Finite differences methods to solve a polynomial function using Newton's forward & backward difference interpolation formulae, Lagrange's interpolating polynomial and Divided differences.	Cognitive Affective
CO4	***Explain*** the use of interpolation methods and numerical differentiation to ***Find*** the first, second order derivatives and integration problems using Trapezoidal rule & Simpson's 1/3 and 3/8 rules.	Cognitive/

COURSE CONTENT

UNIT I **9+3 hrs**

Theory of Equations: Transformations of equations - Diminishing, Increasing and multiplying the roots by a constant – Forming equations with the given roots - Reciprocal equations – all types of Descarte's rules of signs (statement only) – simple problems.

UNIT II **9 +3hrs**

Algebraic & Transcendental equations – Bisection Method, Method of False Position, Newton Raphson Method, Iteration method. Solutions to Linear systems – Gaussian Elimination method – Gauss Jacobi & Gauss Seidel iterative methods. Statement of the Convergence conditions.

UNIT III **9+3 hrs**

Finite differences – Forward, Backward & Central differences – Their symbolic relations – Newton's forward & backward difference interpolation formulae – Interpolation with unevenly spaced intervals - Lagrange's interpolating polynomial – Divided differences and their properties – Newton's divided differences interpolation formula.

UNIT IV **9+3 hrs**

Numerical differentiation, Numerical Integration using Trapezoidal rule & Simpson's 1/3 and 3/8 rules.

UNIT V **9+3 hrs**

Numerical solution of ODE – Solution by Taylor Series Method , Picard's method, Euler's Method , Modified Euler's Method , Runge Kutta 2^{nd} and 4^{th} order methods, Adam's Predictor Corrector Method & Milne's Predictor Corrector Methods.

L=45 hrs T= 15 hrs Total = 60 hrs

TEXT BOOKS

[1] K.Manickavasagam Pillai & others, Algebra volume I, S. V. Publications – 1985 revised Edition.

[2] S.S.Sastry, Introductory Methods of Numerical Analysis, Prentice Hall of India Pvt.Limited, 1995.

REFERENCES

[1] A. Singaravelu, Numerical Methods, Meenachi Agency, June 2000.

[2]. P.Kandasamy, K.Thilagavathy, K.Gunavathy, Numerical Methods, S.Chand & Company Ltd, New Delhi.

[3]. Schaum's Outlines, Numerical Analysis 2^{nd} edition, Tata Mcgraw- Hill Company Limited, New Delhi.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO2
CO1	2	1	1	1	1	1		1		1		2		2
CO2	1	1	1	2	2	2	2	1		1		1		2
CO3	1	2	1	2	1		1	1		1		1		1
CO4	2	2	4	2	2			1		1		2		1
Total	6	6	7	7	6	3	3	4		4		6		**6**
Scaled Value	2	2	2	2	2	1	1	1		1		2		**2**

1 - Low, 2 – Medium, 3 – High

Semester	**II**
Subject Name	**MECHANICS AND RELATIVITY**
Subject Code	**XBE207**

L –T –P –C	**C:P:A**	**L –T –P –H**
3 - 1 – 0 - 4	**4:0:0**	**4 –1 –0- 5**

Course Outcome:		**Domain/Level C or P or A**
CO1	**Find** the notions of slope and inclination of lines, including angles between lines, parallel lines, and perpendicular lines and skew lines.	Cognitive
CO2	**Apply** the relationship between equations in two variables and graphs in the plane and use the equations to find pertinent information such as points of intersection, and intercepts.	Cognitive
CO3	**Decide** when it is appropriate to use the method known as integration by parts	Cognitive
CO4	**Apply** the formula for integration by parts to definite and indefinite integrals	Cognitive
CO5	**Acquire** the beta and gamma function	Cognitive

COURSE CONTENT

UNIT I	**PROJECTILE, IMPULSE & IMPACT**	**9 hrs**

Projectile- Path of a projectile is a parabola – Range on a inclined plane – Impulse – Impact – Impulsive force – Laws of impact – Impact of a smooth sphere on a horizontal plane – Direct & oblique impact – Loss of kinetic energy – Motion of two interacting bodies

UNIT II	**DYNAMICS OF RIGID BODIES**	**9 hrs**

Kinetic energy of rotation – Angular momentum of a rotating body – Compound pendulum – equivalent simple pendulum – reversibility of centres of oscillation and suspension – centre of percussion – minimum period – Determination of g and radius of gyration of a bar pendulum. Law of conservation of momentum – Center of mass - Velocity and Acceleration of centre of mass – System of variable mass- Equation of a Rocket motion – conservation of linear and angular momentum.

UNIT III	**GRAVITATION, CENTER OF GRAVITY AND CENTRE OF PRESSURE**	**9 hrs**

Newton's law of gravitation - Boy's method of determination of G - Kepler's laws - orbital velocity and escape velocity - Geo-stationary and Communication-Satellites Centre of gravity of solid and hollow tetrahedron, solid and hollow

hemisphere. Centre of pressure - vertical rectangular lamina - vertical triangular lamina.

UNIT IV HYDRODYNAMICS 9 hrs

Equation of continuity of flow - venturimeter - Pitot's tube for liquids - Euler's equation for unidirectional flow - Torricelli's theorem - Bernoulli's theorem and applications. Laws of floatation - meta centre - meta centric height of a ship. Atmospheric pressure its variations with altitude - reasons for such variations.

UNIT V THEORY OF RELATIVITY 9 hrs

Galilean-Newtonian relativity, Galilean frames formations- Michelson Morley. Experiment and its importance – Einstein's postuletes – Lorentz transformation – Relativity of space and time – Addition of velocities – Variation of Mass with velocity – Mass- Energy equivalence- Physical significance.

L=45 hrs Total = 45 hrs

TEXT BOOKS

1. Mechanics Unit I & II M. Narayanamoorthy and N. Nagarethnam – NPC- Chennai.
2. Modern Physics: R. Mugrugesan, Kiruthiga Sivaprasath S. Chand & Co Ltd New Delhi
3. Hydrostatics – M.Narayanamoorthy and N.Nagarethinam

REFERENCES

1. Mechanics for B.Sc., Classes P. R. Subramaniam, T. Jayaraman and C. Rangarajan S.V. Publishers Chennai.
2. Mechanics D.S. Mathur S. Chand & Co Ltd New Delhi.
3. Elementary Statistical Mechanics by Gupta Kumar.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO2
CO1	2			1	1	1						2		
CO2	1			2	2	1	2					1		
CO3	1			2	1		1					1		
CO4	2			2	2							2		
CO5	2			2	2	1	2					2		
Total	8			9	8	3	5					8		
Scaled Value	2			2	2	1	1					2		

1 - Low, 2 – Medium, 3 – High

Semester	**II**
Subject Name	**GENERAL CHEMISTRY-II**
Subject Code	**XBEC208**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 – 0– 4	**3:1:0**	**4- 1– 0–5**

Course Outcome		**Domain C or P or A**
CO1	***Recall*** and ***Explain*** the basic concepts of ionic bonding; ***Display*** the shapes of simple inorganic molecules using VSEPR theory	Cognitive Psychomotor
CO2	***Summarize and Report*** extraction, properties and uses of I A and IIA group s-block elements.	Cognitive Affective
CO3	***Discuss*** the preparation, properties of alkenes, alkynes and dienes and ***Apply*** the mechanism of elimination, electrophilic and free radical addition reactions; ***Classify*** the types of polymerization reactions and polymers uses.	Cognitive Affective
CO4	***Describe*** the preparation and properties of benzene and benznenoid compounds; ***Analyze*** the mechanism of aromatic eletrophilic substitution reactions.	Cognitive Psychomotor
CO5	***Classify*** the types of Molecular velocity of gases and its properties; Derive Vander walls equation of real gases.	Cognitive

COURSE CONTENT

UNIT I **Chemical Bonding** **9+3hrs**

Ionic bond – Lattice Energy – Born – Haber Cycle – Pauling and Muliken's scales of electro negativity – Polarizing power and Polarisability – partial ionic character from electro negativity – Transitions from ionic to covalent character and vice versa – Fajan's rule.

VSEPR Theory – Shapes of simple inorganic molecules ($BeCl_2$, $SiCl_4$, PCl_5, SF_6,IF_7, NH_3, XeF_6, BF_3,H_2O) - VB Theory – Principles of hybridization – $BeCl_2$ – MO Theory – Bonding and antibonding orbitals – Application of MO Theory to H_2,He_2,N_2,O_2,HF and CO – Comparison of VB and MO theories.

UNIT II **CHEMISTRY OF s-BLOCK ELEMENTS** **9+3 hrs**

Position of Hydrogen in the Periodic Table, atomic hydrogen, nascent hydrogen, occluded hydrogen and uses of hydrogen. General characteristics of s-block elements – General characteristics of Group IA – diagonal relationship between Li and Mg – Extraction of Lithium, Sodium and Potassium – Physical and Chemical properties – Uses – Preparation of NaOH, Na_2CO_3, $NaHCO_3$ (Laboratory and Industrial methods) – Properties – Uses.

General characteristics of Elements of Group 11A – diagonal relationship between Be and Al – Extraction of Beryllium, Magnesium and Calcium – Physical and Chemical properties – Uses – Preparation and uses of Mg:

$MgCO_3$, $MgSO_4$,$MgCl_2$, Mg (NH_4) PO_4 $6H_2O$ – Cement manufacture – Types – Chemistry of setting of cement.

UNIT III **CHEMISTRY OFALKENES, ALKYNES AND DIENES 9+3hrs**

Nomenclature – Geometrical Isomerism – Petroleum source of alkenes and aromatics – General methods of preparation of alkenes – Chemical properties – Uses – Elimination mechanisms (E_1,E_2,E_1cB**) –** Electrophilic, Free radical additions – Ziegler – Natta Catalytic polymerization of ethylene – polymers of alkene derivatives.

General methods of preparation of alkynes – Physical properties – Chemical properties – Uses – Types of alkadienes – General methods of preparation of Dienes – Physical properties – Chemical properties – Uses – Mechanisms of electrophilic and Free radical addition reactions – Polymers – Rubber as a natural polymer – Types of polymerization reactions – Mechanisms of lonic and Free radical polymerization reactions – Chemistry of Vulcanization of rubber – Chemistry of manufacture of Film sheets, Rayon and Polycyclic fibres – Uses of Polymers.

UNIT IV **CHEMISTRY OF BENZENE AND OTHER BENZENOID COMPOUNDS 9+3hrs**

General methods of preparation of benzene – Chemical properties – Uses – Electrophillic substitution mechanism – Orientation and reactivity in substituted benzenes. Types of Polynuclear Aromatic compounds – Nomenclature – Naphthalene from coal tar and petroleum – Laboratory preparation and Structure of Naphthalene – Aromatic character – Physical properties – Chemical properties – Uses – Mechanism of Aromatic electrophilic substitution – Theory of orientation and reactivity – Anthracene, Phenanthrene from tar and petroleum – Laboratory preparation- Molecular Orbital structures – Aromatic Characters – Physical Properties - Chemical properties – Uses – Preparation of biphenyls – Physical and Chemical properties – Uses.

UNIT V **GASEOUS STATE 9+3 hrs**

Maxwell's distribution of Molecular velocities (Derivation not required). Types of Molecular velocities – Mean, Most probable and root mean square velocities – Collision diameter, Mean free path and collision number – Transport properties – Thermal conductivity, Viscosity and Diffusion – Law of equipartition of energies – Degree of freedom. Molecular basis of Heat capacity – Real gases – vander. Waals equation of states – derivation – significance of critical constants – Virial equations of state – Law of corresponding states – Compressibility factor.

L = 30 hrs IS = 15 hrs Total = 45 hrs

REFERENCES

1. Puri B.R..,Sharma L.R., Kalia K.K.,Principles of Inorganic Chemistry, (23rd edition), New Delhi, Shoban Lal Nagin Chand & Co., (1993).
2. Lee J.D.,Concise Inorganic Chemistry, UK, Black well science (2006).
3. Puri B.R..,Sharma L.R., Pathania M.S.,Principles of Physical Chemistry, (23rd edition), New Delhi, Shoban Lal Nagin Chand & Co., (1993).
4. Glasstone S., Lewis D., Elements of Physical Chemistry, London, Mac Millan & Co. Ltd.
5. Morrison R.T. and Boyd R.N., Organic Chemistry (6th edition), New York, Allyn & Bacon Ltd., (1976).
6. Bahl B.S. and Arun Bahl, Advanced Organic Chemistry, (12th edition), New Delhi, Sultan Chand & Co., (1997).

Mapping of Cos with Gas

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10
CO1	**3**		**2**	**3**	**3**					**1**
CO2	3		3	3						1
CO3	3		3	3	2	1				1
CO4	3		2	2	1	1				1
CO5	3		2	3		1				1
Total	15	0	12	14	6	3	0	0	0	5
Scaled Value	3		2	3	1	1				1

1-Low , 2 – Medium , 3-High

Semester	**II**	
Subject Name	**DATA STRUCTURES AND ALGORITHMS**	
Subject Code	**XBES208**	
L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 –0– 4	**2.8:0.8:0.4**	**4 – 1 –0 - 5**

Course Outcome		**Domain/Level C or P or A**
CO1	***Recognize*** the concept of different data structure and ***relate*** them. Able to ***discuss*** about the various applications of stack and queues	Cognitive , Affective
CO2	***Summarize*** the non linear data structures and ***explain*** the various operations with them. Able to ***present*** different traversal concepts of tree and graph.	Cognitive , Affective
CO3	***explain*** the various sorting methods and ***illustrate*** with examples able to ***solve*** simple problems in sorting concepts	Cognitive
CO4	***Rewrite*** the concepts of Greedy algorithm and able to give an ***example*** Able to ***follow*** the greedy algorithm applications	Cognitive , Psychomotor
CO5	Able to ***explain*** the back tracking method. ***Acknowledge*** the concept of backtracking algorithm with 8-queens problem and graph coloring	Cognitive , Affective

UNIT I — 9 hrs

Arrays and sequential representations – ordered lists – Stacks and Queues – Evaluation of Expressions – Multiple Stacks and Queues – Singly Linked List – Linked Stacks and queues – Polynomial addition.

UNIT II

Trees – Binary tree representations – Tree Traversal – Threaded Binary Trees – Binary Tree Representation of Trees – Graphs and Representations – Traversals, Connected Components and Spanning Trees – Shortest Paths and Transitive closure – Activity Networks – Topological Sort and Critical Paths.

UNIT III

Algorithms – Pseudo code conventions - Sorting – Heap Sort – Merge Sort – Quick Sort – Binary Search – Finding the Maximum and Minimum.

UNIT IV

Greedy Method : The general method – optimal storage on tapes – Knapsack Problem – Job Sequencing with dead lines – Optimal Merge Patterns.

UNIT V

Back tracking: The general method – The 8-Queens Problem – Sum of Subsets – Graph Coloring.

L = 45 hrs Total = 45 hrs

Text Books:

1. Fundamentals of Data Structure – Ellis Horowiz, Sartaj Sahni and Sanguthevar.

2. Fundamentals of Computer Algorithms – Ellis Horowiz, Sartaj Sahni and Sanguthevar Rajasekaran, Galgotia Publications, 2001.

REFERENCES

1.Data Structures – LIPSCHUTA, Tata Mcgraw Hill, Schaum's Outline Series.

Mapping of COs with GAs

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO1	2											
CO2							1	3			1	
CO3									3	1	3	1
CO4		1	2	1	3							3
CO5				3						3		1
	2	1	2	4	3		1	3	3	4	4	5

1-Low , 2- Medium ,3-High

Semester	**II**
Subject Name	**PHYSICS PRACTICAL-II**
Subject Code	**XBE209**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 –2– 2	**1:0.6:0.4**	**0– 0 – 2 - 2**

Course Outcome		**Domain C or P or A**
CO1	***Use*** laboratory techniques such as ***accuracy*** of measurements and ***determination*** of modulus of material.	Cognitive Psychomotor
CO2	***Explain*** *and* ***give*** the characteristics of semiconductor devices.	Cognitive Psychomotor
CO3	Gain ***knowledge*** and ***identify*** the various laws of thermal, viscous and surface tension.	Cognitive Psychomotor
CO4	***Manipulate*** the optical, electrical and heat properties with excellent ***application*** knowledge.	Cognitive Affective Psychomotor
CO5	***Use*** *basic* ***knowledge*** *to find resistance material.*	Cognitive Affective Psychomotor

COURSE CONTENT

Choose any **EIGHT** Experiments only **9 hrs**

1. Sonometer – Verification of laws.
2. Compound Pendulum – Determination of g and K.
3. Spectrometer – Refractive index of the prism.
4. Potentiometer – Internal resistance of cells.
5. Meter bridge – verification of laws of resistance.
6. Focal length – Concave lens – Combination method (Two types)
7. Young's modulus – Uniform bending – Scale and telescope.
8. Young's modulus – Uniform bending – Pin and microscope.
9. Surface tension by capillary rise method.
10. Koening's – Non Uniform Bending Method – Young's Modulus.
11. Torsional pendulum- determination of the rigidity modulus of thin wire.
12. Stokes method – determine the viscosity of the given liquid.

L = 45 hrs Total = 45 hrs

Mapping of COs with GAs

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO 1	3									1		1
CO 2	3									1		1
CO 3	3	2								1	1	2
CO 4	3	2			1					1	1	1
CO 5	3	2			1					1	1	1
	15	6	0	0	2	0	0	0	0	5	3	6

1-Low , 2- Medium ,3-High

Semester	**II**
Subject Name	**VOLUMETRIC ANALYSIS LAB – II**
Subject Code	**XBEC 210**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 – 2- 2	**1.2:0.4:0.4**	**0- 0 –2- 2**

Course Outcome		**Domain/Level C or P or A**
CO1	***Identify*** the various Metals in the solution	Cognitive Psychomotor
CO2	***Explain and understand*** the law and principle of volumetric analysis	Cognitive Psychomotor
CO3	***Describe*** the various types of volumetric titration and Apply in their applications	Cognitive Affective

COURSE CONTENT

I.

1. Estimation of Fe (III) by using $K_2Cr_2O_7$ using a standard Mohr's salt solution using internal and external indicators.
2. Estimation of copper (II) sulphate by $K_2Cr_2O_7$ solution
3. Estimation of Mg (II) by EDTA solution
4. 10.Estimation of Ca (II) by EDTA solution
5. 11.Estimation of As_2O_3 using I_2 solution and standard As_2O_3 solution
6. 12.Estimation of chloride by Argentimetry.

II. Applied Experiments

1. Estimation of Total Hardness of water
2. Estimation of Bleaching Powder
3. Estimation of saponification value of an oil
4. Estimation of copper in brass

L - 45 hrs P - 30hrs Total - 75 hrs

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO2
CO1	2	1	1			1				1			1	
CO2	2	1					1	1		2			1	
CO3		1	1				1	1		2		2		
	1	1	1			0.3	.67	.67		2		.67	.67	

1-Low , 2- Medium ,3-High

Semester	**II**
Subject Name	**DATA STRUCTURES USING C LAB**
Subject Code	**XBES210**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 – 2- 2	**1.2:0.8:0**	**0 - 0 –2- 2**

Course Outcome:		**Domain/Level C or P or A**
CO1	***Apply*** C programmes for basic data structures like arrays and ordered list and ***demonstrate*** programme for stack and queue operations	**Cognitive Psychomotor**
CO2	***Implementing*** C programming skill to linked lists and ***show*** some examples	**Cognitive Psychomotor**
CO3	***Explain*** the search and sorting techniques.	**Cognitive**

COURSE CONTENT

15 hrs

1. Implement PUSH, POP operations of stack using Arrays.
2. Implement add, delete operations of a queue using Arrays.
3. Creation, insertion, and deletion in Singly linked list.
4. Implement the addition of two polynomials
5. Binary Search tree traversals (in-order, pre-order, and post-order) using Recursion.
6. Sorting the items with Quick sort method.
7. Sorting the items with heap sort method
8. Find the maximum and minimum using binary search method

Mapping of COs with POs

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO 1**	**PSO2**
CO1	3	3	2				1		2		1			1
CO2	3	3	2		2		1							1
CO3	3	3	2								1			2
Total	9	9	6		2		2		2		2			4
Scaled Value	3	3	2		1		1		1		1			1

1-Low , 2- Medium ,3-High

Course Code	XBE301	L	T	P	C
Course Name	TAMIL - III	2	1	0	3
C:P:A	2:0:0	L	T	P	H
		3	1	0	4

Course Outcome		Domain	Level
CO1	இரட்டைக் காப்பியங்கள் குறித்து புரிந்து கொள்ளல்.	அறிதல்	பட்டியலிடுதல், வரையறுத்தல், நினைவுகூர்தல்
CO2	காப்பியங்கள்(ஐம்பெரும், ஐஞ்சிறு)குறித்து தெளிவு பெறல்.	அறிதல்	அடையாளம் காணுதல், விவாதித்தல்,
CO3	நாடக இலக்கியத்தின் நயம் மற்றும் நடிக்கும் ஆற்றல் போன்றவற்றை வளர்த்தல்.	உணர்தல்	அமைத்தல், மதிப்பிடுதல், பதிலளித்தல்
CO4	ஓலி வேறுபாடுகள் பற்றி புரிந்து கொள்ளல்.	உளப்பகுப்பு செய்தல்	போலச்செய்தல், உள்வாங்குதல்
CO5	மொழிபெயர்ப்பின் அவசியம் குறித்தும், கருத்துச்சிதையாமல் சுருக்கி எழுதும் திறனையும் உணர்ந்து கொள்ளல்.	உணர்தல், உளப்பகுப்பாய்வு செய்தல்	உற்றுநோக்கல், பயிற்சி எடுத்தல்

	Content	நேரம்
அலகு - 1	செய்யுள்	10
சிலப்பதிகாரம் - வழக்குரை காதை மணிமேகலை - ஆபுத்திரன் உரைத்த காதை		
அலகு - 2		15
நாடகம் - அறிஞர் அண்ணா நீதி தேவன் மயக்கம்		
அலகு - 3	இலக்கிய வரலாறு - 5	10
ஐம்பெருங்காப்பியங்கள், ஐஞ்சிறுகாப்பியங்கள்		
அலகு - 4	இலக்கிய வரலாறு - 6	10
நாடக இலக்கியம		

அலகு - 5	மொழிப்பயிற்சி			15
ஒலி வேறுபாடு - மொழி பெயர்ப்பு கருத்துச் சிதையாமல் சுருக்கி எழுதுதல்				
		விரிவுரை முறை	பயிற்சி வகுப்பு முறை	மொத்தம்
		30	30	60

பாடப்புத்தகங்கள்

1. சிலப்பதிகாரம்
2. மணிமேகலை
3. நீதிதேவன் மயக்கம் - நாடகம் - அறிஞர் அண்ணா

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO2
CO1	1					1			1					
CO2	2	1				1		1			1		3	1
CO3	1				1		1				1			
CO4	3	1		3			1						1	
CO5	3	3											1	
	10	5		3	1	2	2	1	1		2		5	1

1-Low , 2- Medium ,3-High

Semester	**III**
Subject Name	**ENGLISH– III**
Subject Code	**XBE302**

L –T –P –C	C:P:A	L –T –P –H
2- 1 – 0– 3	2:1:0	3 - 0– 0 - 4

Course Outcome		Domain/Level C or P or A
CO1	*Creates* new content of the writing and meaning	Cognitive
CO2	*Reproduces* the sounds and imitates the pronunciations	Psychomotor
CO3	*Interprets* the meaning and understands the meaning	Cognitive
CO4	*Analyze* the time and content of writing and writer	Cognitive

COURSE CONTENT

Unit I:	**Language Work.**
	Clauses: Noun Clause; Reported Speech and Change of Voice
Unit II:	**Comprehensive Skills**
	Extracts from literary, scientific and educational journals.
Unit III:	**Advanced Writing Skills**
	Writing advertisement copy; Writing a project proposal and Writing Resume, sending an application.
Unit IV:	**Skills of Communication (Tutorials)**
	Presenting oneself at an interview, participating in group discussion/ Moral Discussion/ Mock Interview.
	Sessional Work:
	Students read sample advertisements form magazines. Discuss in groups and then prepare their own advertisement. Students discuss and prepare interview schedules. Mock interviews are conducted. Editing literary pieces in groups and then re- editing what has been edited by other groups after discussion.

L = 45 hrs Total = 45 hrs

TEXT BOOKS

1. Calkins, L (1994). The Arts of Teaching Writing. Heinemann
2. Chan. et al. (1997) Professional Writing Skills, San Anselma, CA
3. Fiderer, A. (1994) *Teaching Writing: A Workshop Approach.* Scholastic.
4. Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon.
5. *Mckay. Et al. (1995). The Communication Skills Book*, 2nd Ed. New Harbinger Publications.

Mapping of COs with GAs

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO 1	2					1	1					
CO 2	2	3										
CO 3	2					1	1					
CO 4	3	1				1			1			
	2.2	1				.75	.5		.25			

1-Low , 2- Medium ,3-High

Semester	**III**
Subject Name	**THEATRE, ART AND HERITAGE CRAFT TRADITIONS**
Subject Code	**XBE303**

L –T –P –C	C:P:A	L –T –P –H
0- 0 – 2– 2	2:0:0	0- 0– 2 - 2

Course Outcome		Domain/Level C or P or A
CO1	Calibrates the proficiency in coordination performance	Psychomotor
CO2	Explaining the meaning of concepts of aesthetics	Cognitive
CO3	Reproduces the skills of visual arts and crafts	Psychomotor

COURSE CONTENT

UNIT I

Concept of theatre: Eastern and Western, Natyashasthra, Doctrine of Rasa, Tragedy, Catharsis, Folk and Classical art forms

UNIT II

Forms of Theatre: Drama, Stage Plays. Skits, Mime, Street Plays Introduction to the History of Word Art, Magical Art, Amusement Art

UNIT III **9 hrs**

Visual arts: drawing, painting, sketch, college marking, glass, word and Card board work

Heritage of art, meaning of craft, paper craft, simple craft with things found around the hours, make flowers, cards, gifts and toys.

Sessional Work: **9 hrs**

a. Expression, Body Language, Modulation and Creativity
b. Act for any situation
c. Preparation of script
d. Organization of Competitions at class level and exhibition in the Institute
e. Preparation of teaching models, materials.

L = 15 hrs SS = 30 hrs Total = 45 hrs

Mapping of COs with GAs

	GA1	GA2	GA3	GA4	GA5	GA6	GA7	GA8	GA9	GA10	GA11	GA12
CO1	2						2			1		
CO2							2	1	1			
CO3	2						2	1	1	1		
	1.33						2	.67	.67	.67		

1-Low , 2- Medium ,3-High

Semester	**III**
Subject Name	**PROGRAMMING IN C (For MPC group students)**
Subject Code	**XBEC304**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0 –0- 3	**3:0:0**	**3 -0- 0 –0- 3**

Course Outcome:		**Domain C or P or A**
CO1	Outline the basics of C Language	Cognitive
CO2	Identify the basic operators / statements in C	Cognitive
CO3	Describe the concepts of arrays and functions	Cognitive
CO4	Demonstrate the statements with simple C programme	Cognitive

COURSE CONTENT

UNIT-I **15hrs**

Fundamentals Character set - Identifier and keywords - data types - constants - Variables - Declarations - Expressions - Statements - Arithmetic, Unary, Relational and logical, Assignment and Conditional Operators - Library functions.

UNIT –II **15hrs**

Data input output functions - Simple C programs - Flow of control - if, if-else, while, do-while, for loop, Nested control structures - Switch, break and continue, go to statements - Comma operator. Functions - definition - prototypes - Passing arguments - Recursion.

UNIT-III **18hrs**

Arrays - Defining and Processing - Passing arrays to functions - Multi-dimension arrays - Arrays and String. Pointers - Declarations - Passing pointers to Functions - Operation on Pointers - Structures - User defined data types – Files - Creating, Processing, Opening and Closing a data file

Practical Programmes in C

1. Write a program to convert temperature entered into centigrade to Fahrenheit.

2. Write a program to find maximum of three numbers.

3. Write a program to find student grade using IF-ELSE ladder

4. Write a program for print Fibonacci series up to N number.

5. Write a program to find sum of first 50 odd numbers and even numbers.

6. Write a program to find reverse of a given number.

7. Write a program to find factorial of a number.

8. Write a program to find all prime number between two given numbers

9. Write a program to find addition, subtraction, multiplication of matrix.

10. Write a program to print terms of each of the following series

    i. Sin(x) ii. Cos(x)

L-45hrs P-00hrs Total – 45hrs

TEXT BOOKS

E. Balaguruswamy, **" Programming In C ",** TMH Publications.

Gottfried, Schaums Outline Series, **" Programming With C "**, TMH Publications.

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO2
CO1	2	1	1	1			1		1				1	1
CO2		1		1			1		1	1	1	1		1
CO3	1	1	2	1	1	1		1	1	1		1		1
CO4	1	2		1		1		1				1		1
	1	1.25	2	1	.25	.5	.5	.5	.75	.5	.25	.75	.25	1

1 - Low, 2 – Medium, 3 – High

Semester	**III**
Subject Name	**VISUAL PROGRAMMING (For CsMP Students)**
Subject Code	**XBES304**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0– 0- 3	**3:0:0**	**3- 0 –0- 3**

Course Outcome		**Domain/Level C or P or A**
CO1	Recognise the basics of window programming	Cognitive
CO2	Reproduce the window controls	Cognitive
CO3	Identify the VB Commmands	Cognitive
CO4	Demonstrate the VB Basic tools with simple VB applications	Cognitive

COURSE CONTENT

UNIT I **WINDOWS PROGRAMMING** **9hrs**

Overview – Data Types – Resources – Windows Messages – Basic Drawings: GDI – Device Context –Dots and Lines - Window Controls: Button Class – Color – Scroll bar – Edit Class – List box Class – Resources: Menu – Icon – Cursor – Dialog box.

UNIT II **VB PROGRAMMING FUNDAMENTALS**

User Interface: Forms – Intrinsic controls – Properties, Methods and Events – Programming Fundamentals: Variables – Data Types - Constants –Arrays - Built-in Functions – Control Structures: Decision – Looping – Select Case.

UNIT III **ADVANCED CONTROLS**

Menu bar - Tool bar - Message box - Input box - Dialog box - MDI – Tree view – List view – Tab strib - Basic File Handling : File handling Functions – File System Controls : File List Box – Directory List Box – Drive List Box – File System Objects.

UNIT IV **VB AND DATABASES** **9hrs**

Data Control – DAO – Manipulation of records – Database management with ODBC – RDO –ADO – ADO Control – Data Grid Control – Database Applications - Classes – User defined DLLs

UNIT V **Practical Work**

1. **Program using static and dynamic controls**

   Test box, button, combo box, list box, radio button, check box, progress control, list control, tree control, image list, tab control.

2. **Program with tool bars and status bars**

   Tool bar and status bar,

3. **Program using SDI and MDI**
4. **Program to interface with database**
5. **Program using extrinsic controls and reports**

   MS Flex grid, Crystal Report

6. **Program using application wizard :**

   SDI, MDI, Drawing Inside the View Window, Device Context

P-45 hrs Total -45 hrs

TEXT BOOKS

Charles Petzold, "Programming Windows", 5th Edition, Microsoft Press, 1999.(Unit I)

2. Gary Carnell, "Visual Basic 6 from Ground Up", Tata McGraw-Hill, 1999. (Unit II, Unit III and Unit IV)

REFERENCES

. Pappar and Murray, "Visual C++, The Complete Reference", TMH, 2000

2. Francesco Balena, "Microsoft Visual Basic 6.0", Microsoft Corporation, 1999

3. David I. Schneider, "Introduction to Programming with Visual Basic 6.0", 4th Edition, Prentice Hall, 2003

4. Avanija J, "Visual Programming", 3rd Edition, Anuradha Publications,2009

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO2
CO1	2	1	1	1	1		1		1		1	1	1	1
CO2		1		1	1		1		1	1	1	1	1	1
CO3	1	1	2	1	1	1		1	1	1	1	1	1	1
CO4	1	2	1	1	1	1		1			1	1	1	1
	1	1.25	1	1	1	.5	.5	.5	.75	.5	1	1	1	1

1 - Low, 2 – Medium, 3 – High

Semester	**III**
Subject Name	**EDUCATIONAL PSYCHOLOGY - UNDERSTANDING THE LEARNING PROCESS**
Subject Code	**XBE305**

L –T –P –C	**C:P:A**	**L –T –P –H**
4 - 0– 0- 4	**4:0:0**	**4- 0 – 0 - 4**

Course Outcome		**Domain/Level C or P or A**
CO1	***Explain*** the concepts learning, remembering and forgetting transfer of learning and ***evaluate*** the theories of learning in various learning situations.	Cognitive
CO2	***Explain*** the theories of motivation and ***evaluate*** role of rewards and punishments, success and failure, cooperation and competition, level of aspiration and achievement motivation in an individual's development.	Cognitive
CO3	***Examine*** the various ways of providing education and methods of prevention and treatment of exceptional children	Cognitive
CO4	***Discuss*** the importance of mental health and hygiene and guidance and counselling.	Cognitive

COURSE CONTENT

UNIT I	**LEARNING THEORIES AND PROCESS**	**12hrs**

Learning Process: Meaning, nature and characteristics, Learning curve. Learning theories – a) Thorndike b) Pavlov c) Skinner d) Maslow. Factors affecting learning and teaching process - a) Learner b) Teacher c) Process d) Content f) Social. Transfer of learning – Meaning & types and Educational importance. Levels of learning of Gagne.

UNIT II	**REMEMBERING AND FORGETTING**	**12hrs**

Memory – concept and kinds - factors influencing retention – characteristics of good memory – memory span. Forgetting – concept and theories – Ebbinghaus curve of forgetting – techniques of promoting memory.

UNIT III	**MOTIVATION AND LEARNING AND GROUP DYNAMICS**	**12hrs**

Concept of motivation and learning – types and techniques of motivation – theories of motivation: Maslow's hierarchy of needs – role of rewards and punishments – level of aspiration – achievement motivation: techniques of developing achievement motivation – motivation in the classroom context. Competition and cooperation – leadership traits – leadership styles and classroom climate.

UNIT IV EDUCATING EXCEPTIONAL CHILDREN 12hrs

Exceptional children – physically, intellectually, socially and emotionally. Education of physically disabled children. Education of gifted and slow learners – identification and planning of education. Education of mentally retarded – identification – classification – prevention & treatments – planning for education. Juvenile delinquency – causes – prevention and treatment.

Learning Disabilities: learning disabled – meaning and definition – nature and characteristics. Causes of learning disabilities – identification of learning disabled children. Educational Provision for the learning disabled – remedial measures for some specific learning dsificencies – specialized approaches and techniques for helping the learning disabled.

UNIT V Mental health and hygiene

Concept of mental health and hygiene conflict and frustration – unrest – adjustment and mal adjustment. Causes of mal adjustment – defense mechanism. Mental illness. Juvenile delinquency – causes – prevention and treatment. Promotion of mental health of students and teachers.

Guidance and counseling: Nature, Types and need of guidance and couselling – educational, Vocational and personal. Identification of children with counseling needs – counseling techniques – individual and group techniques.

Practicum:

Experiments and Tests related to the following topics to be conducted on children/ adolescents. (Each student teacher has to perform any four psychology experiments)

1. Learning
2. Transfer of Training
3. Aptitude
4. Adjustment
5. Level of Aspiration
6. Interest
7. Achievement Motivation
8. Trial and Error Learning

L - 60hrs P - 30hrs Total -90 hrs

REFERENCES

1. Anastasia, Anne (1982). Psychological Testing New York: McMillan Publishing Company.
2. Eysenck, H. J. (1997). Dimensions of personality. London: Kegan Paul.

3. Hilgad, E.R. And Bower, G.H., (1977). Theories of Learning. New Delhi:Prentice Hall of India Ltd.
4. Jack, S., & Robert, B. (2004). Psychology applied to teaching. U.S.A: Houghton Mifflin.
5. Judith, I. (2008). Learners, learning and educational activity. London: Routledge.
6. Martin, garry and Pear, Joseph (2003) .Behaviour modification : what it is and How to do it (7th Ed.). New Delhi: Prentice Hall of India .110 092.
7. Robert, N. (1998). Aging and mental health: Positive, psychosocial and biomedical approaches. Trey Sunderland: Pro Ed.

Mapping of CO s with Pos

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**
CO1		3	2	1	1	1	2	1		1
CO2		3	2	1	1	1	2	1		
CO3		3	2	1	1	1	2	1		
CO4		3	2	1	1	1	2	1		
Total		15	10	5	5	5	10	5		2
Scaled Value		3	2	1	1	1	2	1		1

1 - Low, 2 – Medium, 3 – High

Semester	**III**
Subject Name	**ANALYTICAL GEOMETRY (3D) AND INTEGRAL CALCULUS**
Subject Code	**XBE306**

L –T –P –C	**C:P:A**	**L –T –P –H**
4- 1– 0 – 5	**5:0:0**	**5- 1– 0 - 6**

Course Outcome		**Domain/Level C or P or A**
CO1	Solve algebraic and transcendental equations and to find eigen values of a matrix by power method	Cognitive
CO2	Interpret and approximate the data using interpolation methods	Cognitive
CO3	Solve the numerical differentiation and integration and to apply the Trapezoidal and Simpson's rules.	Cognitive
CO4	Solve the first order and second order differential equations using single step and multistep methods.	Cognitive
CO5	Apply finite difference methods to solve two-point linear boundary value problems and to solve one dimensional heat-flow equation and wave equation.	Cognitive

COURSE CONTENT

UNIT I **12 hrs**

Standard equation of a plane - intercept form - normal form - plane passing through given points – angle between planes - plane through the line of intersection of two planes - Equation of the straight line - Shortest distance between two skew lines - Equation of the line of shortest distance.

UNIT II **12 hrs**

Sphere - Standard equation - Length of a tangent from any point - Sphere passing through a given circle - Intersection of two spheres - Tangent plane.

UNIT III **12 hrs**

Integration by parts - definite integrals & reduction formula.

UNIT IV **12 hrs**

Double integrals - changing the order of Integration - Triple Integrals.

UNIT V

Beta & Gamma functions and the relation between them - Integration using Beta & Gamma functions.

L = 30 hrs T = 30 hrs Total = 60hrs

TEXT BOOKS

1. T.K.Manickavasagam Pillai & others, Analytical Geometry, S.V Publications -1985 Revised Edition.
2. T.K.Manickavasagam Pillai & others, Integral Calculus, SV Publications.

REFERENCES

1. Duraipandian and Chatterjee, Analytical Geometry, Narosa Publishing House.
2. Shanti Narayan, Differential & Integral Calculus, S.Chand & Company Ltd, New Delhi. 15th Edition, 2004.
3. Schaum's Outlines, Analytic Geometry, Tata Mcgraw- Hill Company Limited, New Delhi

Mapping of COs with GAs

Course Outcomes	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}	PSO1
CO1	3			2	2		1			1	1
CO2	3			2	1		1			1	2
CO3	3			2	2		1			1	1
CO4	3			2	2		1			1	1
CO5	3			2	1		1			1	2
Total Cos	15			10	8		5			5	7
Scaled	3			2	2		1			1	2

1 - Low, 2 – Medium, 3 – High

Semester	**III**
Subject Name	**HEAT AND THERMODYNAMICS**
Subject Code	**XBE307**

L –T –P –C	**C:P:A**	**L –T –P –H**
3 - 1 – 0 - 4	**4:0:0**	**4 – 1 -0- 5**

Course Outcome:		**Domain C or P or A**
CO1	***Recall*** Cp and Cv and basic concepts of specific heat and ***Explain*** various theories	Cognitive
CO2	***Explain*** the nature of heat and heat transmission and ***Distinguish*** mono- dia- triatomic gases	Cognitive
CO3	***List*** the laws of thermodynamics and ***Explain*** latent heat and entropy	Cognitive
CO4	***Define*** Coefficient of Thermal Conductivity, ***Determine*** thermal conductivity of bad conductor and ***Discuss*** the various laws for heat flow	Cognitive
CO5	***Analyze*** statistical equilibrium, explain various distribution laws and ***Compare*** the three statistics	Cognitive

COURSE CONTENT

UNIT I	**SPECIFIC HEAT**	**12hrs**

Specific Heat – Specific Heat of a Liquid by Joule's Electrical Method, Specific Heat of a Gas – Mayer's Relation - Specific Heat of a gas at Cv – Joly's Steam Calorimeter – Cp Regnault's Method - Dulong and Petit's Law – Variation of Specific Heat and Atomic Heat with Temperature – Debye's theory – Einstein's Quantum Theory.

UNIT II	**NATURE OF HEAT**	**12hrs**

Degrees of freedom and Maxwell's Law of Equipartition of Energy – Atomicity of Gase – Monatomic – Diatomic – Triatomic Gases – Molecular velocity distribution Maxwell' Derivation – Mean Free Path – Transport Phenomena – Viscosity of Gases – Therma Conductivity of Gases.

UNIT III	**THERMODYNAMICS**	**12 hrs**

Carnot's Theorem – Thermodynamic Scale of Temperature –Clapeyron Latent Heat Equation – Entropy – Change of Entropy in a Reversible and Irreversible Process – 3rd Law of Thermodynamics – T-S Diagram – Entropy of a Perfect Gas – Zero Point Energy And Negative Temperature – Maxwell's Thermodynamical Relations Derivation.

UNIT IV	**TRANSMISSION OF HEAT**	**12hrs**

Coefficient of Thermal Conductivity – Lee's Disc method for bad conductors. Radial and cylindrical flow of heat – Wiedmann – Franz law – Stefan's law –

Mathematical derivation –Newton's law of cooling from Stefan's law –Experimental verification – Stefan's constant – Experimental determination.

UNIT V STATISTICAL THERMODYNAMICS 12hrs

Statistical equilibrium –M.B. distribution law –M.B. distribution law in terms of temperature – application to ideal gas – Quantum Statistics – Phase space – Fermi-Dirac Distribution Law – Electron gas – Fermi energy – Bose – Einstein Distribution Law – Photon gas – Comparison of three statistics.

L- 30 hrs T-30hrs Total – 60hrs

TEXT BOOKS

1. Heat and Thermodynamics by Brijlal and Subramanium, S.Chand Publishers & Co, New Delhi 2004.
2. Heat and Thermodynamics by J.B.Rajam, S.Chand Publishers
3. Heat and Thermodynamics, S. D. S. Mathur, Chand & Co, New Delhi 2004.

REFERENCES

1. Thermodynamics and Statistical physics –BriJ Lal, N.Subrahmanyam and P.S.Hemne
2. (multi colour edn.7)
3. Heat and Thermodynamics-Mark W Zemansk,Richard H Dittman (seventh Edn.)
4. Thermodynamics, Kinetic Theory, Statistical –Thermodynamics –Francis W.Sears & Gerhard L Salinger.
5. Concepts of Modern physics-Arthur Beiser (fifth Edn.)

Mapping of CO's with PO's:

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**
CO1	3	2	0	0	0	1	1	1
CO2	3	2	0	0	0	1	0	1
CO3	3	2	0	0	0	1	1	1
CO4	3	2	0	0	0	1	0	1
CO5	3	2	0	0	0	1	1	1
Total	15	10	0	0	0	5	3	5
Scaled value	3	2	0	0	0	1	1	1

1 - Low, 2 – Medium, 3 – High

Semester	**III**
Subject Name	**GENERAL CHEMISTRY-III**
Subject Code	**XBEC308**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1– 0 – 4	**3.2:0.8:0**	**4-1-0-5**

Course Outcome		**Domain/Level C or P or A**
CO1	***Identify*** the various families of elements and ***describe*** the periodic properties like periodic trends, extraction preparation and properties of p- Block elements and their compounds.	Cognitive
CO2	***Explain*** the behavior and chemical properties of compounds of p-Block elements and Nobel gases.	Cognitive
CO3	***Illustrate*** the various haloalkanes compounds and ***Describe*** the mechanism of nucleophile and electrophonic substitution reactions.	Cognitive Affective
CO4	***Describe*** the stereochemistry of molecules and ***Discuss*** the properties related to their conformations.	Cognitive Affective
CO5	***Identify*** and ***Relate*** the structure and properties of solid state, liquid crystals and colloids	Cognitive

COURSE CONTENT

UNIT I	**Chemistry of p-Block Elements–B, CandN Families**	**9 hrs**

General characteristics of p-block elements – general characteristics of elements of Group III A-diagonal relationship between B and Si- extraction of boron – Physical and chemical properties of B- uses – chemistry of some compounds of boron: Boric acid, Borax, Diborane, Boron nitride – Extraction of Aluminium – physical and chemical properties – uses – chemistry of some compounds of Al: Al_2O3, AICl3, Alums – Alloys of aluminum.

General characteristics of elements of Group IVA – difference of carbon and silicon form the rest of the family- allotropic forms of carbon – Chemistry of charcoal – Chemistry of oxides of carbon (CO & CO2) – use of CO2 in fire extinguishers – fuel gases – preparation of silicon – physical and chemical properties of Si – uses - oxides of silicon – structures of silicates – chemistry of silicones – manufacture of glass – type of glasses – extraction of lead – physical and chemical properties – uses – lead pigments.

General characteristics of elements of V A Group – the unique features of nitrogen from the rest of the family – preparation of nitrogen – physical and chemical properties of N2 – uses – industrial preparation of ammonia – physical and chemical properties – uses – chemistry of some compounds of nitrogen:

Hydrazine, Hydroxylamine, Hydrazoic acid, Nitric acid – nitrogen cycle – artificial fixation of nitrogen – preparation of phosphorous – physical and chemical properties – uses – chemistry of PH3, PCl3, PCl5, POCl3, P_2O5 and oxyacids of phosphorus – fertilizers.

UNIT II **Chemistry of p-Block elements – O, X and Noble Gas Families**

Anomalous behaviour of oxygen – paramagnetic nature of oxygen, Preparation, properties, structure and uses of oxyacids of sulphur, classification of oxides based on their chemical behavior – acidic oxide, amphoteric oxide and neutral oxides. Classification of oxides based on oxygen content – normal oxides, peroxides, super oxides, dioxides, sub oxides and mixed oxides. Chemistry of selenium and tellurium.

General characteristics of halogen with reference of electro negativity, electron affinity, oxidation states and oxidizing power. Peculiarities of fluorine, Hydrides, oxides and oxo acids of halogens. Inter halogen compounds and pseudo halogens – basic nature of iodine.

Noble gases: Position in the periodic table – isolation from atmosphere – General characteristics – structure and shape of xenon compounds – XeF4, FeF6, XeO3 and XeOF4 – uses of noble gases

UNIT III **9 hrs**

Nomenclature – general methods of preparation of haloalkanes – physical and chemical properties – uses – nucleophillic substitution mechanisms (SN1, SN2 and SNi) – evidences – stereochemical aspects of nucleophillic substitution mechanisms – general methods of preparation of halobenzenes – physical properties – chemical properties – uses mechanisms of electrophillic and nucleophillic substitution reactions – theory of orientation and reactivity.

UNIT IV **Stereochemistry**

Stereoisomerism – types – optical isomerism – chirality's based on symmetry elements (Cn, 5, i and Sn) – idea of asymmetry and dissymmetry – optical activity – measurement of optical activity – concept of enantiomerism, diastereomerism – axial chirality in substituted allenes and spiranes – atropisomerism in substituted biphenyls – R,S and D, L notations to express configurations – erythro, threo conventions – meso and dl – forms of tartaric acid – stereoselectivity and stereospecificity in organic reactions with suitable examples – resolution of racemic mixture using chiral reagent – Walden inversion – asymmetric synthesis – asymmetric induction.

UNIT V	Solid state,LiquidCrystals and Colloids

Classification of solids – Isotropic and anisotropic crystals. Laws of crystallography – representation of planes – Miller indices, space lattice, crystal systems – unit cell – X – ray diffraction – derivation of Bragg's equation – determination of structure of NaCl by Debye Scherrer (powder method) – determination of Avogadro's number – discussion of structure of KCl & CsCl – defects in crystals – stoichiometric and non stoichiometric – methods of growing crystals – from melt and from solution (hydrothermal method, Gel method – packing of ions in crystals – radius ration rule and its limitations. Liquid crystals – types.

Definitions – types of colloids – sols – preparation, purification and properties – Kinetic, optical and electrical stability of colloids, gold number, associated colloids, Emulsion – types of emulsions, preparation, properties and application, Gels – types of gels, preparation, properties and applications. Donnan membrane equilibrium –osmosis, reverse osmosis, dialysis and desalination – macromolecules – molecular weight of macro molecules – determination of molecular weight by osmotic pressure method and light scattering method.

L = 15hrs SS = 30 hrsTotal = 45hrs

TEXT BOOKS&REFERENCES

1. Puri B.R. Sharma, L.R., Kalia K.K. Principles of Inorganic Chemistry, (23rd
1. edition), New Delhi, Shoban Lal Nagin Chand & Co., 1993
2. Lee. J.D. Concise Inorganic Chemistry, UK, Black well science (2006)
3. Puri B.R. Sharma L.R. Pathania M.S. Principles of Physical Chemistry
4. Glasstone S., Lewis D., Elements of Physical Chemistry, London, Mac Millan & Co. Ltd
5. Morrison R.T. and Boyd R.N. Organic Chemistry (6th edition), New York, Allyn
6. & Bacon Ltd., (1976)
7. 6. Bahl B.S. and Arun Bahl, Advanced Organic Chemistry, (12th edition), New
8. Delhi, Sultan Chand & Co., (1997)

Mapping of COs with POs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	0	2	3	0	0	0	0	2	0
CO2	3	0	3	3	0	0	0	0	2	0
CO3	2	0	3	3	0	0	0	0	2	0
CO4	3	0	2	2	0	0	0	0	2	0
CO5	3	0	2	3	0	0	0	0	2	0
Total	14	0	12	14	0	0	0	0	10	0
Scaled value	3	0	2	3	0	0	0	0	2	0

1 - Low, 2 – Medium, 3 – High

Semester	**III**
Subject Name	**OBJECT ORIENTED PROGRAMMING WITH C++ AND JAVA**
Subject Code	**XBES308**

L –T –P –C	**C:P:A**	**L – T – P – H**
3- 1 – 0- 4	**3.2:0:0.8**	**4-1-0-5**

Course Outcome:		**Domain C or P or A**
CO1	Recognise and identify the basics of OOPS concept	Cognitive
CO2	Reproduce the concepts of Functions in C++	Cognitive Affective
CO3	Describe the concepts of constructor and destructor	Cognitive
CO4	Discuss the concepts of inheritance	Cognitive
CO5	Reproduce and Describe the java features	Cognitive Affective

UNIT I

Tokens – Keywords – identifiers and constants – Basic data types – User defined data types – Derived data types – Symbolic constants – Declaration of Variables – Dynamic initialization of variables – Reference Variables – Operators in C++ - Scope Resolution operator – Manipulators – Type cast Operator – Expressions and their types – Special assignment expressions – Control Structures

UNIT II

The main function – Function Prototyping – Call by reference – Return by Reference –Inline functions – Default arguments – Function Overloading. Specifying a Class – Defining Member functions – Private member functions – Arrays within a class Constructors: Parameterized constructors – Multiple Constructors in a Class – Constructors with default arguments – Dynamic initialization of objects – Copy Constructors – Dynamic Constructors - Destructors

UNIT III

Defining Operator Overloading – Overloading unary, binary operators, Manipulation of Strings using operator – Rules for Overloading Operators – Type

Conversions-Defining Derived Classes – Single Inheritance – Multilevel Inheritance – Multiple inheritance – Hierarchical Inheritance– Virtual base classes – Abstract Classes – Introduction to pointers to objects– Virtual functions.

UNIT IV

Java features: Simple Java program – Java program structure – Java tokens – Java statements – Implementing a java program – Java Virtual Machine – Command line arguments- Constants – Variables – Data types – Scope of Variables – Operators in Java.

Define a class – Adding variable and methods – Creating objects – Accessing Class members – Constructors – Method Overloading – Static Members – Inheritance: Extending a class – Overriding methods – Final Variables and methods – Final class – Abstract methods and classes – Arrays – One dimensional array – Creating an array – Two dimensional arrays – Strings – Vectors.

UNIT V

Defining interfaces – Extending interfaces – Implementing interfaces – Accessing Interface variables – Java API packages – Using System Packages – Creating, Accessing and Using a Packages – Adding a class to a packages – Creating threads – Extending the thread class Types of Errors: Exception – Syntax of Exception handling code – Multiple catch statements – Using finally statements – Throwing our own exceptions - Using exceptions for debugging. Preparing to write applets – Applet life cycle – Creating an executable applet – Designing a Web page – Applet tag – Adding applet to HTML file – Running the applet.

L = 45hrs Total = 45hrs

TEXT BOOKS

E. Balagurusamy, Object Oriented Programming with C++, 4th Edition Tata McGraw Hill 2008

E. Balagurusamy, Programming with JAVA, 2nd Edition,Tata McGraw-Hill Publishing Co.Ltd. 2004,

REFERENCES

Herbert Schildt, The Complete Reference Java™ 2, 5th Edition,Tata McGraw-Hill Publishing Co. Ltd. 2005

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1
CO 1	3	1	1		1				1		1
CO 2	3	1	1		1				1		1
CO 3	3		1		1				1		1
CO 4	3		1						1		1
CO 5	3		1		1				2		1
Total	15	2	5		4				6		5
Scaled Value	3	1	1		1				2		1

1 - Low, 2 – Medium, 3 – High

Semester	**III**
Subject Name	**PHYSICS PRACTICAL-III**
Subject Code	**XBE309**

L –T –P –C	**C:P:A**	**L –T –P –H**
0 – 0 –2–2	**1:0.5:0.5**	**0 – 0 – 2 –2**

Course Outcome:		**Domain C or P or A**
CO1	***Use*** laboratory techniques such as ***accuracy*** of measurements and ***determination*** of unknown frequencies.	Cognitive Psychomotor
CO2	***Explain*** *and* ***give*** the characteristics of various semiconductor devices.	Cognitive Psychomotor
CO3	Gain ***knowledge*** and ***identify*** the various laws of thermo dynamics	Cognitive Psychomotor
CO4	***Manipulate*** the electrical properties with excellent ***application*** knowledge.	Cognitive Affective Psychomotor
CO5	***Use*** *basic* ***knowledge*** *of electronics to* ***construct*** *power supply*	Cognitive Affective Psychomotor

COURSE CONTENT

Choose any **EIGHT** Experiments only

1. Sonometer- Determination of unknown frequency and unknown weight.
2. Melde's string Determination of frequency.
3. Junction diode and Zener – Characteristics.
4. Comparison of surface tension by capillary rise method.
5. Spectrometer –grating- minimum deviation.
6. Searl's Viscometer - viscosity of a liquid
7. Emissivity of a surface – Spherical calorimeter.
8. Static torsion – determine the rigidity modulus.
9. Logic gates – Discrete components.
10. Lee's disc –specific heat capacity of the bad conductor.
11. Mayer's disc – Viscosity of a liquid.

    Specific heat by Joules calorimeter

Mapping of CO's with PO's:

COs	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8
CO1	3	3	2			2	1	1
CO2	1	1	2				1	1
CO3	3	3	2	2	2		1	1
CO4	3	1	2				1	1
CO5	1	1	2		2		2	1
Scaled to 1, 2, 3	3	1	2	2	2	2	1	1

1 – Low, 2 – Medium, 3 – High

Semester	**III**
Subject Name	**SEMIMICRO INORGANIC QUALITATIVE ANALYSIS (ANIONS)**
Subject Code	**XBEC310**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 – 2- 2	**1.2:0.4:0.4**	**0- 0 –2- 2**

Course Outcome:		**Domain C or P or A**
CO1	***Identify*** the various cations and anions present in the given inorganic mixture and analyses the respective groups.	Cognitive and Psychomotor
CO2	***Explain*** the fundamentals of group separation and chemical reaction takes place in the confirmation test.	Cognitive and Psychomotor
CO3	***Predict*** the results and differentiate the various groups and cations/ anion present in the mixture.	Cognitive and Affective

COURSE CONTENT

Analysis of a mixture containing two cations and two anions of which one will be an interfering ion. Semi micro method using the conventional scheme with hydrogen sulphide may be adopted.

Anions to be studies: Carbonate, Sulphide, Sulphate, nitrate, chloride, bromide, fluoride, borate, oxalate, arsenite, arsenate and phosphate

Mapping of COs with POs

COs	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**
CO1	3	0	0	0	0	0	0	0	2	2
CO2	2	0	0	0	0	0	0	0	1	1
CO3	3	0	0	0	0	0	0	0	2	2
Total	8	0	0	0	0	0	0	0	5	5
Scaled value	3	0	0	0	0	0	0	0	2	2

1 – Low, 2 – Medium, 3 – High

Semester	**III**
Subject Name	**PROGRAMMING IN C++ AND JAVA LAB**
Subject Code	**XBES310**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 – 2- 2	**1.2 :0.8: 0**	**0- 0 –2- 2**

Course Outcome:		**Domain C or P or A**
CO1	*Ability* to implement C++ concept for simple problems and *construct* flow chart for real time problems.	Cognitive Psychomotor
CO2	*Demonstrate the use of* various C++ commands And *Write* C++ programmes for simple applications with functions	Cognitive Psychomotor
CO3	*Use* the concept of OOPs concept with Java	Cognitive

COURSE CONTENT

1. String concatenation
2. Implementation of arithmetic operations on complex numbers using constructor overloading.
3. To read a value of distance from one object and add with a value in another object using friend function.
4. Implementation of + and – operator overloading and implementation of addition operation of octal object with integer using operator overloading.
5. Implementation of addition and subtraction of two polynomial objects using operator overloading
6. Managing bank account using inheritance concept.
7. To compute the area of triangle and rectangle using inheritance and virtual function
8. Writing simple programs in java
9. Use of interfaces in java
10. Developing Packages in Java

P-45 hrs Total – 45 hrs

Mapping of CO's with PO's:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	0	0	1	1	0	0	0	2	2
CO2	3	0	0	1	1	0	0	0	1	1
CO3	3	0	0	1	1	0	0	0	2	2
Total	9	0	0	3	3	0	0	0	5	5
Scaled value	2	0	0	1	1	0	0	0	1	1

1 - Low, 2 – Medium, 3 – High

Semester	**III**
Subject Name	**PRACTICUM AND SCHOOL INTERNSHIP - I**
Subject Code	**XBE311**

L –T –P –C	**L –T –P –H**
0- 0– 2- 8	**0- 0– 2- 2**

School Internship

In the III semester the student's teachers will undergo internship in teaching for 3 weeks the student's teacher will be engaged in the following activities and preparation of records.

a. Observation
b. Case Study
c. Field Visit

Semester	**IV**
Subject Name	**TAMIL – IV**
Subject Code	**XBE401**

L –T –P –C	**C:P:A**	**L –T –P –H**
2- 1 – 0- 3	**2.5 :0: 0.5**	**3 - 1 – 0 - 4**

Course Outcome:		**Domain C or P or A**
CO1	பண்டைய இலக்கியங்களின் பண்பு நலன்களை அறிதல்.	அறிதல்
CO2	எட்டுத்தொகை பத்துப்பாட்டு, திருக்குறள் அறக்கருத்துக்களை அறிந்து அதன்படி வழி நடத்துதல்	அறிதல்
CO3	முச்சங்கம் மற்றும் சங்க காலம், சங்க மருவிய கால இலக்கிய வரலாற்றினை உய்த்துணர்தல்.	உணர்தல்
CO4	தமிழ்ச் செம்மொழிச் சிறப்புக்களை அறிந்து ஏற்றுக் கொள்ளல்.	உளப்பகுப்பு செய்தல்
CO5	மாணவர்களின் பல்வேறு படைப்பாக்கத்திறன்களையும் இதழியல் துறையில் புலமையும் வளர்த்தல்.	உணர்தல், உளப்பகுப்பாய்வு செய்தல்

COURSE CONTENT

அலகு I	**செய்யுள்**	**5 hrs**

நற்றிணை பாடல் எண் - 70
குநற்தொகை - பாடல்எண் 49, 135 (2 பாடல்கள்)

அலகு II	**செய்யுள்**	**15 hrs**

அகநாறு பாடல் எண் - 55
புறநாறு பாடல் எண் - 72, 74, 183, 188, 216
திருக்குறள் - ஒழுக்கமுடைமை, பெரியாரைத் துணைக் கோடல்

அலகு III	**இலக்கிய வரலாறு**	**5hrs**

முச்சங்க வரலாறு
சங்க இலக்கிய வரலாறு

அலகு 1V	**இலக்கிய வரலாறு**	**10hrs**

சங்க மருவிய கால இலக்கிய வரலாறு
பத்துப்பாட்டு, எட்டுத்தொகை

அலகு V	**படைப்பிலக்கியம்**	**10hrs**

கட்டுரை, கடிதம், இதழியல்
சிறு ஆய்வுக்கட்டுரை

L-45 hrs Total – 45hrs

மேற்பார்வை நூல்கள் :

1. ஏட்டுத்தொகை நூல்கள் (நற்றிணை, குறுந்தொகை, ஐங்குறுநூறு பதிற்றுப்பத்து பரிபாடல் கலித்தொகை, அகநானூறு, புறநாறு)
2. பத்துப்பாட்டு நூற்கள்
3. திருக்குறள்
4. வா.செ.குழந்தைச்சாமி. உலகச் செம்மொழிகளின் வரிசையில் தமிழ்
5. ஜான் சாமுவேல்.- செம்மொழிகளின் வரிசையில் தமிழ்
6. மணவை முஸ்தபா. செம்மொழி - உள்ளும் புறமும்
7. சாலினி இளந்திரையன். தமிழ் செம்மொழி ஆவணம்

Mapping of COs with POs

Cos	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}	PSO1
CO_1	1	2	1	0	2	2	0	2	0	1	1
CO_2	1	2	1	0	2	1	2	2	1	2	2
CO_3	1	2	1	0	2	1	1	2	0	1	0
CO_4	1	2	1	0	2	3	0	2	0	1	1
CO_5	1	2	2	0	1	2	3	3	1	1	2
Total	5	10	6	0	9	9	6	11	2	6	6
Scaled value	1	2	2	0	2	2	2	3	1	2	2

1 - Low, 2 – Medium, 3 – High

Semester	**IV**	
Subject Name	**ENGLISH– IV**	
Subject Code	**XBE402**	
L –T –P –C	**C:P:A**	**L –T –P –H**
2- 1- 0 – 3	**2.5:0.5:0**	**3- 1–0- 4**

Course Outcome		**Domain/Level C or P or A**
CO1	*Recognizes* the difference in understanding tense especially for speaking and writings	Cognitive

CO2	*Analyzes* the various states of interpersonal communication	Cognitive
CO3	Identifies the types of conflicts and adjusts according to situations	Cognitive
CO4	*Responds* to the groups and improves all skills	Psychomotor

COURSE CONTENT

UNIT I	**- Language Competence** Tense: Present Tense – Past Tense – Future Tense – Prefixes Suffixes – Spotting errors	**10hrs**
UNIT II	**Interpersonal communication**: Introduction to Interpersonal Relations, Analysis Relations of different ego states, Analysis of Transactions,Analysis of Strokes, Analysis of Life position	**10 hrs**
	.	
UNIT III	**- Management** Conflict Introduction to Conflict, Causes of Conflict, Management Managing Conflict Introduction to Stress, Causes of Stress, Impact of Stress, Managing Stress	**25hrs**
UNIT IV	**Skills of Communication** Resume preparation - Presenting oneself at an interview, Group Discussion/Mock Interview.	

L - 45hrs P - 30 hrs Total - 75 hrs

Reference books

- Mitra, Barun. Personality Development and Soft Skills. New Delhi: Oxford, 2014
- Nelson. English Language Communication Skills. New Delhi: Cengage, 2014
- Lakshminarayanan. A Course book on English. New Delhi: Scitech, 2009

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	0	3	0	0	2	0	3	2	2
CO2	1	1	1	0	0	0	0	2	2	2
CO3	3	2	1	0	3	0	0	3	3	0

CO4	2	1	1	0	0	0	0	3	2	0
CO5	1	2	0	0	3	3	2	3	3	0
	8	6	6	0	6	5	2	14	12	4
	2	2	2	0	2	1	1	3	3	1

1 - Low, 2 – Medium, 3 – High

Semester	**IV**
Subject Name	**SOCIAL ENGINEERING**
Subject Code	**XBE403**

L –T –P –C	**C:P:A**	**L –T –P –H**
2- 0 –0- 2	**1:0.5:0.5**	**2- 0 -0- 2**

Course Outcome:	**Domain C or P or A**

CO1	***Identify*** the origin of caste and race	Cognitive
CO2	***Listen*** the anti caste struggles in modern India and ***react*** with modern Indian movement.	Affective/ Psychomotor
CO3	***Distinguishes*** the gender inequalities	Cognitive

COURSE CONTENT

UNIT-I **Origins of Caste and Race** **12hrs**

India: A Nation of caste and class

Caste and Race: Dravidian and Aryan conflict – An historical Overview

UNIT –II **Anti-caste and race movement in Modern India** **12hrs**

Anti-Caste struggles in Modern India: Mahatma Gandhi and Phule's contribution

Thanthai Periyar Contribution in eradicating social injustice

Ambedhkar's approach to eradication of untouchablity and annihilation of caste in the context of dalit movement in India

UNIT-III **Gender inequality**

Dignity of Labour and Caste: Kancha llaiah's Scientific Method

Women and Caste: Issues of gender of inequality. Empowerment of women

Sessional work :

a) Collection of news papers cutting connected with social issues, caste discrimination, women inequality
b) Conducting social survey in Villages
c) Visiting NGO's activities for women empowerment.

TEXT BOOKS

1 Dr B.R. Ambedhkar and Untouchablity – Fighting the Indian Caste system – Christophe Jattrelot, Columbia University Press, May 2005

2 Collected works of Periyar EVR, Compiled by Dr K. Veeramani, The Periyar Self-Respect Propaganda Institution Periyar Thidal, 50, EVK Sampath Salai, Chennai – 600 007

3 Mahatma Jothipha Phule Life History

4 Dignity of Labour in our time, Prof. Kanch Illaiah, Hyderabad

L-60 hrs P-15hrs Total – 75 hrs

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	3	0	2	1	2	2	**3**	2
CO2	2	1	3	0	2	1	2	2	3	2
CO3	2	1	3	0	2	1	2	1	3	2
Total	8	4	12	0	8	4	8	7	12	8
	2	1	3	0	2	1	2	2	3	2

1 - Low, 2 – Medium, 3 – High

Semester	**IV**
Subject Name	**INTRODUCTION TO MATLAB**
Subject Code	**XBE404**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 – 3- 3	**2:1:0**	**0- 0 – 0- 3**

Course Outcome:		Domain C or P or A
CO1	Understand the concept of MATLAB	Cognitive Psychomotor
CO2	Acquire the knowledge and analysis the concept of MATLAB	Cognitive Psychomotor
CO3	Acquire the function and concepts of MATLAB	Cognitive

COURSE CONTENT

UNIT I

Introduction to MATLAB – Variables and assignment statements – expressions – characters and encoding – vectors and matrices – creating row vectors and vectors – matrix variables – dimensions in using functions with vectors and matrices

UNIT II

MATLAB Programmes – Matlab Scripts, Input and Output, scripts with input and output, introduction to file input and output – user defined functions – simple applications.

UNIT III **10 hrs**

Selection Statement – relational expressions, SWITCH statement, menu function, looping – FOR loop, nested FOR loop, WHILE loop, String manipulations, creating string variable, operations on strings, fundamentals of arrays, structure and file operations- simple applications on the above

P -45hrs Total – 45hrs

TEXT BOOKS

1. Stormy Attaway, MATLAB - A Practical Approach, Butterworth-Heinemann publications, 2009

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10

CO1	3	0	0	1	1	0	0	0	**2**	2
CO2	3	0	0	1	1	0	0	0	**1**	1
CO3	3	0	0	1	1	0	0	0	**2**	**2**
	9	0	0	3	3	0	0	0	5	5
	3	0	0	2	2	0	0	0	3	3

1 - Low, 2 – Medium, 3 – High

Semester	**IV**
Subject Name	**ASSESSMENT OF LEARNING**
Subject Code	**XBE405**

L –T –P –C	**C:P:A**	**L –T –P –H**
4 - 0 – 0- 4	**3:0.5:0.5**	**4- 0 – 0- 4**

Course Outcome:		Domain C or P or A
CO1	***Identify*** the assessment system and evaluation pattern and their role in teaching learning process	Cognitive
CO2	***Integrate*** the assessment task and tools to assess learner's competence and **construct** the performance with blooms taxonomy.	Cognitive Affective
CO3	**Initiates** the skill of constructing an achievement test scoring and grading procedures	Psychomotor
CO4	**Analyse** the interpretation and **differentiate** the report of the students performance	Cognitive/ Psychomotor

COURSE CONTENT

UNIT I **Introduction to Assessment & Evaluation**

(a) Concept of test, measurement, examination, appraisal, evaluation and their inter relationships.

(b) Purpose and objectives of assessment- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.

(c) Forms of assessment : -

(i) (Formative, Summative, prognostic; diagnostic; Norm referenced; Criterion referenced based on purpose)

(ii) (Teacher made; Standardized based on nature & scope)

(iii) (Oral, written, performance based on mode of response)

(iv) (Internal, External, self, peer, & teacher based on context)

(v) Based on nature of information gathered (Quantitative, Qualitative)

(d) Importance of assessment & evaluation for Quality Education – as a tool in Pedagogic decision making on as writing instructional objectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed.

(e) Authentic assessment; school based assessment

UNIT II **Assessment of Learning**

(a) Concept of Cognitive, Affective, Psychomotor domain of learning

(b) Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives.

(c) Constructing table of specifications & writing different forms of questions – (VSA, SA, ET & objective type, situation based)

(d) Construction of achievement tests- steps, procedure and uses

(e) Construction of diagnostic test – Steps, uses & limitation

UNIT III Assessment for Learning

(a) Need for CCE its importance and problems faced by teachers

(b) Meaning & Construction of process-oriented tools – observation schedule; check-list; rating scale; anecdotal record;

(c) Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.

(d) Quality assurance in tools – Reliability (Test-retest; equivalent forms, split-half) & Validity (Face, content, construct) – Procedure to establish them; Item – analysis.

(e) Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

UNIT IV Construction Interpretation and Reporting of student's performance

(a) Interpreting student's performance

  (i) Descriptive statistics (measures of central tendency & measures of variability, percentages)

  (ii) Graphical representation (Histogram, Frequency Curves)

  (iii) NPC – percentile.

(b) Grading – Meaning, types, and its uses

(c) Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.

(d) Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

Sessional Works to be carried out in Tutorial Sessions

1. Discussion on existing assessment practices in schools and submitting the report.
2. Constructing a table of specification on a specific topic (subject specific)
3. Constructing a unit test using table of specifications and administering it to target group and interpreting the result.
4. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
5. Analysis of question papers(teacher made)

L- 45 hrsTotal – 45 hrs

REFERENCES

1. Linn, Robert and Norman E Gronland (2000); Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA
2. Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi
3. Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). Portfolio Assessment in the Reading – Writing Classroom. Norwood, MA: Christopher-Gordon Publishers
4. Glatthorn, A. A. (1998). Performance Assessment and Standards-based Curricula: the Achievement Cycle. Larchmont, NY: Eye no Education
5. Gredler, M. E. (1999). Classroom Assessment and Learning. USA: Longman.
6. Likert, R. (1932). A technique for the Measurement of Attitudes. Archives Psychology, 40.
7. Mehrens, W. A. & Lehmann, I. J. (1991). Measurement and Evaluation in Education and Psychology (8th ed.): Chapter 10: Describing Educational Data.
8. Oosterhof, A. (1994). Classroom Applications of Educational Measurement (Second Edition). New York: Macmillan College Publishing Company Inc.
9. Payne, D. A (2003). Applied Educational Assessment. Australia: Wadsworth: Thomson Learning.
10. Popham, W.J. (1981). Modern Educational Measurement. New Jersey, Engle wood Cliffs: Prentice-Hall Inc.
11. Popham, W. J. (2002). Classroom Assessment: What teachers need to know (Third Edition). Boston: Allyn & Bacon.

Mapping of COs with GAs

	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	1	3	0	2	1	2	2	3	2
CO 2	2	1	3	0	2	1	2	2	3	2
CO 3	2	1	3	0	2	1	2	1	3	2
CO 4	2	1	3	0	2	1	2	2	3	2
Total	08	04	12	00	08	04	08	07	12	08
Scaled value	2	1	3	0	2	1	2	2	3	2

1 - Low, 2 – Medium, 3 – High

Semester IV

Subject Name	**VECTOR CALCULUS AND FOURIER SERIES**
Subject Code	**XBE406**

L –T –P –C	**C:P:A**	**L –T –P –H**
4- 1 –0- 5	**4:0.5:0.5**	**5- 1 – 0- 6**

Course Outcome:		**Domain C or P or A**
CO1	***Explain*** the concept of vector differential operators and ***apply*** it for solving the problems	Cognitive/
CO2	***Estimate*** the line integral, surface and volume Integrals, **Listen** and **take part** in solving the problems on line, surface and volume integrals.	Cognitive Affective
CO3	***Apply*** Green's, Stokes and Divergence theorems to **solve** the problems **Perform** Green's, Stokes and Divergence theorems to the vector field	Cognitive Psychomotor
CO4	***Explain*** the basic concept and periodic function of ourier series for the given function. ***Apply*** the concepts to solve the problems in even, odd and periodic functions problems.	Cognitive
CO5	***Interpret*** to approximate a given function by a combination of simple cos and sin Functions to **solve** the problems.	Cognitive

COURSE CONTENT

UNIT I	**9+3 hrs**
Vector differentiation - velocity & acceleration - Vector & scalar fields - Gradient of a vector - Directional derivative - divergence & curl of a vector solenoidal & irrotational vectors - Laplacian double operator - simple problems.	

UNIT II	**9 +3hrs**
Vector integration -Tangential line integral - Conservative force field - scalar potential - Work done by a force - Normal surface integral - Volume integral - simple problems.	

UNIT III	**9+3 hrs**
Gauss Divergence Theorem - Stoke’s Theorem - Green's Theorem - Simple problems & Verification of the theorems for simple problems.	

UNIT IV	**9+3 hrs**
Fourier series - definition - Fourier Series expansion of periodic functions with Period 2z and period 2a – Use of odd & even functions in Fourier Series.	

UNIT V	**9+3 hrs**

Half - range Fourier series - definition - Development in Cosine series & in Sine series - Change of interval - Combination of series.

L=60 hrs T= 15 hrs Total = 75 hrs

TEXT BOOKS

1. M.L. Khanna, Vector Calculus, Jai Prakash Nath and Co., 8th Edition, 1986.
2. S. Narayanan, T.K. Manicavachagam Pillai, Calculus, Vol. III, S. Viswanathan Pvt. Limited, and Vijay Nicole Imprints Pvt. Ltd, 2004.

REFERENCES

1. Dr.M.K.Venkataraman, Engineering Mathematics, The national publishing Co., 11th Edition, 1987.
2. Engineering Mathematics, T.Veerarajan, Tata McGraw Hill Publishing Company Ltd, New Delhi, revised edition.
3. Schaum's Outlines, Fourier Analysis, Tata McGraw- Hill Company Limited, New Delhi

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	POS11
CO1	3	3	-	-	-	1	1	1	-	-	-
CO2	2	2	-	1	-	-	-	-	-	-	-
CO3	1	1	1	2	2	1	1	1	-	-	-
CO4	2	2	3	3	3	1	1	1	-	-	-
CO5	1	1	1	1	1	-	-	-	2	3	2
	2	2	1	2	1	.5	.5	.5	.4	.5	.4

1 – Low, 2 – Medium, 3 – High

Semester	**IV**
Subject Name	**OPTICS AND SPECTROSCOPY**
Subject Code	**XBE407**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1– 0 - 4	**3.2:0.0:0.8**	**4 - 1 – 0 - 5**

Course Outcome		**Domain/Level C or P or A**
CO1	***Define, explain and demonstrate*** the propagation of light in prism & lens; ***discuss*** the phenomenon of lens aberration.	Cognitive
CO2	Acquire solid knowledge of interference; ***Analyze*** reflection and transmission of optic wave in thin film (air wedge) and determine wavelength of light ***using*** Michelson's interferometer.	Cognitive
CO3	***Identify*** the basics of polarization, production and detection of polarised light, ***explain*** wave plate and polarimeter	Cognitive Affective
CO4	***Identify*** the basics of polarization, production and detection of polarised light, ***explain*** wave plate and polarimeter.	Cognitive
CO5	***Identify*** the basics of polarization, production and detection of polarised light, ***explain*** wave plate and polarimeter	Cognitive / Affective

COURSE CONTENT

UNIT I	**GEOMETRICAL OPTICS**

Dispersive power of a prism - Deviation without dispersion - Dispersion without deviation - Spherical aberration in a lens -Methods of minimizing the spherical aberration - Chromatic aberration in a lens - Condition for achromatism for two thin lenses in contact, separated by a distance - Eye piece - Huygens's eye piece.

UNIT II	**INTERFERENCE**

Condition for bright and dark fringes - Fresnel's biprism - Determination of Wave Length - Interference by reflected and transmitted light In Thin Flims - Air wedge – Determination of Thickness of Thin wire - Michelson's interferometer - determination Of Wave Length.

UNIT III	**DIFFRACTION**

Fresnel and Fraunhofer diffraction(Definition only) - Construction of half period zones - Zone plate - Construction, theory -Comparison of zone plate and convex lens - Fraunhofer diffraction at a single slit – Grating theory Determination of Wave length - Resolving power of a telescope - Relation between magnifying power and resolving power of a telescope - Resolving power of a microscope.

UNIT IV POLARISATION

Brewster's law - Pile of plates -Double refraction - Uni axial crystals - Nicol Prism - Plane, Circular, Elliptically polarized light (Theory of production and detection) - Quarter wave plate and Half wave plate - Specific rotation – Laurentz half shade polarimeter.

UNIT V SPECTROSCOPY

IR, UV Production, Detection and Uses -Rayleigh Scattering - Raman effect - Quantum theory. LASER characteristics - Induced absorption, Spontaneous, Stimulated emission - Einstein's coefficient, derivation - Population inversion - Pumping – Uses-semiconductor LASER.

L=60 hrs T= 15 hrs Total = 75 hrs

TEXT BOOKS

1. Optics and Spectrosopy by R.Murugesan.
2. Optics and Spectroscopy by N.Subramanian and Brijlal.

REFERENCES

1. "Physical Optics" A.K. Ghatak, Tata McGrew Hill.
2. "Optics and Atomic Physics" D.P. Khandelwal; Himalaya, Publishing House, Bombay, 1988.
3. "Manchester Physics sries; Optics" F.Smith and J.H. Thomson; English Language Book Society and John Wiley, 1977.
4. "Optics" Smith and Thomson -John Wiley and Sons.
5. "Optics" B.K. Mathur.
6. "Optics" P.K. Srivastava; (CBS).
7. "Lasers" B.B. Laud; (New Age).

Mapping of COs with Gas

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	3	-	-	-	1	1	1	-	-	-
CO2	2	2	-	1	-	-	-	-	-	-	-
CO3	1	1	1	2	2	1	1	1	-	-	-
CO4	2	2	3	3	3	1	1	1	-	-	-
CO5	1	1	1	1	1	-	-	-	2	3	2
	2	2	1	2	1	.5	.5	.5	.4	.5	.4

1 – Low, 2 – Medium, 3 – High

Semester	**IV**
Subject Name	**GENERAL CHEMISTRY-IV**
Subject Code	**XBEC408**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 – 0- 4	**4: 0: 0**	**4- 1 – 0- 5**

Course Outcome:		**Domain C or P or A**
CO1	***Explain*** the periodic trends, extraction, preparation and properties of d-block elements and their compounds	Cognitiveg
CO2	***Describe*** the periodic properties of f- block elements	Cognitive/
CO3	***Describe*** the principles and properties of organo metallic compounds.	Cognitive/
CO4	***Understand*** the chemistry of alcohols, phenols and ether	Cognitive/
CO5	***Apply*** and ***Identify*** the principles of chemical kinetics and catalysis.	

COURSE CONTENT

UNIT-I	**Metallurgy and d-Block elements**
	Occurrence of metals – concentration of ores – froth floatation, magnetic separation, calcination, roasting, smelting, flux, aluminothermic process – purification of metals – electrolysis, zone refining, van Arkel de Boer methods – chemistry of transition elements – electronic configuration – general periodic trend – group study of titanium, vanadium, chromium, manganese and iron groups - coinage metals - comparative study and chemistry of photography – comparative study of zinc group metals – galvanization, evidences for the existence of mercurous ion as Hg_2^{2+}
UNIT –II	**Chemistry of f- Block Elements** **8 hrs**
	General characteristics of f-block elements – comparative account of lanthanides and actinides – occurrence, oxidation states, magnetic properties, colour and spectra – lanthanides and actinides – separation by ion exchange and solvent extraction methods – lanthanide contraction – chemistry of thorium and uranium – occurrence, ores, extraction and uses – preparation, properties and uses of ceric ammonium sulphate, thorium dioxide, thorium nitrate, uranium hexafluoride, uranylacetate

UNIT-III	**Chemistry of Organometallic compounds**

Introduction – preparation of organo magnesium compounds – physical and chemical properties – uses – preparation of ogranozinc, organolithium compounds – physical and chemical properties – uses- chemistry of organo copper, organolead, organophosphorus and organo boron compounds

UNIT -IV	**Chemistry of Alcohols, Phenols and Ethers**

Nomenclature – preparation of alcohols – industrial source of alcohols – physical properties – chemical properties – uses – chemistry of glycols and glycerols – uses – preparation of phenols including di and tri hydric phenols – physical and chemical properties – uses – aromatic elctrophilic substitution mechanism – theory of orientation and reactivity, laboratory preparation of ethers, epoxides – physical properties – chemical properties – uses – introduction to crown ethers – structures – applications

UNIT - V	**Chemical Kinetics and Catalysis**

Rate of reaction, average and instantaneous rates, rate equation, order of reaction. Rate laws- rate constants – derivation of rate constants and characteristics for zero, first order, second and third order (equal initial concentration) – derivation of time for half change with examples. Methods of determination of order of reactions – experimental methods of determination of rate constant of a reaction – volumetry, manometry, polarimetry, Mechanism of complex reactions – equilibrium and steady state approximations.

Effect of temperature on reaction rate – concept of activation energy, energy barrier Arrhenius equation. Theories of reaction rates – collision theory – derivation of rate constant of bimolecular gaseous reaction – failure of collision theory – Lindemann's theory of unimolecular reaction. Theory of absolute reaction rates – derivation of rate for a bimolecular reaction – significance of entropy and free energy of activation. Comparison of collision theory and ARRT. Kinetics of fast reactionm – flow methods and pulse methods.

Catalysis – homogeneous and heterogeneous – homogeneous catalysis – kinetic of acid – base and enzyme catalysis. Heterogeneous catalysis – adsorption – types – chemical and physical. Characteristics of adsorption. Different types of isotherms – Freundlich and Langmuir

L- 30hrs T- 15hrs Total - 45 hrs

REFERENCES

1. Puri B.R., Sharma L.R., Kalia K.K., Principls of Inorganic Chemistry, (23rd edition), New Delhi, Shoban Lal Nagin Chand & Co., (1993)
2. Lee J.D. Concise Inorganic Chemistry, UK, Black well Science (2006)
3. Puri. B.R., Sharma L.R., Pathania M.S., Principles of Physical Chemistry
4. 23 rd edition) New Delhi, Shoban Lal, Nagin Chand & Co., (1993)
5. Glasstone S. Lewis D., Elements of Physical Chemistry, London, Macmillan & Co.
6. Morrison R.T. and Boyd R.N., Organic Chemistry (6th edition), New york, Allyn & Bacon Ltd., (1976)
7. Bahl B.S. and Arun Bahl, Advanced Organic Chemistry, (12th edition), New Delhi, Sultan Chand & Co., (1997)

Mapping of COs with POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2		3	3	3		2	-	2
CO2	3	2		3	3	3		2	-	2
CO3	2	2		2	3	3		2	2	2
CO4	3	2		2	3	2		3	3	2
CO5	3	2		3	3	3		3	3	2
TOTAL	14	10		13	15	14		12	8	10
	3	**2**		**3**	**3**	**3**		**3**	**2**	**2**

1 - Low, 2 – Medium, 3 – High

Semester	**IV**
Subject Name	**COMPUTER GRAPHICS**
Subject Code	**XBES408**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 – 0- 4	**2.4:0.8:0.8**	**4- 1 – 0- 5**

Course Outcome:		**Domain C or P or A**
CO1	***Recognize*** the display devices and their classifications and ***describe*** about the their functions Able to ***discuss*** about the various Graphics Software	Cognitive Affective
CO2	E***xplain*** the procedure to draw the basic elements of computer graphics like line segment and circle and ***discuss*** about the attributes of line segments Able to ***write*** algorithm for filling a region covered with closed boundary	Cognitive Affective
CO3	Able to ***discuss*** the various graphics transformation on two dimensional and ***explain*** the different clippings. Able to implement simple transformations. Able to ***perform*** composite transformation.	Cognitive Psychomotor
CO4	***summarize*** the different viewing methods.Respond for the basic transformations	Cognitive Affective
CO5	Able to ***explain*** and ***classify*** the different projections. ***Acknowledge*** the different visible surface detection methods of 3D objects	Cognitive, Affective

COURSE CONTENT

UNIT-I	**INTRODUCTION TO COMPUTER GRAPHICS**
	Brief Survey of Computer Graphics – Graphics Systems: Video Display Devices – Types – Raster-Scan Systems and Random-Scan Systems – Input Devices – Hard-Copy Devices – Graphics Software.
UNIT –II	**OUTPUT PRIMITIVES AND THEIR ATTRIBUTES**
	Line-Drawing (DDA and Bresenham's) Algorithms – Circle-Generating (Midpoint) Algorithm – Area Filling (Boundary-Fill and Flood-Fill) Algorithms - Line Attributes - Color and Grayscale Levels – Character Attributes – Inquiry Functions.
UNIT-III	**TWO-DIMENSIONAL TRANSFORMATIONS AND VIEWING**
	Matrix Representations and Homogeneous Coordinates – Composite Transformations - Other Transformations – Window-to- Viewport Coordinate Transformation – Clipping Algorithms: Cohen-Sutherland Line Clipping and Sutherland- Hodgeman Polygon Clipping – Basic Modeling Concepts - Interactive Input Methods: Logical Classification of Input Devices – Interactive Picture-Construction Techniques.

UNIT -IV THREE-DIMENSIONAL CONCEPTS

Three-Dimensional Display Methods: Parallel and Perspective Projections – Depth Cueing - Visible Line and Surface Identification – Polygon Surfaces: Polygon Tables, Three-Dimensional Transformations: Basic, Other and Composite Transformations.

UNIT - V THREE-DIMENSIONAL VIEWING

Viewing Pipeline and Coordinates – Transformation from World to Viewing Coordinates – Projection Transformations - Matrices - View Volumes - Hidden Surface and Hidden Line Elimination Methods: Back-Face Detection , Depth-Buffer and A-Buffer Methods - RGB,CMY and HLS Color Models – Computer Animation: Design of its Sequences and Languages.

L- 30hrs T- 15hrs Total - 45 hrs

TEXT BOOKS

Donald Hearn and M. Pauline Baker, "Computer Graphics C Version" Second Edition, Pearson Education, 2006.

REFERENCES

William M. Neuman, Robert R. Sprout, " Principles of interactive Computer Graphics", McGraw Hill International Edition.

Mapping of COs with GAs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2		3	3	3	0	3	0	2
CO2	3	2		3	3	3	0	3	0	2
CO3	3	2		3	3	3	0	3	3	2
CO4	3	2		3	3	3	0	3	3	2
CO5	3	2		3	3	3	0	3	3	2
Total	15	10	0	15	15	15	0	15	9	10
	3	2	0	3	3	3	0	3	2	2

1 - Low, 2 – Medium, 3 – High

Semester	**IV**
Subject Name	**PHYSICS PRACTICAL – IV**
Subject Code	**XBE409**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 –2– 2	**1:0.6:0.4**	**0 – 0 –2 - 2**

Course Outcome		**Domain/Level C or P or A**
CO1	***Use*** laboratory techniques such as ***accuracy*** of light experiments.	Cognitive/ Psychomotor
CO2	***Explain*** *and* ***Study*** the thickness of materials.	Cognitive /Psychomotor
CO3	Gain ***knowledge*** and ***identify*** the various laws of light.	Cognitive /Psychomotor
CO4	***Manipulate*** the optical, electrical and heat properties with excellent ***application*** knowledge.	Cognitive /Affective/ Psychomotor
CO5	***Use*** *basic* ***knowledge*** *to find resistance material*.	Cognitive/ Affective /Psychomotor

Choose any **EIGHT** Experiments only

1. Spectrometer – Grating –normal incidence.
2. Potentiometer – Calibration of ammeter.
3. Potentiometer – Resistance of a coil
4. Spectrometer – Dispersive Power.
5. Air wedge – Determine the thickness of a thin wire.
6. Newton's ring-Determination of radius of curvatureof the lens R
7. Emissivity of a surface-Sperical Calorimeter
8. Laser-Determination of wavelength and particle wire

L = 0 hrs P=45 Hrs TOTAL = 45 hrs

Text Books:

1. BSc Practical Physics, C. L. Arora, (S. Chand)
2. An Advanced Course in Practical Physics, D. Chattopadhyay and P. C. Rakshit, (New Central Book Agency)
3. A Text Book of Advanced Practical Physics, S. Ghosh, (New Central Book Agency) 7 Semester 1 - Physics (Honours) Theory Paper.
4. Shukla R. K. and Anchal Srivastava, Practical Physics, New Age International (P) Ltd, Publishers, 2006.
5. Arora C. L., B.Sc Practical Physics, S. Chand and Company Ltd, 2007.

REFERENCES

1. Squires G. L., Practical Physics, 4 th Edition, Cambridge University Press, 2001.
2. Halliday D., Resnick R. and Walker J., Fundamentals of Physics, 6th Edition, John Wiley and Sons, 2001.
3. Jenkins F.A. and White H.E., Fundamentals of Optics, 4th Edition, Mc Graw Hill Book Company, 2007.
4. Geeta Sanon, B. Sc., Practical Physics, 1st Edition, S. Chand and Company, 2007.
5. Benenson, Walter, and Horst Stocker, Handbook of Physics, Springer, 2002

Mapping of COs with GAs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2				1	1		
CO2	1	1	2				1	1		
CO3	3	3	2	2	2		1	1		
CO4	3	1	2				1	1		
CO5	1	1	2		2		1	1		
	3	1	2	2	2	2	1	1		

1-Low , 2- Medium ,3-High

Semester	**IV**
Subject Name	**SEMI MICRO INORGANIC QUALITATIVE ANALYSIS (CATIONS) LAB**
Subject Code	**XBEC410**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 –2– 2	**1:0.6:0.4**	**0 – 0 – 2 - 2**

Course Outcome		**Domain C or P or A**
CO1	***Identify*** the various cations present in the given inorganic mixture and analyses the respective groups.	Cognitive and Psychomotor
CO2	***Explain*** the fundamentals of group separation and chemical reaction takes place in the confirmation test.	Cognitive and Psychomotor
CO3	***Predict*** the results and differentiate the various groups and cations/ anion present in the mixture.	Cognitive and Affective

COURSE CONTEN T

SEMIMICRO INORGANIC QUALITATIVE ANALYSIS (ANIONS)

Analysis of a mixture containing two cations of which one will be an interfering ion. Semi micro method using the conventional scheme with hydrogen sulphide may be adopted.

Cations to be Studies: lead, copper, bismuth, cadmium, antimony, tin, iron, aluminium, zinc, manganese, cobalt, nickel, barium, calcium, strontium, magnesium and ammonium

P = 30 hrs Total = 30 hrs

TEXT BOOKS

Venkateswaran V. Veerasamy R. Kulandaivelu A.R., Basic principles of Practical Chemistry, 2nd edition, New Delhi, Sultan Chand & sons (1997).

G. Svehla, Vogel's Qualitative Inorganic Analysis, 7th Edition, , Pearson Education India, 2008.

Dr.V.V. Ramanujam, Inorganic Semi Micro Qualitative Analysis, The National Publishing Company, Chennai.

Mapping of COs with POs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	0	0	0	0	0	0	0	2	2
CO2	2	0	0	0	0	0	0	0	1	1
CO3	3	0	0	0	0	0	0	0	2	2
Total	8	0	0	0	0	0	0	0	5	5
Scaled value	3	0	0	0	0	0	0	0	2	2

1-Low , 2- Medium ,3-High

Semester	**IV**
Subject Name	**COMPUER GRAPHICS LAB**
Subject Code	**XBES410**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 – 2- 2	**1.5:0.5:0.0**	**0- 0 –2- 2**

Course Outcome		**Domain/Level C or P or A**
CO1	***Apply*** C programmes for basic elements of computer graphics and ***demonstrate*** programme for line segment and circle	Cognitive Psychomotor
CO2	***Implementing*** C programming skill to graphics transformations and ***show*** some examples	Cognitive Psychomotor
CO3	***Explain*** the clipping algorithms with basic elements	Cognitive

COURSE CONTENT

1. Implementation of DDA Line Drawing Algorithm using C.
2. Implementation of Bresenham's Line Drawing using C.
3. Implementation of Circle Drawing Algorithm using C.
4. Implementation of the basic transformations – Translation, Rotation and Scaling using C.
5. Implementation of the transformation – Shear and reflection using C
6. Implementation of line clipping algorithm.
7. Implementation of three dimensional transformations.

Reference Books:

1.Donald Hearn and M. Pauline Baker, "Computer Graphics C Version" Second Edition, Pearson Education, 2006.

2..Balagurusamy E ., 2006, *Programming in ANSI C* , 3rd ed, Tata McGraw-Hill.

P - 30hrs Total - 30 hrs

Mapping of COs with POs

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**
CO1	3	0	0	1	0	0	0	0	2	2
CO2	3	0	0	1	0	0	0	0	1	1
CO3	3	0	0	1	0	0	0	0	2	2
	9	0	0	3	0	0	0	0	5	5
	3	0	0	2	0	0	0	0	3	3

1-Low , 2- Medium ,3-High

Semester	**IV**
Subject Name	**PRACTICUM AND SCHOOL INTERNSHIP – II**
Subject Code	**XBES411**

COURSE CONTENT

15 hrs

In the IV semester the student's teachers will undergo internship in teaching for 3 weeks the student's teacher will be engaged in the following activities and preparation of records.

a. Observation
b. Case Study
c. Text Book Review

Semester	**V**
Subject Name	**SOFT SKILL DEVELOPMENT AND PEACE EDUCATION**
Subject Code	**XBE501**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0 – 0- 3	**2.5: 0.5: 0**	**3- 0 – 0- 3**

Course Outcome:		**Domain**
On the successful completion of the course, students will be able to		**C or P or A**
CO1	Compare the importance of soft skill, communication skill, and self esteem	Cognitive
CO2	Discovering the interpersonal skills	Cognitive
CO3	Evaluate the societal skills and provide awareness on cultural development	Cognitive
CO4	Grasps the knowledge of peace education	Psychomotor

COURSE CONTENT

UNIT-I Personal skills

Meaning and importance of soft skills – communication skill: importance of word power, dictionary and it uses, sentences and their structure, art of eloquence, common mistakes in writing and their correction – group discussion – interview skills
Self knowledge, self esteem and self confidence, goal setting, personal health, personal space, personal work space, dress code and grooming, body language, time management, stress management, personal workspace, personal values – regularity, honesty, faithfulness, sincerity, discipline, obedience, forgiveness.

UNIT –II Interpersonal Skills

Team work, leadership skill, Empathy and sensitivity greetings, Etiquettes

UNIT-III Societal skills

Responsiveness to the environment, Awareness of the cultural heritage, commitment to society, futuristic vision, knowledge of the Indian Constitution. Social values : service, concern for justice, civil sense, charity, good friendship.

UNIT -IV Peace Education

Responsiveness to the environment, Awareness of the cultural heritage, commitment to society, futuristic vision, knowledge of the Indian Constitution. Social values : service, concern for justice, civil sense, charity, good friendship.
Peace context : conditions for promotion of peace, UNESCO'S concerns on peace and understanding. Role of education in promotion of peace: implication of pedagogy. Teacher role in promoting peace.
Session work

- Arranging debated and group discussion
- Arranging mock with interview
- Displaying five words a day with meaning in the notice board
- Organizing function by students.
- Conduction awareness a rallies

L- 15hrs P- 15hrs Total - 30 hrs

TEXT BOOKS

1. Shri. Madhukar, (2008) Soft Skills for life, AVM ware Publishing
2. Thomas Chathamparapil and Kennedy Andrew Thomas (2005), Holistic Education, Centre for Education Beyond curriculum, Christ college, Bangalore.
3. Mcellary. M., & Fenning P, Salf Eteen (2000), Master Mind books, Bangalore

REFERENCES

1. NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi.
2. NCERT (1986), School Education in Indian – present status and Future Needs, New Delhi.

Mapping of COs with POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO2
CO1	-	-	3	1	1	1	2	2	1	0	-	-	-	-
CO2	-	-	2	1	2	1	2	2	1	0	-	-	-	-
CO3	-	-	3	1	1	1	2	2	1	0	-	-	-	-
CO4	-	-	2	1	2	1	1	2	1	1	-	-	-	-
CO5	-	-	2	1	2	1	1	2	1	1	-	-	-	-
Total	-	-	12	5	8	5	8	10	5	1	-	-	-	-
Course			0	3	3	3	0	3	2	3	-	-	-	-

1 - Low, 2 – Medium, 3 – High

Semester	**V**
Subject Name	**BASICS OF E-LEARNING EDUCATION**
Subject Code	**XBE502**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0 –0- 3	**3: 0: 0**	**3- 0 –0- 3**

Course Outcome: *On the successful completion of the course, students will be able to*		**Domain C or P or A**
CO1	Define the basic knowledge about the principles and usage of e – learning in Education.	Cognitive
CO2	Relate the significance of e - learning	Cognitive
CO3	Identify the different tools of multimedia in developing e - content.	Cognitive

COURSE CONTENT

UNIT-I	**DESIGN CRITERIA AND MATERIALS**	**9 hrs**

E-Learning- Definition- Aim and objectives of e-learning, - Benefits. Characteristics of e – Learning, Tools of e- Learning – types of e-learning, Growth of e-Learning in education, Concepts of Computer based learning, Computer Supported Collaborative Learning (CSCL), Learning management system.(LMS), Learning content management system(LCMS), Technology enhanced learning (TEL) and Computer aided assessment(CAA)

UNIT –II	**LOADING**	**8 hrs**

Meaning, Need, and Significance Multimedia – Components of Multimedia: Text, Graphics, Audio, Animation and Video - e-Content Development: Meaning, Need and Significance – Types and forms of e-content. – Stages of e-content. Development and steps involved – Funding for e-Content Development for Higher Education.

UNIT-III	**STRUCTURAL FORMS**	**9hrs**

Directories – Search Engines – On line Conferencing – Video Conferencing – e-Conferencing – e-Forum – News groups – Blog – Wiki – Discussing board – Wi-Fi – Internet – Intranet – Chat rooms – e-Journal – Digital Libraries – UGC Infib net - Mobile Learning.- E-Book – Moodles - Virtual Learning - Web Based Learning - Online Learning

P- 15 hrs Total - 15 hrs

TEXT BOOKS

1. Adam, D.M (1985) Computers and Teacher Training: A Practical Guide, The Haworth Pren, Inc, N.Y
2. Das, R.C (1993) Educational Technology _ A Basic Text, Sterling Publishers, Pvt. Ltd.
3. Haas, K.B. and Pecker, H.Q. 91990) Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
4. Mukhopadhyay, M. (1990) Educational Technology – Challenging Issues, Sterling Publishers Pvt. Ltd, New Delhi.
5. Sambath at.al (1981) Introduction to Educational Technology. Sterling Publishers Pvt. Ltd.
6. Sharma. B.M. (1994) Media and Education: New Delhi, Common wealth Publishers.

REFERENCES

1.Venkataiah, N. (1996) Educational Technology, New Delhi: APH Publishing Corporation.

Mapping of COs with POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	0	0	3	1	1	1	2	2	1	3
CO2	0	0	2	1	2	1	2	2	1	3
CO3	0	0	3	1	1	1	2	2	1	3
Total	0	0	8	3	4	3	6	6	3	9
Course	0	0	3	3	3	3	2	2	2	3

1 - Low, 2 – Medium, 3 – High

Semester	**V**
Subject Name	**TEACHING APPROACHES AND STRATEGIES**
Subject Code	**XBE503**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1– 0- 4	**2:2:0**	**3-1-0-4**

Course Outcome:		**Domain**
	On the successful completion of the course, students will be able to	**C or P or A**
CO1	Identify the basic principles of teaching	Cognitive
CO2	Relating the models of teaching with its characteristics	Cognitive
CO3	Describe the types of teaching and its methods	Psychomotor
CO4	Explain the effectiveness of teaching aids with Educational Technology	Psychomotor

COURSE CONTENT

UNIT-I	**Understanding Teacher and Teaching**
	Teaching – Definition, Meaning, Nature, Characteristics and Functions of Teaching. Principles of Teaching Maxim of Teaching. Structure of Teaching and phases of teaching – An analysis of Teacher functions, skills and competencies in the three phases: pre active phase – visualizing decision – making on outcomes and instructional – approaches and strategies, preparation and organization; Interactive Phase – facilitating and managing learning; post -active phase – assessment of leaning outcomes. Evaluation of teachers. Planning for teaching – unit plan and lesson plan. Characteristics associated with effective teachers. Teacher's professional identity
UNIT –II	**Models of Teaching**
	Meaning, definitions, characteristics of models of teaching. Concepts of teaching models. Types of Teaching models: Information processing model – concept attainment, Inquiry training, advance organizer, Inductive thinking. Social interaction Models – Social Inquiry, Group Investigation, classroom meeting Personal development model – Non-directive model, Awareness Training, Synaptic, conceptual system Behavior Modification models – Training, Stress reduction, desensitization.
UNIT-III	**Methods of Teaching**
	Traditional dynamic and progressive methods of teaching. Seven fold divisions of methods – small group, large group, Individualized teaching methods, autocratic and democratic methods, students centered and teacher centered methods. Lecture method, demonstration method, symposium, seminar, workshop, brainstorming, analytic and synthetic method, inductive and deductive method, project method, Dalton method, heuristic method, laboratory method, team teaching, tutorial method, textbook method. Programmed instruction, Computer Aided Instruction (CAI), Personalized System of Instruction (PSI), Keller plan, role play (stimulation), story telling, play way method, Kinder Garten Method, Montessori Method, ABL Method, ALM method Micro Teaching Skills

UNIT -IV	Devices and techniques of teaching	12hrs

Meaning and significance of devices of teaching – assignments, homework, discussion, dramatization, evaluation, explanation, exposition, narration, note dictation, observation, story telling, study habits, supervised study, teacher's diary, text books.

Fixing devices in teaching – importance and nature of fixing devices – drill, review of revision, questioning and answering

UNIT - V	Teaching aids and Educational Technology	12hrs

Effectiveness of teaching aids. Edgar Dale's cone of experience

Classification according to stages; non – projected aids, projected aids.

Projected aids – films, Filmstrips, OHP, Slides, LCD projector

Non projected aids : graphic aids – cartoons, charts, comics, diagram, Flash cards, graphs, maps, photograph, pictures, posters.

Display Board – Black board, bulletin, flannel board, magnetic board, pegboard.

3- Dimensional aids – diagram, models, mockups, objectives, puppets, speciemens.

Audio aids- radio, recording, television

Activity aids – CAI, PSI, CML, Programmed instruction, Audio – Visual aids – use of internet, video conferencing, CD, Multimedia

Sessional Work:

- Comparative study of syllabi of various subjects to identify content categories.
- Writing instructional objectives of a lesson under domains and levels.
- Practice on the skills of introducing, questioning, stimulus variation, illustrating and organizing learning activity.
- Design learning episodes / activities and organize them in the classroom.

L-30hrs T-15 hrsTotal-45 hrs

TEXT BOOKS

1. J. Mezirow and Associates (1990), Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning: San Francisco: Jossey – Bass Publishers.
2. Smith, K. (1993). Becoming the "guide" on the side : Educational Leadership, 51(2), 35-37.
3. Darling – Hammond, Linda, et. Al. Excellence in Teacher Education : Helping Teachers Develop Learner – Centered School. Washington, D.C. National Education Association School Restructuring Series, 1992.
4. Savery, J. and Duffy, Thomas M. (1995). Problem based learning : An instructional model and its constructivist framework. Educational Technology, 35, 31-38.
5. Fosnot, Catherine Twoomey, Constructivism : Theory, Perspective and Practice. New York : Teachers College Press, 1989.

Vygotsky, L.S. Thought and Language, Cambridge, MA : MIT Press, 1962

REFERENCES

1. Austin, F M (1961) Art of Questioning in the Classroom, University of London Press Ltd., London.
2. Brown, J.S., Collins, A. and Duguid, S. (1989). Situated cognition and the culture of learning, *Educational Researcher*, 18(1), 32-42.
3. Davis, Irork (1971), The Management of earning, McGraw Hill, London.

4. L.Steffe and J. Gale (Eds.) 1995). *Constructivism in Education*, New Jersey : Lawrence Erlbaum Associates Inc.
5. B.Wilson, (1996) *Constructivist Learning Environments*, New Jersey : Educational Technology Publications.
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7. Vygotsky, L. (1978). *Mind in Society : The Development of Higher Psychological Processes*, MA : Harvard University Press.
8. G.Boomer, N. Lester, C. Onore and J.Cook (Eds.) (1992). Negotiating the curriculum : Educating for the 21st century, London : The Falmer Press.
9. Dewey, J. (1916). Democracy and Education. New York : The MacMillan Company.
10. Kelly, G.A. (1991). The psychology of personal constructs Volume one – A Theory of Personality, London : Routledge.
11. Langer, J. and Applebee, A.N. (1987). How writing shapes thinking : A Study of Teaching and Learning, National Council of Teachers of English.
12. Lindfors, J. (1984). How children learn or how teachers teach? A Profound confusion: Language Arts, 61 (6), 600-606.
13. Savery, J. and Duffy, Thomas M. (1995). Problem based learning : An instructional model and its constructivist framework. Educational Technology, 35, 31-38.
14. Fosnot, Catherine Twoomey, Constructivism : Theory, Perspective and Practice. New York : Teachers College Press, 1989.
15. Vygotsky, L.S. Thought and Language, Cambridge, MA : MIT Press, 1962

Resource Websites:

- http://www.thirteen.org/edonline/concept2class/constructivism/index.html.
- www.ipn.uni-kiel.de/projekte/esera/book/b001-cha.pdf
- http://www.ericdigests.org/1999-3/theory.htm
- http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at6lk36.htm
- http://saskschoolboards.ca/research/instruction/97-07.htm
- http://www.ed.psu.edu/CI/Journals/1998AETS/t1_7_freeman.rtf

Mapping COs with POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	0	3	3	1	1	1	2	2	1	0
CO2	0	3	2	1	2	1	2	2	1	0
CO3	0	3	3	1	1	1	2	2	1	0
CO4	0	3	2	1	2	1	1	2	1	1
CO5	0	3	2	1	2	1	1	2	1	1
Total	0	15	12	5	8	5	8	10	5	1
Scaled Value	0	2	0	3	3	3	0	3	2	3

0-No relation 3- Highly relation 2- Medium relation 1– Low relation

Semester	**V**
Subject Name	**PEDAGOGY OF MATHEMATICS-I**
Subject Code	**XBE504A**

L –T –P –C	**C :P:A**	**L –T –P –H**
3– 0– 0–3	**3:0:0**	**3– 0– 0– 3**

Course Outcome: *On the successful completion of the course, students will be able to*		**Domain C or P or A**	**Level**
CO1	**Understanding** the characteristics of Mathematical language and its role in Science	Cognitive	Understanding
CO2	**Identify** the aims and objectives of teaching mathematics for secondary schools	Cognitive	Applying
CO3	**Applying** the strategies for mathematical learning and **elaborate** the attainment and uses of concepts	Cognitive	Applying Creating
CO4	**Trace** the generalization of teaching mathematics & **analyze** the strategies involved in teaching mathematics	Cognitive	Analysing
CO5	**Utilize** the additional resources for learning mathematics and **determine** the recreational followed in mathematics	Cognitive	Evaluating Applying

COURSE CONTENT

UNIT-I	**Nature and Scope of Mathematics**

Meaning and dimensions of mathematics, the nature of mathematical propositions; truth values, compound propositions; truth tables; open sentences; truth sets; Venn diagram; logically valid conclusions; use of quantifiers. Implications - one way and two way - necessary and sufficient conditions.

A mathematical theorem and its variants - converse, inverse and contra positive, undefined terms in mathematics; quasi definitions and definitions in mathematics; the defining properties of a definition.

Difference between proof and verification - Difference between pure and applied mathematics; History of mathematics with special emphasis on Indian mathematian.

UNIT –II	**Aims and Objectives of Teaching Secondary School Mathematics and Planning for Instruction**

Need for establishing general objectives for teaching mathematics, Study of the aims and general objectives of teaching mathematics vis-à-vis the objectives of secondary education. Writing specific objectives of different content categories in mathematics- Selecting the content for instruction, identifying teaching points for a mathematics lesson; organization of content. Stating instructional objectives for a mathematics lesson and identifying learning outcomes in behavioural terms; Writing lesson plans for mathematics lessons; Planning a unit of instruction in mathematics.

Designing – learning experiences; appropriate strategies; teaching aids; evaluation tools, etc.

UNIT-III Strategies for Learning Mathematical Concepts

Nature of concepts, concept formation and concept assimilation, Moves in teaching a concept - defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason.

Comparing and contrasting; giving counter examples; non examples;

Use of Concept Attainment and Advance Organizer Models, planning and implementation of strategies in teaching a concept

UNIT -IV Teaching of Generalisation

By exposition*:* Teaching by exposition, Moves in teaching a generalization; introduction, Introduction moves - focus move, objective move, motivation move - Assertion move, application move, interpretation moves, justification moves - planning of expository strategies of teaching generalizations. By guided discovery: Nature and purpose of learning by discovery, Inductive, deductive - guided discovery strategies, Maxims for planning and conducting discovery strategies; planning of strategies involving either induction or deduction or both.

UNIT - V Utilizing Additional Resources for learning Mathematics, Strategies and recreational Mathematics

Resources of Learning Mathematics: Organising mathematics laboratory, library, club

Strategies for improving effective problem solving skills: Short cut methods – rapid calculation, simple multiplication – tests of divisibility – methods to develop speed and accuracy

Recreational Mathematics: Recreational mathematics – riddles, puzzles, paradoxes, beautiful number patterns, magic squares, unsolved problems

Learning Theories and Strategies Resources

Individualized learning techniques – concept mapping, Keller plan and learning packages – Dalton plan – benefits, criticisms – supervised study - Programmed learning and computer assisted instruction.

Group learning techniques – Cooperative learning, Buzz sessions, Group discussions – mathematical games.

Learning Resources: Classroom conditions for learning mathematics – characteristics and role of mathematics teacher – text book preparation – structure and uses – workbook and its uses

Sessional Work:

1. Analysis of a unit/chapter in a mathematics textbook to identify the concepts, principles and processes and to understand the underlying mathematical structures.
2. Stating specific objectives for a mathematics lesson.
3. Identification and evaluation of moves and teaching skills used in a lesson/lesson plan.
4. Planning and implementation of appropriate strategies for teaching mathematical concepts and generalizations in simulated and real classroom situations.
5. Construction of appropriate test items to measure different outcomes of learning concepts and generalization.
6. Identification of students' learning difficulties and their remediation.

L-30hrs T-15 hrsTotal-45 hrs

TEXT BOOKS

:

1. Butler and Wren (1965). , The Teaching of Secondary Mathematics, London: McGraw Hill Book Company.
2. Cooney, T.J. and Others (1975), Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin.
3. Kapfer, Miriam B (1972). Behavioural objectives in Curriculum Development: Selected Readings and Bibliography. Englewood Cliffs, NJ: Educational Technology.
4. Mager, Robert (1962). Preparing instructional objectives, Palo Alto, C A: Fearon.
5. NCERT, A textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi: NCERT.
6. Polya, George (1957) How to solve it, Garden City, New York: Doubleday.
7. Servas, w and T. Varga. Teaching School Mathematics - UNESCO Source Book.
   State text books in Mathematics of Southern Region from Class VI to X

REFERENCES

1. Butler and Wren (1965). , The Teaching of Secondary Mathematics, London: McGraw Hill Book Company.
2. Cooney, T.J. and Others (1975), Dynamics of Teaching Secondary School Mathematics, Boston:

Periodicals

a Journal of Research in Mathematics
b Mathematics Teaching
c School Science and Mathematics
d. The Mathematics Teacher

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	1	2	2	1	0
CO2	2	3	2	1	2	1	2	2	1	0
CO3	2	3	3	1	1	1	2	2	1	0
CO4	2	3	2	1	2	1	1	2	1	1
CO5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Course	3	2	0	3	3	3	0	3	2	3

1-5 →1, 6-10 →2, 11-15 →3

0-No relation 3- Highly relation 2- Medium relation 1– Low relation

Semester	**V**
Subject Name	**PEDAGOGY OF PHYSICS – I**
Subject Code	**XB504B**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0 – 0- 3	**2: 1: 0**	**3- 0 – 0- 3**

Course Outcome: On the successful completion of the course, students will be able to		**Domain C or P or A**
CO1	**Construct** the teaching objectives and prepare the lesson plan, unit plan and course plan.	Cognitive
CO2	**Analyze** the nature and scope of teaching physical science	Cognitive
CO3	**Demonstrate** the learning approaches in physical science & **construct** the concept mapping tools of learning	Cognitive Psychomotor
CO4	**Explain** the teachers role in learning physical science	Cognitive Psychomotor

COURSE CONTENT

UNIT-I	**Teaching objectives and planning**
	Aims and objectives of teaching of physical science - Bloom's taxonomy of educational objectives: General and specific instructional objectives and general and specific learning outcomes (GIOs & SIOs) relating to the cognitive, affective and psychomotor domains'. Lesson plan, Essential features of Lesson planning and its importance. Preparing lesson plans. unit plan, course plan, observation – Demonstration lesson – Teacher educators – guide teachers – peer group – Feed back.

UNIT –II	**Nature and scope of knowledge in physical science**
	What is science? Nature of Science. Development of scientific knowledge – observation, experimentation, classification. Concept, facts, theories and generalizations. Historical status of Physical Science and chemists to the knowledge domain of Physical Science with special reference to the methods of discovery / investigation adopted. The place of Physical Science in the school science curriculum. Integration of knowledge in Physical Sciences with the other school subjects. Application of Physical Science knowledge

UNIT-III	**Learning resources and preparation of materials**
	Preparation and use of learning aids contextually. Planning of science labs – facilities, equipments, materials and manuals, science records, maintenance and management of science labs. Planning of science Parks – utilization of science park as a learning resource in physical science. Audio – visual materials – charts, models, handbooks, laboratory guides, science kits, self-learning materials, worksheets.

UNIT -IV The changing emphasis in learning of physical science

The changing trends in the goals and objectives of learning of physical science in 21st century. Development of process skills (Observation, Classification, interpretation, control o variables, measuring, experimenting, hypothesizing, inferring, predicting and communicating). Stating objectives in terms of learning process. Metacognitive thinking and learning of physical science. Learner as a constructor of knowledge. Alternative conceptualizations (misconceptions) of students and teachers in physical science (some examples).

UNIT - V Approaches to constructing knowledge in Physical Science

Approaches to concept learning, conceptual change model (reconstructing ideas about certain Physical science concepts). Different types of inquiry methods; problem solving strategies; investigatory approach; guided discovery approach; inductive method; learning through projects. Concept mapping as a tool of learning. Cooperative and collaborative learning; group investigation, Self learning strategies

Teachers' Role as a facilitator

Providing multiple learning contexts and opportunities, encouraging students ownership of knowledge and engagement in the learning process, effective ways of questioning, engaging in learning episodes, helping learners to develop the attitudes of the rational problem solver, taking account of students' prior knowledge – encouraging students' inquiry abilities, valuing students' ideas and small group work, different ways of scaffolding and negotiating.

L- 30hrs T- 15hrs Total - 45 hrs

TEXT BOOKS

1. ***Steve Alsop, Keith Kicks (2007)*** Teaching Science: A Handbook for primary and secondary school teacher, Kogan Page, New Delhi.
2. ***Judith Bennett (2003)*** Teaching and Learning Science: A guide to recent research and its applications, Continuum, London.
3. ***Robin Millar(1984)*** Doing Science: Images of science in science education, The Falmer Press, London

REFERENCES

4. National Curriculum Framework 2009, NCERT, New Delhi.
5. ***Steve Alsop, Keith Kicks (2007)*** Teaching Science: A Handbook for primary and secondary school teacher, Kogan Page, New Delhi.
6. ***Judith Bennett (2003)*** Teaching and Learning Science: A guide to recent research and its applications, Continuum, London.
7. ***Robin Millar(1984)*** Doing Science: Images of science in science education, The Falmer Press, London.
8. NCERT Textbook in Physics for VIII to X Students
9. NCERT Textbook in chemistry for VIII to X Students
10. State Textbook in Science for VIII to X Students
11. ***Sharma, P.C. (2006).*** Modern Science Teaching, Dhanpat Rai Publications, New Delhi.
12. ***Nayak, (2003).*** Teaching of Physics, APH Publications, New Delhi.

13. ***Pandey, (2003).*** Major Issues in Science Teaching, Sumit Publications, New Delhi.
14. ***Yadav, M.S. (2003).*** Teaching of Science, Amol Publications.
15. ***Jenkins, E.W. (Ed.) (1997).*** Innovations in Science and Technology Education, Vol. VI,
16. ***Gupta, S.K. (1985).*** Teaching of Physical Science in Secondary Schools, Sterling Publication Pvt. Ltd.
17. ***Heiss, Obourn & Hoffman (1985).*** Modern Science in Secondary Schools, Sterling Publication (Pvt.) Ltd.
18. ***Passi, B.K.,*** Becoming a Better Teacher, Micro Teaching Approach.
19. ***Sharma, R.C. (1985).*** Modern Science Teaching, Dhanpat Rai and Sons.
20. ***Siddifit Siddiqi, (1985).*** Teaching of Science Today and Tomorrow, Doals House.
21. ***Patton, M.Q. (1980).*** Qualitative Evaluation Methods, Sage Publications, India.
22. ***Panner Selvam, A. (1976).*** Teaching of Physical Science (Tamil), Government of Tamil Nadu.
23. ***Nair, C.P.S. (1971),*** Teaching of Science in our Schools, Sulthan Chand & Co. Pvt. Ltd.
24. ***Rao, C.S. (1968).*** Science Teacher's Handbook, American Peace Crops.
25. ***Joseph, (1966).*** The Teaching of Science, Harvard University Press.
26. ***Owen, C.B. (1966).*** Methods of Science Master, The English Language Society and Macmillan Company Limited.

Mapping of CO's with PO's:

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**
CO1	2	3	3	1	1	1	2	2	1	0
CO2	2	3	2	1	2	1	2	2	1	0
CO3	2	3	3	1	1	1	2	2	1	0
CO4	2	3	2	1	2	1	1	2	1	1
CO5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Course	3	2	0	3	3	3	0	3	2	3

1-5 →1, 6-10 →2, 11-15 →3

0-No relation 3- Highly relation 2- Medium relation 1– Low relation

Semester V

Subject Name	**PEDAGOGY OF COMPUTER SCIENCE - I**
Subject Code	**XBES504C**

L –T –P –C	**C:P:A**	**L –T –P –H**
3 – 0 –0–3	**2:0:1**	**3 –0 – 0 – 3**

Course Outcome:		**Domain C or P or A**
CO1	Recognize and identify the importance of teaching computer science	Cognitive
CO2	Reproduce the concepts of Bloom's taxonomy	Cognitive Affective
CO3	Classify the different computer aided instruction methods	Cognitive
CO4	Identify the resources for computer science teaching	Cognitive
CO5	Follows the lab planning and managing concepts	Cognitive Affective

COURSE CONTENT

UNIT I **Introduction**

The nature and scope of knowledge in Computer Science- What is Computer Science? – Nature of computer science- historical status of computer science – contributions of Indian and international computer scientists to the knowledge of computer science with special reference to the methods of discovery / investigation adopted – the phase of computer science in the school curriculum- integration of knowledge in computer science with other school subjects- applications of computer knowledge in daily life.

UNIT II **Teaching Objectives and Planning**

Aim and objectives of teaching of computer science- Bloom's taxonomy of educational objectives – general and specific instructional objectives – general and specific learning outcomes relating to the cognitive, objective and psychomotor domains- lesson plan – unit plan- course plan – model lesson plan – observation – demonstration lesson – teacher educators – guide teachers – peer group – feedback

UNIT III **Methods of teaching computer science**

Individualised instruction – Programmed Instruction – Computer Assisted Instruction(CAI) – steps of developing CAI – modes of CAI – benefits of CAI – limitations of CAI – role of teachers in CAI – Computer managed instruction – lecture, demonstration – problem solving – project methods – scientific methods – analytic and synthetic methods – inductive and deductive approaches of teaching computer science.

UNIT IV **Resources of teaching Computer Science**

Text book, programmed instruction materials, co-curricular activities – organisation of computer science club, exhibitions and fairs – community resources – current affairs and issues – websites – online library – ebooks.

UNIT V Planning and Maintenance of Computer Science Laboratory

Planning and Maintenance of Computer Science Laboratory

Need for planning the computer science laboratory – special features of computer laboratory- essential infrastructure – laboratory management – organization of practical – maintenance of records.

Computer Science Teacher and professional development

Academic and professional qualification – special qualities required for a computer science teacher – need and importance of in-service training of a computer science teacher – professional ethics of computer science teacher.

L: 45 T: P: Total 45

TEXT BOOKS

1. ***V. Natarajan*** (2009), Teaching Methodology in Computer Education (Tamil and English Edition), Santha Publishers, Chennai
2. ***Bhatia, KK***. Measurement and Evaluation in Education, Ludhiana: Prakash brothers.

REFERENCES

1. ***Arul Jothi, D.L.Balaji, Rajash Verma***(2009), Computer and Education, Centrum press, New Delhi, (India)
2. ***V. Natarajan*** (2009), Teaching Methodology in Computer Education (Tamil and English Edition), Santha Publishers, Chennai
3. ***Bhatia, KK***. Measurement and Evaluation in Education, Ludhiana: Prakash brothers.
4. ***Sharma, R.A (2003)***. Advances Statistics in Education and Psychology, Meerut, R. Lall Book Depot.
5. ***Werma E. Gronlund*** - Measurement and Evaluation in teaching, Collier, Macmillan International Edition.
6. ***Singh, Y. K.*** (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
7. ***Sharma, R. N.*** (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.

Mapping of CO's with PO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	1	2	2	1	0
CO2	2	3	2	1	2	1	2	2	1	0
CO3	2	3	3	1	1	1	2	2	1	0
CO4	2	3	2	1	2	1	1	2	1	1
CO5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Course	3	2	0	3	3	3	0	3	2	3

0-No relation 3- Highly relation 2- Medium relation 1– Low relation

Semester	**V**
Subject Name	**PEDAGOGY OF CHEMISTRY - I**
Subject Code	**XBEC504C**

L –T –P –C	**C:P:A**	**L –T –P –H**
3 – 0 –0–3	**3:0:0**	**3 –0 – 0 – 3**

Course Outcome: On the successful completion of the course, students will be able to		**Domain C or P or A**
CO1	critically analyze the curriculum/evaluation practices of teaching of Chemistry in school to bring about changes in future to promote better pedagogy	Cognitiv
CO2	Comprehends the objectives of teaching and planning the skills in learning	Cognitive
CO3	Analyze the effective transaction and evaluation in teaching chemistry	Cognitive
CO4	Evaluate the essential of the laboratory professional development of a chemistry teacher	Cognitive

COURSE CONTENT

UNIT I **CHEMISTRY IN SCHOOL CURRICULUM**

- Aims and Objectives of Teaching Chemistry: meaning and need of Objective Based Teaching - General and specific aims of teaching chemistry at senior secondary level - Specific objectives in behavioural terms in chemistry.
- Meaning, nature and scope of Chemistry as a discipline in Science.
- Significance of chemistry in daily life and its relevance to Social and Environmental Issues.

Major Landmarks and Contributions in the field of Chemistry.

UNIT II **INSTRUCTIONAL PLANNING**

• Micro Teaching, Unit Planning and Lesson Planning

• Planning for Laboratory Demonstration/Experimentation

• Approaches and Methods of Teaching Chemistry (Illustrations of the use of these approaches methods taking examples from specific content in Chemistry)

a) Concept mapping approach - meaning of concept, concept formation with reference to preparation of concept maps

B) Process approach - teaching science as a process, Problem solving method.

c) Cooperative learning approach.

d) Activity based approach - investigatory approach, project method, Laboratory method. e) Constructivist approach

UNIT III CHEMISTRY CURRICULUM: EFFECTIVE TRANSACTION AND EVALUATION

Characteristics of an effective Chemistry curriculum.

• A critical study of present Chemistry curriculum at secondary/senior secondary school.

• Textbook in Chemistry - its need and use, evaluation of a textbook. Instructional Aids in Chemistry • Use of audio-visual aids in teaching of Chemistry with special reference to new technologies like interactive TV, Computer Aided Instruction. • Use of community resources and Preparing low cost teaching aids. • Laboratory Demonstrations and Experiments: Organisation and Conduct in the Chemistry Laboratory • Planning and Organization of co-curricular activities in Chemistry Planning and execution of Extended Experiences: • Excursions • Science Exhibition • Science Fair • Science Quizzes • Science Club Evaluation of Learners' Progress • Evaluation: Need, Concept and Scope. • Comprehensive & Continuous evaluation, need & importance of class tests. • Achievement test-its construction, administration and item analysis.

UNIT IV PROFESSIONAL DEVELOPMENT OF A CHEMISTRY TEACHER

Competencies associated with laboratory techniques.

• Maintenance of Chemistry Lab.: Safety, security and preventive measures.

• Need for professional development at Individual, Organizational and Government levels.

• Need and Relevance of Participation in Seminars, Workshops, Conferences, Symposia etc well as membership of Professional Organisations in Professional development of teachers.

• Field Visits to Institutions /Organisations such as Other Schools, Museums, Parks, Research Organisations etc: Need and Relevance for Professional development

Preparing the Teacher for Technology Integration: Planning with integrating Technology for inquiry (NTEQ) in Science at secondary school level.

• Action research: Concept and Identification of problems faced by the teachers in the classroom

L: 30 T:15 P: Total -45

TEXT BOOKS

1. Madan R.D., Juli G.D and Malik S.M.,Selected Topics in Inorganic Chemistry, S. Chand & Co, New Delhi (2006)
2. Lee J.D., Concise Inorganic Chemistry , ELBS Edition.

REFERENCES

1. Soni P.L.,Text Book of Inorganic Chemistry, S, Chand & Co, New Delhi (2006).
2. Puri B.R., Sharma L.R. and Kalkithar, Principles of Inorganic Chemistry, New Delhi (2002)..

Mapping of CO's with PO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	1	2	2	1	0
CO2	2	3	2	1	2	1	2	2	1	0
CO3	2	3	3	1	1	1	2	2	1	0
CO4	2	3	2	1	2	1	1	2	1	1
CO5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Course	3	2	0	3	3	3	0	3	2	3

1-5 →1, 6-10 →2, 11-15 →3 0-No relation 3- Highly relation 2-Medium relation 1– Low relation

Semester	**V**
Subject Name	**SEQUENCES AND SERIES**
Subject Code	**XCB505**

L –T –P –C	**C : P: A**	**L: T:P: H**
4 –1 –0 – 5	**5:0:0**	**5– 1- 0 - 6**

Course Outcome:		**Domain C or P or A**
CO1	Quote and understand the definition of a limit of sequence or a function and the corresponding theorem	Cognitive
CO2	Define and Explain Infinite series, convergence, divergence and oscillation of a series and necessary condition of a series.	Cognitive
CO3	Apply the basic tests for convergence of infinite series	Cognitive
CO4	Demonstrate an understanding of Cauchy's condensation root test.	Cognitive
CO5	Understand and be able to use Wilson's theorem, Fermat' little theorem and Lagrange's theorem.	Cognitive

COURSE CONTENT

UNIT-I **9hrs**

Sequence (definition), Limit, Convergence of a sequence - Cauchy's general principle of convergence - Cauchy's first theorem on Limits - Bounded sequences – monotonic sequence always tends to a limit, finite or infinite - Limit superior and Limit inferior .

UNIT –II **9hrs**

Infinite series - Definition of Convergence, Divergence & Oscillation – Necessary condition for convergence – Convergence of $\sum \frac{1}{n^p}$ and Geometric series. Comparison test, D'Alembert's ratio test, and Raabe's test (Simple problems based on above tests).

UNIT-III **9hrs**

Cauchy's condensation Test, Cauchy's root test and their simple problems - Alternative series with simple problems.

UNIT -IV

Theory of Numbers – Prime & Composite numbers – divisors of a given number N - Euler's function φ (N) and its value – The highest power of a prime P contained in N ! – Congruences – Fermat's, Wilson's & Lagrange's Theorems.

L=60hrs T- 15 hrs Total –75 hrs

TEXT BOOKS

[1] T.K. Manicavachagam Pillai, T. Natarajan, K.S. Ganapathy, Algebra, Vol. I, S.Viswanathan Pvt. Limited, Chennai, 2004

[2] T.K. Manicavachagam Pillai & others Algebra volume II, S.V.Publications – 1985 Revised Edition.

REFERENCES

[1]. M.K.Singal & Asha Rani Singal, A first course in Real Analysis, R.Chand & Co. 1999.

[2]. D.C.Sancheti, V.K.Kapoor, "Business Mathematics" Sultan Chand & Sons, 1993.

Mapping of CO's with PO's:

Course Outcomes	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}	PSO1
CO1	3	0	0	2	2	0	1	0	0	1	1
CO2	3	0	0	2	1	0	1	0	0	1	2
CO3	3	0	0	2	2	0	1	0	0	1	1
CO4	3	0	0	2	2	0	1	0	0	1	1
CO5	3	0	0	2	1	0	1	0	0	1	2
Total COs	15	0	0	10	8	0	5	0	0	5	7
Scaled	3	0	0	2	2	0	1	0	0	1	2

1-5 →1, 6-10 →2, 11-15 →3

0-No relation 3- Highly relation 2- Medium relation 1– Low relation

Semester	**V**
Subject Name	**ELECTRICITY AND MAGNETISM**
Subject Code	**XBE506**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 – 0- 4	**3:0:1**	**4- 1 – 0- 5**

Course Outcome:		**Domain C or P or A**
CO1	To study Coulomb's law and Gauss theorem and its applications and also the principle and types of capacitors	Cognitive
CO2	To understand the principle of Magneto statics, magnetic effects of electric current and their applications.	Cognitive Psychomotor
CO3	To understand the Kirchhoff's law, Wheatstone's bridge and their applications	Cognitive Affective
CO4	To study See beck effect, Peltier effect and Thomson effect and their applications	Cognitive
CO5	To understand the principle of electromagnetic induct ion and ac circuits	Cognitive Affective

COURSE CONTENT

UNIT-I	**ELECTROSTATICS**

Coulomb's law – Proof – Mechanical force experienced by unit area of a charged surface – Gauss Theorem (Statement), Derivation of Coulomb's inverse square law from Gauss law – Relation between electric field and potential – Potential at a point due to a uniformly charged conducting, Non conducting spheres.

UNIT –II	**CURRENT ELECTRICITY**

Kirchoff's Laws of Electricity(Statement), Wheatstone's bridge – Carrey Foster's Bridge – See beck effect, Peltier effect, Thomson effect – Thermodynamics of thermocouple – Thermo electric diagrams – Determination of Thomson, Peltier coefficient

UNIT-III	**ELECTROMAGNETIC INDUCTION**

Electromagnetic Induction, Laws, Self induction, Mutual Induction, Self Inductance by Rayleigh Method - experimental determination of mutual inductance – coefficient of coupling – Charge and Discharge of a Capacitor through a resistor –High resistance by leakage.

UNIT -IV	**ALTERNATING CURRENT**

Series and parallel resonance circuit – Resonance condition – their comparison – LC, LR, CR - AC Circuits – choke coil – Transformer – theory with and without load – uses.

UNIT - V	**MAGNETIC PROPERTIES OF MATERIALS**

Permeability, Susceptibility (Definition only) - Relation between them – Properties of dia,para and Ferro magnetic materials –Lange vein's theory of dia and para magnetism – B-H curve-Energy loss due to hysteresis –Importance of hysteresis curves.

L-45 T- 15 hrs Total-60 hrs

TEXT BOOKS

1. Electricity and Magnetism by R. Murugeshan (2008) S. Chand & Company Ltd. New Delhi.
2. Electricity and Magnetism by Brijlal and N. Subrahmanyam.(2000) Ratan Prakashan Mandir. Agra.
3. A text book of Electricity and Magnetism – K.K.Tiwan

REFERENCES

1. Electricity and Magnetism by D.L. Sehgal, K.L. Chopra and N.K. Sehgal 5th Edition (1996). Sultan chand & Sons. New Delhi.
2. Engineering Electromagnetism – William Hayt – TMH ed.
3. Introduction to Electromagnetic theory – D.Kraus – Wiley Eastern.

Mapping of CO's with PO's:

Course Outcomes	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8	PO_9	PO_{10}	PSO1
CO1	3	0	0	2	2	0	1	0	0	1	1
CO2	3	0	0	2	1	0	1	0	0	1	2
CO3	3	0	0	2	2	0	1	0	0	1	1
CO4	3	0	0	2	2	0	1	0	0	1	1
CO5	3	0	0	2	1	0	1	0	0	1	2
Total COs	15	0	0	10	8	0	5	0	0	5	7
Scaled	3	0	0	2	2	0	1	0	0	1	2

0-No relation 3- Highly relation 2- Medium relation 1– Low relation

Semester	**V**
Subject Name	**INORGANIC CHEMISTRY – I**
Subject Code	**XBEC507**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 – 0- 4	**2.8:0.8:0.4**	**4- 1 – 0- 5**

Course Outcome:		**Domain C or P or A**
CO1	***Recall*** and ***Explain*** the basic concepts of coordination chemistry; ***Display*** the shape and coordination modes of molecules using various theories.	Cognitive Psychomotor
CO2	***Summarize and Discuss*** the stability of octahedral and square planar complexes.	Cognitive Affective
CO3	***Discuss*** and Report the various applications of coordination compounds in quantitative analysis.	Cognitive Affective
CO4	***Describe*** the various packing arrangements of atoms and ***Analyze*** the type of semiconductors	Cognitive Psychomotor
CO5	***Classify*** the types of organometallic compounds and ***Summarize*** their preparation and applications	Cognitive

COURSE CONTENT

UNIT-I COORDINATION CHEMISTRY I

Types of ligands - IUPAC nomenclature - Isomerism - theories of coordination compounds - Werner, Sidgewick, valence bond, crystal field and molecular orbital theories.

UNIT –II COORDINATION CHEMISTRY II

Stability of complexes - factors affecting the stability of complexes - unimolecular, bimolecular and nucleophilic substitution reactions in octahedral and square planar complexes - trans effect - magnetic properties of transition metal complexes - elementary idea of electronic spectra of transition metal complexes

UNIT-III APPLICATION OF COORDINATION COMPOUNDS

Application of coordination compounds - estimation of nickel using DMG and aluminium using oxine – estimation of hardness of water using EDTA - biologically important coordination compounds - chlorophyll, haemoglobin, vitamin B_{12} - Their structure and application - metal carbonyls - mono and poly nuclear carbonyles of Ni, Fe, Cr, Co and Mn - synthesis and structure - nitrosyl compounds - classification, preparation and properties - structure of nitrosyl chloride and sodium nitroprusside.

UNIT -IV METALLIC BONDING

Metallic state - packing of atoms in metal (BCC, FCC, HCP and Simple cube) - theories of metallic bonding - electron gas, Pauling and band theories - semi conductors - n-type and p-type, transistors - uses - structure of alloys - substitution and interstitial solid solutions

UNIT - V SOME SPECIAL TYPE OF COMPOUNDS

Organo metallic compounds of alkenes, alkynes and cyclopenta diene - binary compounds - hydrides, borides, carbides and nitrides - classification, preparation, properties and uses.
Some special classes of compounds - clathrates - examples and structures - Interstitial and non - stoichiometric compounds - silicones - composition, manufacture, structure, properties and uses - silanes and their polymers - applications of phosphazenes – silicates and their polymers - classification into discrete anions - one, two and three dimensional structures with examples - composition, properties and uses of beryl, asbestos, tale, mica, zeolites and ultramarines.

L-45 hrs T-15 hrs Total 60 hrs

REFERENCES

3. Soni P.L.,Text Book of Inorganic Chemistry, S, Chand & Co, New Delhi (2006).
4. Puri B.R., Sharma L.R. and Kalkithar, Principles of Inorganic Chemistry, New Delhi (2002).
5. Madan R.D., Juli G.D and Malik S.M.,Selected Topics in Inorganic Chemistry, S. Chand & Co, New Delhi (2006)
6. Lee J.D., Concise Inorganic Chemistry , ELBS Edition.

Mapping of COs with Pos

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	0	3	3	3	0	3	0	2
CO2	3	2	0	3	0	3	0	3	0	2
CO3	3	2	0	3	2	3	0	3	0	2
CO4	3	2	0	2	0	3	0	3	0	2
CO5	3	2	0	3	1	3	0	3	0	2
Total	15	10	0	14	6	15	0	15	0	10
Scaled value	3	2	0	3	2	3	0	3	0	2

1 – 5 →1, 6 – 10→ 2, 11 – 15→ 3 0-No Relation, 1- Low Relation, 2-Medium Relation, 3-High Relation

Semester	**V**
Subject Name	**DATABASE MANAGEMENT SYSTEMS**
Subject Code	**XBES507**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 – 0- 4	**3:0:1**	**4- 1– 0- 5**

Course Outcome:		**Domain**
		C or P or A
CO1	Acquire knowledge about the various Data models	Cognitive
CO2	Understand the concepts data storage and queries	Cognitive Affective
CO3	Understand the basic concepts of XML and data mining	Cognitive
CO4	Discuss the transaction management	Cognitive
CO5	Reproduce and Describe the basics of XML	Cognitive Affective

COURSE CONTENT

UNIT-I	**INTRODUCTION AND CONCEPTUAL MODELING**
	Introduction to File and Database systems - Database system structure – Data Models – Introduction to Network and Hierarchical Models – ER model – Relational Model – Relational Algebra and Calculus.
UNIT –II	**RELATIONAL MODEL**
	SQL – Data definition- Queries in SQL- Updates- Views – Integrity and Security – Relational Database design – Functional dependences and Normalization for Relational Databases (up to BCNF).
UNIT-III	**DATA STORAGE AND QUERY PROCESSING**
	Record storage and Primary file organization- Secondary storage Devices- Operations on Files- Heap File- Sorted Files- Hashing Techniques – Index Structure for files –Different types of Indexes- B-Tree - B+Tree – Query Processing.
UNIT -IV	**TRANSACTION MANAGEMENT**
	Transaction Processing – Introduction- Need for Concurrency control- Desirable properties of Transaction- Schedule and Recoverability- Serialisability and Schedules – Concurrency Control – Types of Locks- Two Phases locking- Deadlock- Time stamp based concurrency control – Recovery Techniques – Concepts- Immediate Update- Deferred Update - Shadow Paging.
UNIT V	**CURRENT TRENDS**
	Object Oriented Databases – Need for Complex Data types- OO data Model- Nested relations- Complex Types- Inheritance Reference Types - Distributed databases- Homogenous and Heterogenous- Distributed data Storage – XML – Structure of XML- Data- XML Document- Schema- Querying and Transformation. – Data Mining and Data Warehousing.

L=45 hrs T- 15 hrs Total –60 hrs

TEXT BOOKS

- Abraham Silberschatz, Henry F. Korth and S. Sudharsan, "Database System Concepts", Fifth Edition, Tata McGraw Hill, 2006.
- R. Elmasri, S.B. Navathe, "Fundamentals of Database Systems", Pearson Education, 2004.

REFERENCES

- Raghu Ramakrishnan and Johannesgerhrke, "Database Management Systems", Third Edition, McGraw Hill, 2003.
- C.J Date, A. Kannan and S. Swamynathan, "An Introduction to Database Systems", Eighth Edition, Pearson Education, 2006.

Mapping COs with POs:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	2	0	3	3	3	0	3	0	2
CO 2	3	2	0	3	3	3	0	3	0	2
CO 3	3	2	0	3	3	3	0	3	3	2
CO 4	3	2	0	3	3	3	0	3	3	2
CO 5	3	2	0	3	3	3	0	3	3	2
Total	15	10	0	15	15	15	0	15	9	10
Scaled Value	3	2	0	3	3	3	0	3	2	2

0-No relation 3- Highly relation 2- Medium relation 1– Low relation

Semester	**V**
Subject Name	**PHYSICS PRACTICAL – V**
Subject Code	**XBE508**

L –T –P –C	**C-P-A**	**L –T –P –H**
0- 0 –2- 2	**1-1-0**	**0 – 0- 2- 2**

	Course Outcome:	**Domain C or P or A**
CO1:	***Use*** laboratory techniques such as ***accuracy*** of measurements and ***determination*** of modulus of material.	Cognitive Psychomotor
CO2:	***Explain*** *and* ***give*** the characteristics of semiconductor devices.	Cognitive Psychomotor
CO3:	Gain ***knowledge*** and ***identify*** the various laws of thermal, viscous and surface tension.	Cognitive Psychomotor
CO4:	***Manipulate*** the optical, electrical and heat properties with excellent ***application*** knowledge.	Cognitive Psychomotor
CO5	***Use*** *basic* ***knowledge*** *to find resistance material.*	Cognitive Psychomotor

COURSE CONTENT

Choose any **EIGHT** Experiments only

1. Potentiometer- high range voltmeter.
2. Field along the axis of a coil- H determination.
3. Zener regulated power supply.
4. LCR series & parallel resonance circuit.
5. P.O. Box –Length of a resistance coil
6. Torsional pendulum – Comparison of radii.
7. Hartely Oscillator – Frequency and self inductance (L).
8. Carey Foster Bridge – Specific Resistance.
9. Potentiometer – E.M.F of a Thermocouple.
10. Spectrometer – i-d curve.
11. CRO study of wave forms – Lissajous – f-determination.
12. Half adder and full adder using basic logic gates IC's.

P-30hrs Total – 30 hrs

Mapping of CO's with PO's:

COs	PO_1	PO_2	PO_3	PO_4	PO_5	PO_6	PO_7	PO_8
CO_1	3	3	2			2	1	1
CO_2	1	1	2				1	1
CO_3	3	3	2	2	2		1	1
CO_4	3	1	2				1	1
CO5	1	1	2		2		2	1
Scaled to 1, 2, 3	3	1	2	2	2	2	1	1

0-No Relation, 1- Low Relation, 2-Medium Relation, 3-High Relation

Semester	**V**
Subject Name	**GRAVIMETRIC ANALYSIS LAB**
Subject Code	**XBEC509**

L –T –P –C	**C-P-A**	**L –T –P –H**
0- 0 –2- 2	**1-0.2-0.8**	**0- 0 – 2- 2**

Course Outcome:

		Domain
		C or P or A
CO1	***Recall*** and ***Explain*** the basic concepts of coordination chemistry; ***Display*** the shape and coordination modes of molecules using various theories.	Cognitive Psychomotor
CO2	***Summarize and Discuss*** the stability of octahedral and square planar complexes.	Cognitive Affective
CO3	***Discuss*** and Report the various applications of coordination compounds in quantitative analysis.	Cognitive Affective

COURSE CONTENT

GRAVIMETRICANALYSIS:

1. Estimation of Lead as lead chromate.
2. Estimation of Barium as barium chromate.
3. Estimation of Nickel as Nickel - DMG complex.
4. Estimation of Copper as copper (I) thiocyanate
5. Estimation of Magnesium as magnesium oxinate
6. Estimation Calcium as calcium oxalate monohydrate
7. Estimation of Barium as barium sulphate.
8. Estimation of Iron as Iron (III) oxide.

Book for Reference :

1. Venkateswaran V, Veeraswamy R., Kulandaively A.R.,Basic principles of practical chemistry, 2nd edition, New Delhi, sultan chand & sons, (1997)

Mapping of CO's with PO's:

Cos	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**
CO1	3	2	0	3	3	3	0	2	0	2
CO2	3	2	0	3	3	3	0	2	2	2
CO3	3	2	0	2	3	3	0	2	2	2
Total	9	6	0	8	9	9	0	6	4	6
Scaled value	3	2	0	3	3	3	0	2	1	2

1 - Low, 2 – Medium, 3 – High

Semester	**V**
Subject Name	**RDBMS LAB**
Subject Code	**XBES509**

L –T –P –C	**C-P-A**	**L –T –P –H**
0- 0 –2- 2	**1.2-0.8-0**	**0- 0 – 2- 2**

Course Outcome:		**Domain C or P or A**
CO1	***Ability*** to implement RDBMS concept for simple problems and ***construct*** flow chart for real time problems.	Cognitive Psychomotor
CO2	***Demonstrate the use of*** various SQL commands And ***Write*** SQL queries	Cognitive Psychomotor
CO3	***Use*** the concept of SQL Tables	Cognitive

COURSE CONTENT

1. Create a table Student-master with the following fields client_no,name, address, city, state, pin code, remarks, blade with suitable data types.
a) Create another table supplier table from client master. Select all the fields and rename client no with supplier no and name with supplier name. b) Insert data into client master
c) Insert data into supplier master from client master.
d) Delete the selected row in the client master.

2. Create a table sales order with s_order_no and product_no as primary key. Set other fields to store client number, delivery address, delivery date, order status.
a) Add a new column for storing salesman number using ALTER Command. b) Set the_order_no as foreign key as column constraints.
c) Set the s_order_no as foreign key as table constraints.
d) Enforce the integrity rules using CHECK.
3. Create a table student_master with the following fields name, regno, dept and year with suitable data types. Use Select command to do the following. a) Select the student's name column.
b) Eliminate the duplicate entry in table.
c) Sort the table in alphabetical order.
d) Select all the Students of a particular department.
4. Create a table sales_order_details with the s_order_no as primary key and with the following fields: product_no, description, qty_ordered, qty_disp,product_rate, profit_percent, sell_price, supplier_name.
a) Select each row and compute sell_price*.50 and sell_price*1.50 for each row selected.
b) Select product_no, profit_percent, Sell_price where profit_per is not between 10 and 20 both inclusive.
c) Select product_no, description, profit_percent, sell_price where profit_percent is not between 20 and 30.
d) Select the suppliername and product_no where suppliername has 'r' or 'h' as second character.
5. Create a table master_book to contain the information of magazine code, magazine name, publisher. Weekly/biweekly/monthly, price. Write PL/SQL block to perform insert, update, delete operations on the above table.
6. Create a table to contain phone number, user name, address of the phone user. Write a function

to search for a address using phone numbers.

7. Create a table stock to contain the item-code, item-name, current stock, date of last purchase. Write a stored procedure to seek for an item using item-code and delete it, if the date of last purchase is before 1 year from the current date. If not, update the current stock.

8. Create a table to store the salary details of the employees in a company. Declare the Cursor to contain employee number, employee name and net salary. Use Cursor to update the employee salaries.

9. Create a table to contain the information about the voters in a particular constituency. Write a proper trigger to update or delete a row in the table.

10. Create a table to store the details of the Aluminous in an institution. Write a PL/SQL block to change address of a particular alumini. Write proper exceptions and appropriate error messages.

Mapping of CO's with PO's:

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO 1**	**PSO2**
CO1	1	2	1		1	1	**1**	**1**		2	1	1	2	4
CO2	1		2	1	1	1	**1**	**1**		**1**		2	1	3
CO3	2	2	3	1	1	2		**1**					2	1
	4	4	6	2	3	4	**2**	**3**		**3**	1	3	5	8

1 - Low, 2 – Medium, 3 – High

Semester	**V**
Subject Name	**PRACTICUM AND SCHOOL INTERNSHIP - III**
Subject Code	**XBE510**

L –T –P –C	**L –T –P –H**
0- 0– 2- 8	**0- 0– 2- 2**

School Internship

In the III semester the student's teachers will undergo internship in teaching for 3 weeks the student's teacher will be engaged in the following activities and preparation of records.

a. Observation
b. Case Study
c. Field Visit

Semester	**VI**
Subject Name	**INDIAN CONSTITUTION AND HUMAN RIGHTS**
Subject Code	**XBE601**

L –T –P –C	**C:P:A**	**L –T –P –H**
2- 0– 0- 2	**2:0:0**	**2- 0 – 0- 2**

Course Outcome:		**Domain C or P or A**
CO1	Know the importance, preamble and salient features of Indian constitution	Cognitive
CO2	Appreciate the significance of fundamental rights, duties and directive principles of state policy	Cognitive
CO3	Develop an understanding of the strength of the union government	Cognitive
CO4	Know the meaning, significance, the growing advocacy of human rights.	Cognitive

COURSE CONTENT

UNIT I **INTRODUCTION TO THE CONSTITUTION OF INDIA**

Preamble – constitution assembly of India – philosophical foundations of the Indian constitution – fundamental rights – fundamentals duties and the directive principles of the state policy of the Indian constitution – Union Government: structure and functions, State Government: structure and functions – Indian federal system – Parliament – President, Prime Minister – constitutional amendments – constitutional functionaries – assessment of working of the panchayat raj.

UNIT II **HUMAN RIGHTS**

Meaning, concept – notion and classification of rights: natural, moral and legal rights. Three generations of human rights civil and political rights: economic, social and cultural rights: collective / solidarity rights. Theories of human rights. Rights of the disadvantages groups (SC, ST, OBC, Minorities children and women). Mechanisms for the protection of the rights of disadvantaged groups. Social justice and human rights

L- 30 hrs T-15 hrs Total -45 hrs

TEXT BOOKS

1. Durga Das Basu, “Introduction to the constitution of India”, prentice Hall of India, New Delhi.
2. Jansuez Symonides(ed), 2005. Human Rights, Rawat Publications, Jaipur.
3. Subash C Kashyap, the working of Indian constitution, NBT, New Delhi.
4. Human rights in India: theory and practice. National Book Trust, 2001.

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO 2
CO1	3	1	2	1	1					1	2	1	2	2
CO2	1	3	2		2	1	1		1	1	1	2	1	1
CO3	2	3	3		1	1	1	1	1	1	1		3	
CO4	2	3	3		1			1	1				3	
	8	10	10	1	4	2	2	2	3	3	4	3	9	3
	2	2.5	2.5	.5	1	.5	.5	.5	.75	.75	1	.75	2.25	.75

1 - Low, 2 – Medium, 3 – High

Semester	**VI**
Subject Name	**INTRODUCTION TO LATEX**
Subject Code	**XBE602**

Prerequisite

L –T –P –C	C:P:A	L –T –P –H
0 - 0 –2 - 2	2:0:0	0- 0 –2- 2

Course Outcome:		**Domain C or P or A**
CO1	Acquired knowledge to create Latex document	Cognitive
CO2	Acquired skill to create the documents with mathematical expressions and equations	Cognitive
CO3	Apply the skill to prepare a structured document	Cognitive

COURSE CONTENT

UNIT I

Introduction to LATEX - TeX and LaTeX - LaTeX Input File – Characters and Control sequences – Creating simple documents using Latex – creating a latex input file - creating ordinary text – documents with section headings – changing fonts - symbols and special symbols in text

UNIT II

Producing Mathematical formulae – Mathematical mode – characters in mathematics mode – superscripts and subscripts – Greek letters – symbols – standard functions – text embedded in equations – fractions and roots – multiline formulae – matrices and arrays – derivatives, sums and integrals.

UNIT III

Features of Latex – producing white space – lists – displayed quotations – pre-formatted text – tables – preamble of input files – defining own control sequences in latex

L-15hrs T-30 Total- 45 hrs

TEXT BOOKS

Leslie Lamport ‘LaTeX: A Document Preparation System, Second Edition, and Addison-Wisley Professional

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO2
CO1	1	3	2			1							1	2
CO2	2	2	3	1		1							2	2
CO3	3	1	1	1		2				2		1	1	2
	9	8	7	2	1	5	1	1	1	3	1	1	7	8
	3	2.7	2.3	.7	.3	1.7	.3	.3	.3	1	.3	.3	2.3	2.7

1 - Low, 2 – Medium, 3 – High

Semester	**VI**
Subject Name	**SECONDARY EDUCATION IN INDIA - STATUS, CHALLENGES AND STRATEGIES**
Subject Code	**XBE603**

L –T –P –C	**C: P:A**	**L –T –P –H**
4– 0– 0– 4	**4:0:0**	**4- 0 –0 - 4**

Course Outcome:		**Domain C or P or A**
CO1	Tell the development of education in India	Cognitive
CO2	Compare the various development of educational after independence	Cognitive
CO3	Categories the polices of secondary education	Cognitive
CO4	Justify the statues of secondary education	Cognitive
CO5	Compares the quality of education and its performance	Cognitive

COURSE CONTENT

UNIT I Indian education system before independence

Development of education in India. before Independence Education in ancient India, in medieval India and in British India. Significant development in secondary education during pre – independence period. The charter act of 1813. Macaulay's minutes of (1935) lord William Bentinak's resolution (1835), the respatch of 1854. The hunter commission of 1882. University commission of 1902 and its impact on secondary education. National Education Movement and Natinal Council of Education(1906), Sadler commission of 1917. The Hartog committee (1928), the Sapru committee (1934) the abbot wood report(1936-37) the sergeant report(1944).

UNITII	**Development of Education after Independence**

Central Advisory Board of Education (CABE) – Development of school education (1947-1964), University Education Commission (1948 – 1949), Mudaliar commission (1952-1953), Kothari commission (1964-1966), Development of School Education (1965 – 1985): National Education Policy (1968), National Education in 1986 and after. Modified policy on Education (1992).

UNITIII	**Universalisation of Primary Education**

Articles 45, Directive principles of state policy – universal compulsory education – amendments related to education – concurrent list – arguments for and against. Efforts taken to provide universal primary education – SSA – Right to Education act problem of universalisation of primary education. Wastage and stagnation objectives of pre – primary and primary education

UNIT IV	**Status of Secondary Education**

Present situation of secondary education in India; structure and system of schools. Objectives of secondary and higher secondary education. Statutory Board of education: Central Government – MHRD CABE: NCERT, CBSE,KVS, NOS Navodaya Vidyalaya, CLEFL, State Board, DTERT, DIET, State Text Book Board, ICSE, State Board, Matriculation and Anglo Indian Boards, Present system of secondary Education. Vocationalisation of secondary Education. Teacher Education – NCTE, Problem of Teacher Education, Universalisation of Secondary Education (2004-05).

UNIT V	**Quality Education at Secondary level**

Concept of quality in education; quality indicators related to planning and organization of learning experience, learning environment (Physical and Academic), problems and challenges to quality improvement through setting standards of performance and monitoring, improving internal efficiency of the school system, teacher recruitment, their working conditions and staff morale.
Monitoring Mechanism- Foundation of UGC, NCTE, NCERT, NAAC, DTERT, and DIET.

L=45hrs T- 15 hrs Total=60 hrs

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REFERENCES

1. Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.
2. Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
3. Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
4. Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.

5. Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
6. Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
7. NCERT (1997) Code of Professional Ethics for Teachers.
8. NCTE (1998) Competency Based and Commitment Oriented Teacher Education for Quality School Education, Pre-service and in-service programme, New Delhi.
9. NCTE (1998) Policy Perspectives in Teacher Education, New Delhi Peters, R.S. (1971) Ethics and Education, George Allen Unwin Ltd. London.
10. Singh, R.P. (Ed) Teacher Training in India-Looking Ahead Federation of Management & Educational Institutions, New Delhi.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	0	3	2	0	2	0	3	2	0	3
CO2	0	2	2	0	2	0	3	3	0	2
CO3	0	3	2	0	2	0	2	2	0	2
CO4	0	2	2	0	2	0	2	2	0	3
CO5	0	3	3	0	3	0	3	2	0	3
Total	0	13	11	0	11	0	13	11	0	13
Scaled Value	0	3	3	0	3	0	3	3	0	3

1 - Low, 2 – Medium, 3 – High

Semester	**VI**
Subject Name	**PEDAGOGY OF MATHEMATICS-II**
Subject Code	**XBE604A**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0– 0- 3	**2.2:0: 0.8**	**3- 0– 0- 3**

Course Outcome:		**Domain** (C or P or A)
CO1	Understanding of mathematical proof in the context of secondary school mathematics	Cognitive
CO2	Understanding of nature, importance and strategies of problem-solving	Cognitive
CO3	Ability to teach proof of theorem and solution of problem to develop relevant skills.	Affetive
CO4	Ability to evaluate understanding of proof of a theorem and problem-solving skills.	Cogntive
CO5	Ability to construct of appropriate test items.	Cognitive

COURSE CONTENT

UNIT I	**Teaching of Proof**

Proof: Developing an intuition about the nature of proof - to make the transition from concrete thinking to more formal reasoning and abstract thinking as they progress from class to class.
Kinds of proof - proof by mathematical induction, proof by contradiction, proof by cases, the contrapositive, conjectures, disproof by counter example.

UNIT II	**Teaching of Problem Solving**

Definition of a problem, problem solving and teaching problem solving.
Importance of teaching problem solving posing a problem, discovering or exploring various options for solving the problem i.e. developing heuristics.
Carrying out the plan and generating and extending a good problem.

UNIT III	**Evaluation of Learning in Mathematics**

Stating measurable objectives of teaching concepts and generalizations.
Construction of appropriate test items.
Diagnosing basic causes for difficulties in learning concepts and generalizations, planning remedial instruction based on the diagnosis

UNIT IV	**Learning Resource in Mathematics**

Instructional Materials: Meaning, Types and purposes of instructional materials in Mathematics. Plan for preparation and utilization of instructional materials.
Preparation of instructional materials.
Designing teaching aids in mathematics; psychological basis; Rationale and limitations.

UNIT V **Pedagogical Analysis of Secondary School Mathematics**

In order to explain the different pedagogical aspects of teaching mathematics, the following topics in mathematics which are presently taught at secondary school level are included. (As and when there are changes in topics to be taught in Mathematics at school level, the corresponding changes in topics should be made).

Arithmetic: Development of number system; Modular Arithmetic, Ratio and proportion, time and work.

Algebra: Sets, Relations, Functions and Graphs, Systems of linear equations and their graphical solutions, quadratic equations, Linear inequations and graphical solutions and their applications, Theory of Indices and logarithms, Cyclic factorization, Factor theorem and Remainder Theorem, Matrices, Axioms of Groups and Fields with examples from Number Systems.

Geometry: Axioms of Euclidian Geometry, Polygons and Circles, Congruency and similarity of triangles, Polyhedrons and Prisms, Introduction to transformation geometry of two dimensions (straight lines only), Construction of geometrical figures.

Trigonometry: Trigonometric ratios, simple identities and elementary problems on heights and distances, solution of simple trigonometric equation.

Statistics: Tabular and Graphical representation of Data, Measures of Central Tendency and Variability.

Computing: Computer devices, flow charts and algorithms.

L- 45 hrs T -15 hrs Total – 60 hrs

TEXT BOOKS

REFERENCES

1. Butler and Wren (1965). , The Teaching of Secondary Mathematics, London McGraw Hill Book Company.
2. Cooney, T.J. and Others (1975) , Dynamics of Teaching Secondary School Mathematics, Boston : Houghton Miffilin.
3. Iglewiez, Boris and Stoyle, Judith (1973). An Introduction to Mathematical Reasoning, New York : The MacMillan Co.
4. Kapfer, Miriam B (1972). Behavioural objectives in Curriculum Development: Selected Readings and Bibliography. Englewood Cliffs, NJ: Educational Technology.
5. Mager, Robert (1962). Preparing instructional objectives, Palo Alto, C A : Fearon.
6. NCERT, A textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi : NCERT.
7. Polya, George (1957) How to solve it, Garden City, New York: Doubleday.
8. Servas, W and T. Varga. Teaching School Mathematics - UNESCO Source Book.
9. State text books in Mathematics of Southern Region from Classes VI to X.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	1	2	2	1	0
CO2	2	3	2	1	2	1	2	2	1	0
CO3	2	3	3	1	1	1	2	2	1	0
CO4	2	3	2	1	2	1	1	2	1	1
CO5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Scale	3	2	0	3	3	3	0	3	2	3

1 - Low , 2 – Medium , 3 – High

Semester	**VI**
Subject Name	**PEDAGOGY OF PHYSICS-II**
Subject Code	**XBE604B**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0 – 0- 3	**2.2:0.8:0**	**3- 0 – 0- 3**

Course Outcome:		**Domain** (C or P or A)
CO1	identify themes in physical science for which community can be used as a learning resource	Cognitive
CO2	conduct physical science related activities through science clubs, science fairs, science exhibitions during school attachment	Cognitive
CO3	familiarize with different types of curricular projects in physical science, their purpose and themes.	Cognitive
CO4	Become aware of various professional organizations and professional development programs in physical science	Cognitive/ Psychomotor
CO5	Understand the technology of teaching physical science and give them practice in the use of audio visual aids	Cognitive/ Psychomotor

COURSE CONTENT

UNIT I	**Principles and Development of Science Curriculum**
	Curriculum - Principles of curriculum construction – distinction between curriculum and syllabus – need and importance - Organization of content matter – Critical evaluation of Tamil Nadu higher secondary school Science Curriculum – Curriculum Improvement Projects in India - NCERT and Abroad - CHEM Study, PSSC, CBA, Nuffield (0-level) Physics and Chemistry and their adaptability to Indian conditions.
UNIT II	**Co-Curricular Activities**
	Need for Science Club- Organization of Science Club, Science Exhibitions and Science Fairs, Fieldtrips and Excursions, Science Magazines–Science Related Social Concerns– Identification, analysis and exploration of the possible solutions of some of the science based social issues (Nuclear power, thermal power and hydroelectric power, alternate sources of energy, sustainable development, environmental crisis, drug abuse, AIDS).
UNIT III	**Science Text Book**
	Features of a good Textbook, instructional materials in physical science - Qualities of a good Science textbook - Use of textbooks inside and outside the classroom - Criteria for evaluation of Science textbooks - Critical analysis of the existing Tamil Nadu Science Text Book at the higher secondary level.
UNIT IV	**Managing Classroom**
	Classroom management – factors influencing classroom management-system approach-input-process-output and feedback-aspects in Physical science teaching – class room interaction analysis-class room climate-types of teachers based on leadership styles-teacher dominated pattern, laissez faire pattern and democratically planned pattern-significance.

UNIT V	Science Laboratory – Design & Management

Physical Science Laboratory - Structure and Design - Organization and Maintenance of Science Laboratory – Physical requirements – furniture and their dimensions, equipment, maintenance of various registers, manuals, records and disposal of broken items - Storage of Chemicals - Organization of Practical Work – preparation of instruction sheets and reports – Safety measures.

Professional Development of Physical Science Teachers
Professional growth of Science Teacher - Academic and Professional qualification - Special qualities – Pre service and In-service Education and Training. Professional competencies of Physical science teachers.

L- 45 hrs T- 15hrs Total – 60 hrs

TEXT BOOKS

REFERENCES

1) National Curriculum Framework 2009, NCERT, New Delhi.
2) ***Steve Alsop, Keith Kicks (2007)*** Teaching Science: A Handbook for primary and secondary school teacher, Kogan Page, New Delhi.
3) ***Judith Bennett (2003)*** Teaching and Learning Science: A guide to recent research and its applications, Continuum, London.
4) ***Robin Millar(1984)*** Doing Science: Images of science in science education, The Falmer Press, London.
5) NCERT Textbook in Physics for VIII to X Students
6) NCERT Textbook in chemistry for VIII to X Students
7) State Textbook in Science for VIII to X Students
8) ***Sharma,P.C.(2006).***Modern Science Teaching, Dhanpat Rai Publications, New Delhi.
9) ***Nayak, (2003).*** Teaching of Physics, APH Publications, New Delhi.
10) ***Pandey, (2003).*** Major Issues in Science Teaching, Sumit Publications, New Delhi.
11) ***Yadav, M.S. (2003).*** Teaching of Science, Amol Publications.
12) ***Jenkins, E.W.(2000).*** Innovations in Science and Technology Education, Vol. VII,
13) ***Natrajan,C. (Ed.). (1997).*** Activity Based Foundation Course on Science Technology and Society, Homi Bhaba Centre for Science Education, Mumbai
14) ***NCERT, (1997),*** Fifth Survey of Research in Education, NCERT, New Delhi.
15) ***Chauhan, S.S. (1985).*** Innovation in Teaching and Learning Process, Vikas Publishing House.
16) ***Sharma, R.C. (1985).*** Modern Science Teaching, Thanpat Rai and Sons.
17) ***Harms, N., Yager, R. (1981).*** What Research Says to the Science Teacher, Vol. 3, National Science Teachers Association, Washington DC, USA.
18) ***Khana, S.D., Sexena, V.R. Lamba, T.P. and Murthy, V. (1976).*** Technology of Teaching,

Doaba House.

19) ***Panneer Selvam,A. (1976).***Teaching of Physical Science (Tamil),Government of Tamil Nadu.

20) ***Brandwein Paul, F. (1955).*** The Gifted as Future Scientist, New York, Earcourt Dcace and World Inc.

21) Nuffield Chemistry, Books of Data, Collection of Experiment, Published for the Nuffield Foundation by Longmans, Penguin Books.

22) Nuffield Physics, Teacher's Guide, Questions Book, Guide to Experiments, Published for the Nuffield Foundation by Longmans, Penguin Books.

Mapping of CO's with PO's:

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**
CO1	3	0	2	3	0	0	0	0	2	0
CO2	3	0	3	3	0	0	0	0	2	0
CO3	2	0	3	3	0	0	0	0	2	0
CO4	3	0	2	2	0	0	0	0	2	0
CO5	3	0	2	3	0	0	0	0	2	0
Total	14	0	12	14	0	0	0	0	10	0
Scale	3	0	2	3	0	0	0	0	2	0

1 - Low , 2 – Medium , 3 – High

Semester	**VI**
Subject Name	**PEDAGOGY OF CHEMISTRY- II**
Subject Code	**XBES604C**
Prerequisite	

L –T –P –C	**C:P:A**	**L –T –P –H**
3-0 – 0- 3	**3:0:0**	**3- 0–0- 3**

Course Outcome:		**Domain** (C or P or A)
CO1	***Understand*** to develop the content for school curriculum	Cognitive
CO2	***Develop*** the method of teaching chemistry	Cognitive
CO3	***Anaylse*** the assessment and evaluation in learning chemistry	Cognitive
CO4	***Develop*** the resources available for teaching chemistry	Cognitive
CO5	***Apply*** the teaching and learning process resources for chemistry subject	Cognitive

COURSE CONTENT

UNIT I **CONTENT IN CHEMISTRY (WITH REFERENCE TO 9TH, 10TH, I &II PUC)** **9 hrs**

Chemical Reaction: Electronic configuration; meaning and writing electronic configuration; periodic classification of elements (s, p, d, f). Chemical reaction: meaning and types. Electro chemistry: solutions- saturated and unsaturated and colloids.

Chemistry of Carbon Hydro carbons; alkanes, alkenes and alkynes- meaning and properties. Unique characteristics of carbon, Allotropic forms of carbon. Industrial organic chemistry- manufacture of ethyl alcohol.

UNIT II **METHODS OF TEACHING CHEMISTRY**

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching. Learner-centered methods: Laboratory method – Project method - Peer tutoring/teaching by students- Project method- Individual activities - experiential method – Teacher-guided learning- Problem-solving method - Small group/whole-class interactive learning: Student seminar- group discussion - Mixbe-ability grouping. Recent Trends: Constructivist learning - Problem-based learning- Brain-based learning- Collaborative learning- Flipped learning - Blended learning - e-Learning trends - Videoconferencing.

(Suggested instructional approaches/methods: i) Teacher talk/ Invited lecture on different methods of teaching Chemistry. ii) Preparation and presentation of a report on different methods of teaching Chemistry.)

UNIT III	ASSESSMENT IN SCIENCE

• Evaluation: Concept, Need and Importance, Scope • Nature of Learning and Assessment: Analysis and Critique of present pattern of Examinations • Techniques of Evaluation for Theory & Practical. • Continuous Comprehensive Evaluation • Diagnostic tests, remedial/enrichment measures & monitoring learner's progress. • Achievement test-its construction & administration. • Assessment through Creative Expression: Essays, Posters, Drama, Poetry, Riddles etc

UNIT IV	RESOURCES FOR TEACHING CHEMISTRY

Print Resources: Newspapers - journals and magazines- science encyclopedias. Audio Resources: Radio talk- audio tapes- DVDs/ CDs. Visual Resources: Pictures - flash cards- charts- posters - photographs- models. ICT Resources: Radio – television- Internet- multimedia- Interactive whiteboard. Community Resources: Science centres Science exhibition/ fair - Fieldtrip – Qualities of a good science textbook - Qualities of a Science teacher.

(Suggested instructional approaches/methods: i) Teacher talk/ Invited lecture talk on different resources for teaching Chemistry. ii) Preparation and presentation of a report on different resources for teaching Chemistry.)

Tasks and Assignments: i) Prepare and submit an evaluative report on different methods of teaching Chemistry. ii) Prepare and submit a report on Chemistry resource centre.

UNIT V	TEACHING AND LEARNING RESOURCES

Text book-Characteristics of a good text book - Library resources--uses of references, journals, encyclopedias and e-resources in physical science - Improvised apparatus-meaning, importance and procedure. Physical Science laboratory and its importance-designing of physics and chemistry laboratory, meaning designing and uses of multipurpose laboratory. Community Resources-Meaning, uses of Human and Physical resources. Electronic Learning (e-learning) - internet, video (including animation) You-Tube and Teleconferences.

L- 45 hrs T- 15 hrs Total- 60 hrs

TEXT BOOKS

Reference Books:

- ***Arul Jothi, D.L.Balaji, Rajash Verma***(2009), Computer and Education, Centrum press, New Delhi, (India)
- ***V. Natarajan*** (2009), Teaching Methodology in Computer Education (Tamil and English Edition), Santha Publishers, Chennai
- ***Bhatia, KK***. Measurement and Evaluation in Education, Ludhiana: Prakash brothers.
- ***Sharma, R.A (2003)***. Advances Statistics in Education and Psychology, Meerut, R. Lall Book Depot.

Werma E. Gronlund - Measurement and Evaluation in teaching, Collier, Macmillan International Edition.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	0	2	3	0	0	0	0	2	0
CO2	3	0	3	3	0	0	0	0	2	0
CO3	2	0	3	3	0	0	0	0	2	0
CO4	3	0	2	2	0	0	0	0	2	0
CO5	3	0	2	3	0	0	0	0	2	0
Total	14	0	12	14	0	0	0	0	10	0
Scaled Value	3	0	2	3	0	0	0	0	2	0

1 - Low, 2 – Medium, 3 – High

Semester	**VI**		
Subject Name	**PEDAGOGY OF COMPUTER SCIENCE - II**		
Subject Code	**XBES604C**		
Prerequisite	**Environmental Engineering**		
L –T –P –C	**C:P:A**	**L –T –P –H**	
3- 0 – 0- 3	**2.4:0:0.6**	**3- 0 –0- 3**	

Course Outcome:		**Domain** (C or P or A)
CO1	Recognise and identify the importance of planning the computer science curriculum	Cognitive
CO2	Reproduce the contents of XII and XI std CS text book And summarise the content organising methods	Cognitive
CO3	Classify the computer science text books	Cognitive
CO4	Generalise the class room interaction methods	Cognitive
CO5	Demonstrate the skills of teaching computer science	Affective

COURSE CONTENT

UNIT I **Principles of Curriculum Development in Computer science** **9 hrs**

Curriculum – definition, meaning and nature - differentiating curriculum from syllabus - Curriculum development in Computer science – need and importance – barriers – Types of Curriculum development and strategies to be employed – stages of curriculum development in Computer science – Different approaches followed in curriculum development in Computer science- Major reforms in Computer science curriculum

UNIT II **Knowledge of Computer science**

Knowledge of all the concepts in Computer science standard XI and XII

- Company Secretary: As prescribed by CBSE for Classes XI & XII
- Partnership: As prescribed by CBSE for Classes XI & XII
- Share Market: As prescribed by CBSE for Classes XI & XII
- Booking: As prescribed by CBSE for Classes XI & XII

Preparation of a module for teaching a unit/lesson on Computer science from the course prescribed by CBSE for Class XI or XII.

Preparation of an Achievement test/unit test based on content of Computer science by CBSE at senior secondary level

UNIT III **Organization of Content and Learning**

Organization of subject matter – unit – topical – concentric-logical and psychological – maxims in teaching – organization of learning experiences – types – Edger Dale's cone of experience – motivation

UNIT IV **Evaluation of Computer Science Textbooks**

Textbooks – importance and need to textbooks, selection of textbooks – Evaluation of different types of textbooks – CBSE, Matriculation, State Board. Educational evaluation, its need, role in educational process – Computer science room / corner in school: resourcefulness, professional competence and personality of Computer science teachers. Evaluation procedure for appraising learner's performance, uses of evaluation. Behavioural approach to testing instructional objectives in Computer science.

UNIT V Models of Teaching Computer science and Class Room Interaction

Meaning & Definition of teaching models – Function of families of teaching models- Concept attainment model, advanced organizer model, Inductive thinking model- Inquiry training model

Classroom interaction analysis (Flanders Interaction Analysis Category System) and its implications in learning Computer science

Programming and algorithms

Introductions to problem solving: problem at analysis, flow, charts, pseudo codes and algorithms, design of structured programming, fundamental algorithms – summation of series, number conversion

L- 45 hrs T- 15 hrs Total- 60 hrs

TEXT BOOKS

- ***Arul Jothi, D.L.Balaji, Rajash Verma***(2009), Computer and Education, Centrum press, New Delhi, (India)
- ***V. Natarajan*** (2009), Teaching Methodology in Computer Education (Tamil and English Edition), Santha Publishers, Chennai
- ***Bhatia, KK***. Measurement and Evaluation in Education, Ludhiana: Prakash brothers.
- ***Sharma, R.A (2003)***. Advances Statistics in Education and Psychology, Meerut, R. Lall Book Depot.
- ***Singh, Y. K.*** (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
- ***Sharma, R. N.*** (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	1	2	2	1	0
CO2	2	3	2	1	2	1	2	2	1	0
CO3	2	3	3	1	1	1	2	2	1	0
CO4	2	3	2	1	2	1	1	2	1	1
CO5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Scaled Value	3	2	0	3	3	3	0	3	2	3

1 - Low, 2 – Medium, 3 – High

Semester	**VI**
Subject Name	**DIFFERENTIAL EQUATIONS AND LAPLACE TRANSFORMS**
Subject Code	**XBE605**

L –T –P –C	**C:P:A**	**L –T –P –H**
4- 1 – 0- 5	**4:1:0**	**5- 1 –0- 6**

Course Outcome:		**Domain** (C or P or A)
CO1	be able to solve homogeneous second-order equations.	Cognitive
CO2	know a general method for constructing solutions to homogeneous and non-homogeneous linear constant- coefficient of second-order equations.	Cognitive
CO3	apply the knowledge of differential equations in order to solve engineering problems.	Cognitive
CO4	develop an understanding of the core ideas and concepts of Ordinary Differential Equations.	Cognitive/Psycho motor
CO5	Understand the concept of Laplace transforms and inverse Laplace transforms.	Cognitive/ Psychomotor

COURSE CONTENT

UNIT I

First order, higher degree Differential equations solvable for x, solvable for y, solvable for $\frac{dy}{dx}$, Clairaut's form - Conditions of integrability of Mdx + Ndy = 0 - simple problems

UNIT II

Particular integrals of second order Differential Equations with constant coefficients - Linear equations with variable coefficients - Methods of Variation of Parameters (upto 2^{nd} order eqns only)

UNIT III **9 hrs**

Formation of Partial Differential Equation - General, Particular & Complete integrals - Solution of PDE of the standard forms - Lagrange's method of solving - Charpit's method and a few standard forms.

UNIT IV **9 hrs**

PDE of second order homogeneous equation with constant coefficients - Particular Integrals of F(D, D′) z = f (x ,y), where f(x ,y) is of one of the forms $e^{(ax + by)}$, sin(ax + by), cos (ax + by), $x^r y^s$, and $e^{(ax + by)}$ f(x ,y).

UNIT V

Laplace Transforms - standard formulae - Basic Theorems & simple applications - Inverse Laplace Transform - Use of Laplace Transform in solving ODE with constant coefficients.

L- 60 hrs T- 15 Total-75 hrs

TEXT BOOKS

1. M.D. Raisinghania, Ordinary & Partial Differential Equations, S. Chand & Co., 1st edition

2. M.K. Venkataraman, Engineering Mathematics, Volume II, S.V. Publications, 1985, Revised Edition.

REFERENCES

1. S.Narayanan, Differential Equations, S. Viswanathan Publishers, 1996.

2. M.L. Khanna, Differential Calculus, Jaiprakashnath and Co., Meerut - 2004.

3. T.Veerarajan, Engineering Mathematics, Tata McGraw Hill, 1999.

4. B.S Grewal, Higher Engineering Mathematics, Khanna publishers, 36th edition, 2001.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	1	2	2	1	0
CO2	2	3	2	1	2	1	2	2	1	0
CO3	2	3	3	1	1	1	2	2	1	0
CO4	2	3	2	1	2	1	1	2	1	1
CO5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Scaled Value	3	2	0	3	3	3	0	3	2	3

1 - Low, 2 – Medium, 3 – High

Semester	**VI**	
Subject Name	**ATOMIC AND SOLID STATE PHYSICS**	
Subject Code	**XBE606**	
L –T –P –C	**C:P:A**	**L –T –P –H**
3 - 1 – 0 - 4	**3:0:1**	**4- 1–0- 5**

Course Outcome:		**Domain C or P or A**
CO1	Understand the atom models and their importance.	Cog
CO2	Apply the fine structure of spectral line, select ion rules and Zeeman Effect.	Cog
CO3	Analyse the production of x-rays, diffract ion of x-rays, Mosley's law, Bragg's law and Compton's effect and their verification	Cog
CO4	Develop the photo electricity, photo electric emission, Plank's constant, photo electric cell and it s applications	Cog
CO5	Describe the fundamentals of crystal structure Bravais lattice, Miller indices and its determinate ion for various crystal structure.	Cog

COURSE CONTENT

UNIT I **ATOMIC STRUCTURE** **9 hrs**

Excitation of atoms – Critical, Excitation and Ionisation Potential – Experimental determination of critical potential – Frank and Hertz`s method – Sommerfield atom model – Qualitative treatment – Derivation of condition for the allowed elliptical orbits – Vector atom model - Quantum numbers associated with Vector atom model

UNIT II **FINE STRUCTURE OF SPECTRAL LINES**

Coupling schemes – L-S and J J coupling - Pauli's exclusion principle and verification – Periodic table and its classification – Magnetic dipole moments due to orbital and spin motion – Selection rule for electron transition – Intensity rules – Interval rule – Fine structure of D line – Zeeman effect – Normal and Anomalous (Experimental study and results) – Debye's theory of normal Zeeman effect – Lorentz theory of anomalous Zeeman effect - Paschen Back effect and Stark Effect (definition only).

UNIT III **X-RAYS**

Production of X-rays-Coolidge tube - Origin of X-Rays – Polarization and Absorption of X-Rays – Characteristic X-Rays – Diffraction of crystal method experiments – Bragg's law – Bragg X-ray spectrometer – powder X-rays – Laue's osley's Law – Importance of Mosley's Law – Compton Effect – Compton Theory –Experimental Verification.

UNIT IV	PHOTO ELECTRICITY

Photo electric effect – Einstein's Photo electric equations – Lenard's method to determine e/m of photo electrons – Experimental investigation on photoelectric effect – laws of photoelectric emission – Richardson and Compton Experiment – Planck'sconstant – Millikan's Experiment – Photo electric cells - Photo Emissive, Photo Voltaic, Photo Conductive cells – Photo Multiplier – Applications of photo electric cells.

UNIT V	CRYSTAL STRUCTURE

Types of solids – Crystalline and Amorphous solids - Space Lattice – The Basis and the crystal structure unit cell and Primitive lattice cell – Lattice parameter – Symmetry elements in a cubic crystals - Point groups – Bravais lattice in two dimension – Seven crystal systems – co ordination number for sc, bcc and fcc - Miller Indices – Features of miller indices – Crystal Structure – NaCl, Diamond, Zinc Blende.

L- 45hrs T-15 hrs Total- 60 hrs

TEXT BOOKS

1. Modern Physics by R.Murugesan S.Chand Publishers.
2. Modern Physics by Sehgal Chopra Sehgal S.Chand Publishers.
3. Mordern Physics by J.B. Rajam.
4. Solid state physics by Gupta Kumar.
5. Solid State Physics – R- L Singhal. Wiley Eastern Ltd.

REFERENCES

1. Modern Physics by B.L. Theraja.
2. ModernPhysics by Beiser.
3. Solid state physics by Saxena Gupta Saxena .
4. Atomic Physics by A.B.Gupta & Dipak Ghosh - Books & Allied Publishers.
5. Modern Physics by J. H. Hamilton and Yang, McGraw Hill Publication, 1996.

   Concepts of Modern Physics by A. Beiser, Tata McGraw-Hill, New Delhi, 1997

Mapping of CO's with PO's

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	0	3	3	3	0	3	0	2
CO2	3	2	0	3	3	3	0	3	0	2
CO3	3	2	0	3	3	3	0	3	3	2
CO4	3	2	0	3	3	3	0	3	3	2
CO5	3	2	0	3	3	3	0	3	3	2
Total	**15**	**10**	**0**	**15**	**15**	**15**	**0**	**15**	**9**	**10**
Scaled Value	**3**	**2**	**0**	**3**	**3**	**3**	**0**	**3**	**2**	**2**

1 - Low, 2 – Medium, 3 – High

Semester	**VI**
Subject Name	**ORGANICCHEMISTRY– I**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1– 0- 4	**3:0:1**	**4-1 –0-5**

Course Outcome		**Domain C or P or A**
CO1	To understand the preparation, properties and uses of carbonyl compounds	Cognitive
CO2	To understand the preparation, properties and uses of carboxylic aids	Cognitive Affective
CO3	To acquaint students with the knowledge of Nitrogen compounds	Cognitive Affective
CO4	To acquaint students with the knowledge of Hetero cyclic compounds	Cognitive
CO5	To acquaint students with the knowledge of Industrial Organic chemistry	Cognitive

COURSE CONTENT

UNIT I	**CHEMISTRY OF CARBONYL COMPOUND**

Introduction - nomenclature - preparation of aliphatic carbonyl compounds - physical properties - chemical properties - uses - molecular orbital picture of carbonyl group - nucleophilic addition mechanism at carbonyl group - acidity of alpha hydrogen - general methods of preparation of aromatic carbonyl compounds - physical and chemical properties - uses - effect of aryl group on the reactivity of carbonyl group.

UNIT II	**CHEMISTRY OF CARBOXYLIC ACIDS**

Nomenclature - general methods of preparation of carboxylic acids - physical properties - structure and acidity - Hammett equation - chemical properties - uses - preparation of dicarboxylic acid - physical and chemical properties - uses - Introduction to derivatives of carboxylic acids - physical and chemical properties - uses - nucleophilic substitution mechanism at acyl carbon - preparation, physical and chemical properties of the compound: acyl chlorides, anhydrides, esters, amides - chemistry of compounds containing active methylene group - Introduction to oils and fats - fatty acids - manufacture of soap - mechanism of cleaning action of soap

UNIT III	**CHEMISTRY OF NITROGEN COMPOUNDS**

Nitrogen compounds - nomenclature - nitro alkanes - alkyl nitrites - differences - aromatic nitro compounds - preparation and reduction of nitro benzene under different conditions. Amino compounds - effect of substitutents on basicity, reaction of amino compounds (primary, secondary, tertiary and quaternary amine compounds). diazotization, and comparison of aliphatic and aromatic amines -

diazonium compounds - preparation and synthetic importance of diazomethane, benzene diazonium chloride and diazo acetic ester

UNIT IV **CHEMISTRY OF HETEROCYCLIC COMPOUNDS**

Heterocyclic compounds - nomenclature - preparation and properties of furan, pyrrole, thiophen -comparison of the basicities of pyrrole, pyridine and piperidine with amines - synthesis and reactions of quinoline, isoquinoline and indole with special reference to Skraup, Fischer Napieraloki and Ficher - indole syntheses – structural elucidation of quinoline and isoquinoline.

UNIT V **INDUSTRIAL ORGANIC CHEMISTRY**

Dyes - theory of color and constitution - chromophore, auxochrome,classification according to application and structure - preparation and uses of nitro dyes - naphthol yellow, azo dyes - methyl orange, triphenyl methane dyes - malachite green, indigo dyes - Indigotin, anthraquinone dyes - alizarin, phthalein dyes - fluorescein - sulphonic acid and derivatives - preparation and properties of benzene sulphonic acid - saccharin, chloramines – T , sulphonamides (with one specific example)

Polymers-definition-types of polymers-mechanism of cationic, anionic and free radical polymerisation –thermo setting polymers – preparation of caprolactam, Nylon 610, polyester, epoxide resin.

L - 45 hrs T-15 hrs Total-60 hrs

TEXT BOOKS:

1. Finar I.L, Organic Chemistry, Vol 1&2, (6th edition) England, Addison Wesley. Longman Ltd. (1996)
2. Morrison R.T., Boyd R.N.,Organic Chemistry, (6th edition) New York, Allyn & Bacon Ltd., (2006)
3. Bahl B.S, Arun Bahl, Advanced Organic Chemistry, (12th edition) New Delhi, Sultan Chand and Co., (1997).
4. Pines S.H.,Organic Chemistry, (4th edition) New Delhi, McGraw - Hill International Book company .(1986)
5. Seyhan N. Ege., Organic Chemistry, New York, Houthton Mifflin Co., (2004)

Mapping of COs with Pos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	**2**	**0**	3	**3**	**3**	**0**	**3**	**0**	**2**
CO2	3	**2**	**0**	3	**0**	**3**	**0**	**3**	**0**	**2**
CO3	3	**2**	**0**	3	**2**	**3**	**0**	**3**	**0**	**2**
CO4	3	**2**	**0**	2	**0**	**3**	**0**	**3**	**0**	**2**
CO5	3	**2**	**0**	3	**1**	**3**	**0**	**3**	**0**	**2**
Total	15	10	0	14	6	15	0	15	0	10
Scaled Value	**3**	**2**	**0**	**3**	**2**	**3**	**0**	**3**	**0**	**2**

1 - Low, 2 – Medium, 3 – High

Semester	**VI**
Subject Name	**OPERATING SYSTEMS**
Subject Code	**XBES607**

L –T –P –C	**C: P: A**	**L –T –P –H**
3 – 1- 0- 4	**3: 0 : 1**	**4 – 1- 0- 5**

Course Outcome:		**Domain C or P or A**
CO1	Recognise the process management	Cognitive
CO2	Reproduce the process synchronization and identify the deadlock methods	Cognitive Affective
CO3	Describe the concepts of memory management	Cognitive
CO4	Discuss the virtual memory and file system	Cognitive
CO5	Reproduce and Describe the basics of I/O interface concepts	Cognitive Affective

COURSE CONTENT

UNIT-I

Introduction: Views –Goals –Types of system – OS Structure –Components – Services - System Structures – Layered Approach -Virtual Machines - System Design and mplementation. Process Management: Process - Process Scheduling – Cooperating Process –Threads – Inter-process Communication. CPU Scheduling: CPU Schedulers – Scheduling criteria – Scheduling Algorithms

UNIT –II

Process Synchronization: Critical-Section problem - Synchronization Hardware – Semaphores – Classic Problems of Synchronization – Critical Region – Monitors. Deadlock: Characterization – Methods for handling Deadlocks – Prevention, Avoidance, and Detection of Deadlock - Recovery from deadlock.

UNIT-III

Memory Management: Address Binding – Dynamic Loading and Linking – Overlays – Logical and Physical Address Space - Contiguous Allocation – Internal & External Fragmentation. Non Contiguous Allocation: Paging and Segmentation schemes –Implementation – Hardware Protection – Sharing - Fragmentation.

UNIT –IV

Virtual Memory**:** Demand Paging – Page Replacement - Page Replacement Algorithms – Thrashing. – File System: Concepts – Access methods – Directory Structure –Protection Consistency Semantics – File System Structures – Allocation methods – Free Space Management.

UNIT – V

I/O Systems: Overview - I/O Hardware – Application I/O Interface – Kernel I/O subsystem – Transforming I/O Requests to Hardware Operations – Performance. Secondary Storage Structures: Protection – Goals- Domain Access matrix – The security problem – Authentication – Threats – Threat Monitoring – Encryption.

L- 45 hrs T-15 hrs Total – 60 hrs

TEXT BOOKS

Silberschatz A., Galvin P.B., Gange,. 2002 , Operating System Principles ,Sixth Edition, John Wiley & Sons.

REFERENCES

H.M. Deitel, 1990, An Introduction to Operating System,- Second Edition, Addison Wesley

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1		1				1	
CO2	3	1	1		1				1	
CO3	3		1		1				1	
CO4	3		1						1	
CO5	3		1		1				2	
Total	15	2	5		4				6	
Scaled Value	3	1	1		1				2	

1 - Low, 2- Medium, 3- High

Semester	**VI**
Subject Name	**PHYSICS PRACTICAL – VI**
Subject Code	**XBE608**

L –T –P –C	**C: P: A**	**L –T –P –H**
0 – 0- 2- 2	**0: 2 : 0**	**0 – 0-2- 2**

Course Outcome:		**Domain C or P or A**
CO1	***Use*** laboratory techniques such as ***accuracy*** of measurements and ***determination*** of modulus of material.	Cognitive Psychomotor
CO2	***Explain*** *and* ***give*** the characteristics of semiconductor devices.	Cognitive Psychomotor
CO3	Gain ***knowledge*** and ***identify*** the various laws of thermal, viscous and surface tension.	Cognitive Psychomotor
CO4	***Manipulate*** the optical, electrical and heat properties with excellent ***application*** knowledge.	Cognitive Affective Psychomotor
CO5	***Use*** *basic* ***knowledge*** *to find resistance material.*	Cognitive Affective Psychomotor

COURSE CONTENTS

1	Operational Amplifier – Differentiator, Integrator.	**2**
2	NAND, NOR Universal gates – Verification.	**2**
3	Half subtractor and full subtractor using basic logic gate IC's.	**2**
4	FET Characteristics and constants determination.	**2**
5	Transistor characteristics – common Emitter	**2**
6	Post Office Box – resistance of the coil.	**2**
7	Half Adder, Full Adder using NAND/NOR gate	**2**
8	Construction Dual power supply 5-0-5 or 9-0-9v	**2**

TOTAL HOURS : 30 Hours

TextBooks:

1. BSc Practical Physics, C. L. Arora, (S. Chand)
2. An Advanced Course in Practical Physics, D. Chattopadhyay and P. C. Rakshit, (New Central Book Agency)
3. A Text Book of Advanced Practical Physics, S. Ghosh, (New Central Book Agency) 7 Semester 1 - Physics (Honours) Theory Paper.
4. Shukla R. K. and Anchal Srivastava, Practical Physics, New Age International (P) Ltd, Publishers, 2006.
5. Arora C. L., B.Sc Practical Physics, S. Chand and Company Ltd, 2007.

Reference books :

1. Squires G. L., Practical Physics, 4 th Edition, Cambridge University Press, 2001.

2. Halliday D., Resnick R. and Walker J., Fundamentals of Physics, 6th Edition, John Wiley and Sons, 2001.

3. Jenkins F.A. and White H.E., Fundamentals of Optics, 4th Edition, Mc Graw Hill Book Company, 2007.

4. Geeta Sanon, B. Sc., Practical Physics, 1st Edition, S. Chand and Company, 2007.

5. Benenson, Walter, and Horst Stocker, Handbook of Physics, Springer, 2002

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2			2	1	1
CO2	1	1	2				1	1
CO3	3	3	2	2	2		1	1
CO4	3	1	2				1	1
CO5	1	1	2		2		2	1
	3	1	2	2	2	2	1	1

1 - Low, 2- Medium, 3- High

Semester	**VI**
Subject Name	**ORGANIC QUALITATIVE ANALYSIS AND ORGANIC PREPARATION LAB**
Subject Code	**XBEC609**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 – 2- 2	**1:0.6:0.4**	**0- 0 – 2- 2**

Course Outcome:		**Domain** C or P or A
CO1	***Identify*** the various functional group present in the given organic compound.	Cognitive and Psychomotor
CO2	***Explain*** the structure of functional groups and reaction between the reactants.	Cognitive and Psychomotor
CO3	***Interpret*** the chemical changes in the reaction of organic compounds.	Cognitive and Affective

CONTENTS

Analysis of Simple Organic compounds

(a) characterization of functional groups

(b) confirmation by preparation of solid derivatives / characteristic colour reactions.

Note: Mono –functional compounds are given for analysis. In case of bi-functional compounds, students are required to report any one of the functional groups.

Preparation of Organic Compounds involving the following chemical conversions

1. Oxidation 2. Reduction 3. Hydrolysis 4. Nitration 5. Bromination 6. Diazotization

7. Osazone formation

Determination of boiling /melting points

Mapping of COs with POs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	0	0	0	0	0	0	0	2	2
CO2	2	0	0	0	0	0	0	0	1	1
CO3	3	0	0	0	0	0	0	0	2	2
Total	8	0	0	0	0	0	0	0	5	5
Scaled value	3	0	0	0	0	0	0	0	2	2

1- Low Relation, 2-Medium Relation, 3-High Relation

Semester	**VI**
Subject Name	**OPERATING SYSTEMS LAB**
Subject Code	**XBES609**
Prerequisite	**NIL**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 – 2- 2	**2:0:0**	**0- 0 – 2- 2**

Course Outcome:		**Domain**
		C or P or A
CO1	***Ability*** to write C programmes for simple problems and ***construct*** flow chart for real time problems.	Cognitive Psychomotor
CO2	***Demonstrate the use of*** various C statements. ***Write*** C Programmes with arrays	Cognitive Psychomotor
CO3	***Use*** the concept of pointers to write programmes	Cognitive

CONTENTS

1. Write a menu driven shell program for the following:
   i. List of files, ii. Processes of Users, iii. Todays Date, iv. Users of system, v. Quit.
2. Write a shell program which accepts the name of a file from the standard input and then performs the following tests on it.
   i. File existence, ii. File readable, iii. File Writable, iv. Both readable and writable.
3. Write a shell program to accept an input and check if the given input is a directory.
   If it is a directory, then display the contents and revoke the execute permission for group and others for all files starting with "a" in the directory.
4. Write a shell program using three arguments to take the pattern as well as input and output file names. If the pattern is found display "Pattern found", else display "Error message". Also check if right number of arguments are entered.
5. Write a menu driven shell program to copy, edit, rename and delete a file.
6. Write a menu driven shell program to perform the following tasks
   i. Enter the sentences in file, ii. Search a given whole word in an existing file, iii. Quit.
7. Write a menu driven shell program for the following –
   i. Passwd, ii. ipconfig, iii ping
8. Write the shell program which gets executed the moment the user logs in. It should display the message "Good Morning" / "Good Afternoon" / "Good Evening" depending upon the time at which the user logs in.

9. Write a shell program to find the number of ordinary files and directory files in the current directory.
10. Write a shell program to accept the name of the directory as command line argument and display the listing in that directory. By default, the "Home" directory"s contents should be displayed.

Mapping of COs with POs

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	0	0	1	0	0	0	0	2	2
CO2	3	0	0	1	0	0	0	0	1	1
CO3	3	0	0	1	0	0	0	0	2	2
Total	9	0	0	3	0	0	0	0	5	5
Scaled value	2	0	0	1	0	0	0	0	1	1

1- Low Relation, 2-Medium Relation, 3-High Relation

Semester	**VI**
Subject Name	**PRACTICUM AND SCHOOL INTERNSHIP - IV**
Subject Code	**XBE610**

L –T –P –C	**C:P:A**	**L –T –P –H**
0- 0 – 2- 8	**8:0:0**	**0- 0 – 2- 2**

School Internship

In the VI semester the student's teachers will undergo internship in teaching for 3 weeks the student's teacher will be engaged in the following activities and preparation of records.

a. Action Research
b. School Dairy
c. Physical Education

Semester	**VII**
Subject Name	**EDUCATIONAL INNOVATION AND MANAGEMENT**
Subject Code	**XBE701**

L –T –P –C	**C:P:A**	**L –T –P –H**
4 - 0 – 0 - 4	**4:0:0**	**4 – 0 –0- 4**

Course Outcome:		**Domain/Level C or P or A**
CO1	Acquire knowledge about the terms used in educational innovations.	Cognitive
CO2	To understand the innovative experiments practiced in schools.	Cognitive
CO3	Understand the process and principles of educational management.	Cognitive
CO4	Explain and develop the various areas of educational management.	Cognitive
CO5	Develop the principles of educational planning and organization.	Cognitive

COURSE CONTENT

UNIT I	**Innovation**	**9 hrs**
	Meaning - Principles - Barriers to promotion of innovation - Suggestions for the promotion of innovation - Generation of innovations - Origin, Specification, Trial-Adaptation and consolidation Conditions for the emergence of innovation : Institution - Society - Individual - Recommendation of YASHPAL committee report	
UNIT II	**Innovations and Experiments in Schools**	**9 hrs**
	De-schooling - Community School - Alternative School - Non-Graded School - Navodaya School - Saini School - Initiatives of Government of India : SSA (Sarva Shiksha Abyan), RMSA (Rashtra Madhyamic Shiksha Abhiyam) - Initiatives of State Government : ABL (Activity Based Learning), SALM (Simplified Active Learning Methodology), ALM (Active Learning Methodology) - CCE (Continuous and Comprehensive Methodology), ALM (Active Learning Methodology) - CCE (Continuous and comprehensive Evaluation), - Virtual School - Mobile School - International Schools - Open School - Distance Learning - Floating University.	
UNIT III	**Management**	**9 hrs**
	Meaning, definition, objectives and role of management. Difference between administration and management. Functions of management: PODSCORB – planning and organization, Direction, staffing, coordination reporting, budgeting.	

Modern functions – planning, organization, leading, controlling, management skills, conceptual skills, Human skills, Technical skills.

UNIT IV	Area of Educational Management	9 hrs

Administration and Management of Education - Maintenance (or Status quo) and Developmental (or Creative) Management.-Scope, Human, Material, and Time - Basic concepts of Management at different levels (Primary and Secondary): Institutional Management, Financial Management Instructional management, Personnel Management, Material Management, and Management of Examination.

UNIT V	Educational planning and organization	9 hrs

Planning: Six elements – objectives, policies, procedure, programmes, budgets and strategies Educational planning – long-term and short term perspectives. Institutional planning – Academic – Curricular, Co-curricular activities – time table – assignment of work to teachers.

Organization – principles of criteria – organizational structure, Administrative structures at central and State levels.

L=45 hrs T= 0 hrs Total = 45 hrs

REFERENCES

1. Aggarwal, J. C. (2008), Development and planning of modern education. UP: Vikas Publishing House Pvt. Ltd.
2. Aggarwal, J. C. (2008), Teacher and education in a developing society. UP: Vikas Publishing House Pvt. Ltd.
3. Lal, R. B., & Palod, S. (2008). Educational Thought and Practice. Meerut: R.Lall Books Depot. Saxena., & Mishra. (2008), Teacher Education. Meerut: R.Lall Books Depot.
4. Saxena, S. N. R., & Chaturvedi, S. (2006), Education in emerging Indian society. Meerut: Surya Publication.
5. Vashist, S. R. (2006), School administration. Delhi : Anmol Publication Pvt. Ltd.
6. Packard, N., & Race, P. (Ed). (2005). 2000 Tips for Teachers. New Delhi: Kohan Page India Pvt. Ltd.
7. Rao, V.V., & Vijayalakshmi V, (2005), Education in India. Delhi: Discovery Publishing House.
8. Krishnamurthy, R. C. (2003), Educational technology: Expanding Our Vision. Delhi: Authors press.
9. Kumar, K.L. (1996), Educational technology. New Delhi: New Age International Publishers.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	2	3	3	1	1	1	2	2	1	0
CO 2	2	3	2	1	2	1	2	2	1	0
CO 3	2	3	3	1	1	1	2	2	1	0
CO 4	2	3	2	1	2	1	1	2	1	1
CO 5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Course	3	2	0	3	3	3	0	3	2	3

1 - Low, 2 – Medium, 3 – High

Semester	**VII**
Subject Name	**ALGEBRA**
Subject Code	**XBE702**

L –T –P –C	**C:P:A**	**L –T –P –H**
3 - 1 – 0 - 4	**4:0:0**	**4 – 1 –0- 5**

Course Outcome:		**Domain/Level C or P or A**
CO1	Identify and describe fundamental algebraic structures such as groups, rings and fields.	Cognitive
CO2	Identify algebraic substructures such as Normal subgroups and Quotient groups	Cognitive
CO3	identify and describe relations between algebraic structures, such as homeomorphisms and group actions	Cognitive
CO4	Understand the concept and basic structure of vector spaces, explain the concept of dimension, and apply the dimension theorem (for the sum of two subspaces).	Cognitive
CO5	Elucidate the null space, row space and column space of a matrix, apply the rank-nullity theorem.	Cognitive

COURSE CONTENT

UNIT I	**9+3 hrs**
Groups - Subgroups - Cyclic groups - Order of an element - Costs and Lagrange's Theorem.	

UNIT II	**9 +3hrs**
Normal subgroups and Quotient groups - Finite groups & Cayley Theorem - Isomorphism & Homomorphism.	

UNIT III	**9+3 hrs**
Rings & Fields - definition & examples - Elementary properties of Rings - Types of Rings -Characteristics of Rings - Subrings – Ideals - Quotient rings - Maximal & Prime Ideals – Homomorphism of Rings - Isomorphism of Rings.	

UNIT IV	**9+3 hrs**
Vector Spaces - definition & examples - Subspaces - Linear Transformation - Span of a set - Linear independence.	

UNIT V	**9+3 hrs**
Basis & Dimension - Rank & Nullity - Matrix of a Linear Transformation.	

L=45 hrs T= 15 hrs Total = 60 hrs

TEXT BOOKS

[1] N.Arumugam & A.Thangapandi Isaac, Modern Algebra, New Gamma Publishing House - June 1997.

[2] T.K. Manicavachagam Pillai, T. Natarajan, K.S. Ganapathy, Algebra, Vol. I, S.Viswanathan Pvt. Limited, Chennai, 2004.

REFERENCES

[1] M.L.Santiago, Modern Algebra, Arul Publications, Madras, 1988.

[2] M.L.Khanna, Modern Algebra, Tata McGraw Hill, 2003.

[3] Schaum's Outlines, Modern Abstract Algebra, Tata McGraw- Hill Company Limited, New Delhi.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO 1	3					1				1	2
CO 2	3					1				1	2
CO 3	3					1				1	2
CO 4	3					1				1	2
CO 5	3					1				1	2
	15					5				5	10
	3					1				1	2

1 - Low, 2 – Medium, 3 – High

Semester	**VII**
Subject Name	**REAL ANALYSIS**
Subject Code	**XBE703**

L –T –P –C	**C:P:A**	**L –T –P –H**
3 - 1 – 0 - 4	**4:0:0**	**4 – 1 –0-5**

Course Outcome:		**Domain/Level C or P or A**
CO1	Understand the Order completeness property	Cognitive
CO2	Understand the concept of continuity and be familiar with the statements and some proofs of the standard results about continuous real functions.	Cognitive
CO3	Understand the concept of the differentiability of a real valued function.	Cognitive
CO4	Expand the power series	Cognitive
CO_5	Apply the Riemann integration and fundamental theorem of calculus.	Cognitive

COURSE CONTENT

UNIT I **9+3 hrs**

Real Number system – Field axioms – Order relation in R. Absolute value of a real number & its properties – Supremum & Infimum of set – Order completeness property – countable & uncountable sets.

UNIT II **9 +3hrs**

Continuous functions – Limit of a Function – Algebra of Limits – Continuity of a function – Types of discontinuities – Elementary properties of continuous functions – Uniform continuity of a function.

UNIT III

Differentiability of a function – Derivability & Continuity – Algebra of derivatives – Inverse Function Theorem – Daurboux's Theorem on derivatives.

UNIT IV **9+3 hrs**

Rolle's Theorem – Mean Value Theorems on derivatives – Taylor's Theorem with remainder – Power series expansion.

UNIT V

Riemann integration – definition – Daurboux's theorem – conditions for integrability – Integrability of continuous & monotonic functions – Integral functions – Properties of Integrable functions - Continuity & derivability of integral functions –The First Mean Value Theorem and the Fundamental Theorem of Calculus.

L=45 hrs T= 15 hrs Total = 60 hrs

TEXT BOOKS

[1] M.K,Singhal & Asha Rani Singhal , A First Course in Real Analysis, R.Chand & Co., June 1997 Edition

[2] Shanthi Narayan, Elements of Real analysis, S. Chand & Co., 1995

REFERENCES

[1] Gold Berge, Richar R, Methods of Real Analysis, First edition, Oxford & IBHP Publishing Co., New Delhi,1970.

[2] H.L.Royden, Real Analysis, Third Edition, Prentice –Hall of India, New Delhi, 2005.

[3]. B.S.Vatsa, Introduction to Real Analysis, CBS Publishers, 2002.

[4]. M.L.Khanna, L.S.Varshney, Real Analysis, Jai Prakash Nath & Co, Meerut, 15th edition,1997.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO 1	3	2		1	1		1	1	1
CO 2	3	2		1			1	1	1
CO 3	3	2		1			1	1	1
CO 4	3	2		1	1		1	1	1
CO 5	3	2		1	1		1	1	1
	15	10	0	5	3	0	5	5	5
	3	2		1	.7		1	1	

1 - Low, 2 – Medium, 3 – High

Semester	**VII**
Subject Name	**BASIC ELECTRONICS**
Subject Code	**XBE704**

L –T –P –C	**C:P:A**	**L –T –P –H**
3 - 1 – 0 - 4	**4:0:0**	**4 – 1 –0- 5**

Course Outcome:		**Domain/Level C or P or A**
CO1	To study PN junction diode, Zener diode LED, full wave rectifier filters, regulated power supply- Zener regulator, photo diode	Cognitive
CO2	To study transistors construction and working, parameters, static characteristics, transistor biasing	Cognitive
CO3	To study special devices FET, JFET, MOSFET, SCR, UJT Construction and working	Cognitive
CO4	To study Amplifiers, Class A and B power amplifier, feedback principle, Oscillators Hartley and Colpitts oscillators.	Cognitive
CO5	To understand the modulation factors Amplitude modulation Frequency modulation and phase modulation and detectors.	Cognitive

COURSE CONTENT

UNIT I	**DIODES AND RECTIFIERS**	**9+3 hrs**

PN Junction diode – characteristics- Zener diode – Characteristics- LED- Fullwave rectifier - ripple factor - filters - L-section, □-section filters - zener voltage regulated power supply, Photo Diode and Uses.

UNIT II	**TRANSISTORS**

Junction Transistors –construction – Mechanism of amplification – Modes of operation – Alpha & Beta of a Transistor – Current expression – Transistor static characteristics in CB and CE modes –Transistor biasing (voltage divider biasing) – Two port representation of a Transistor – Parameters- Determination of h-parameters.

UNIT III	**SPECIAL DEVICES**

Special semiconductor devices – FET, JFET, MOSFET (Construction And Working) - FET parameters – Comparison between FET and Transistor - Phototransistor – SCR, UJT, characteristics- Application of SCR as relay and UJT as relaxation oscillator.

UNIT IV	AMPLIFIERS AND OSCILLATORS

Power amplifier – Class A power amplifier –Class B power amplifier - Push pull – Gain of amplifier with feedback – Effects of negative feedback – Oscillators – Types – Concepts of feedback oscillators – Hartley- Collpitt's oscillators.

UNIT V	MODULATORS AND DETECTORS

Modulation – Amplitude modulation-Modulation factor – Power in AM waves – Limitations of amplitude modulation-Frequency modulation – Phase modulation – Demodulation-Essentials in demodulation- Linear Diode Detector.

L=45 hrs T= 0 hrs Total = 45 hrs

TEXT BOOKS

1. Principles of electronics – V.K. Mehta, S.Chand & Co.- 7th Rev. Edition (2005).
2. Basic Electronics and Linear Circuits –N.Bhargava, D.Kulshreshtha and S.Gupta, Tata McGraw-Hill Publishing Co.(1983)

REFERENCES

1. Electronic Devices and circuits – Sarjeer Gupta – Dhaanpat rai Publications – New Delhi – Reprint – 2008.
2. Elements of solid state electronics – A. Ambrose and T.Vincent Devaraj – Mera publications -1993.
3. Basic electrical, Electronics and computer Engineering – R.Muthusubramanian, S. Salivahanan, K.A. Muraleedharan – Tata McGraw Hill publishing Co. Ltd., New Delhi – Reprint (2004)
4. Electronic Devices and circuits – Jacob Millman, Christos. C. Halkib – Tata McGraw Hill publishing Co., Ltd., New Delhi – Reprint (2002).

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	0	0	0	1	1	1
CO2	3	2	0	0	0	1	0	1
CO3	3	2	0	0	0	1	1	1
CO4	3	2	0	0	0	1	0	1
CO5	3	2	0	0	0	1	1	1
Total	15	10	0	0	0	5	3	5
Scaled value	3	2	0	0	0	1	1	1

1 - Low, 2 – Medium, 3 – High

Semester	**VII**
Subject Name	**WAVE MECHANICS AND NUCLEAR PHYSICS**
Subject Code	**XBE705**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1– 0 - 4	**4:0:0**	**4– 1 –0- 5**

Course Outcome:		**Domain/Level C or P or A**
CO1	To study the dual nature of matter, De Broglie concept, Davisson and Germer experiment Uncertainty y principle.	Cognitive
CO2	To study basic of quantum mechanics, Eigen values Schrodinger equation	Cognitive
CO3	To study the properties nuclei binding energy and nuclear model	Cognitive
CO4	To study the particle accelerator radioactivity of alpha, beta and gamma rays, half-life period	Cognitive
CO5	To study the nuclear reaction, fission, fusion nuclear reactor.	Cognitive

COURSE CONTENT

UNIT I	**MATTER WAVES AND DETERMINATIONS**	**9+3 hrs**

Dual nature of matter –De' Broglie's concept of matter waves – De' Broglie wavelength – Wave and group velocity – Relation between wave and group velocity – Davisson and Germer experiment – G.P. Thompson experiments – Heisenberg's Uncertainity Principle.

UNIT II	**BASICS OF QUANTUM MECHANICS**

Basic Postulates of wave mechanics – Quantum operators, Linear operator, Hermitian operator, Parity operators – Properties of wave Function – Orthogonal and normalized wave functions – Eigen Values and Eigen Functions – Schrodinger's Equations – Time Independent – Time Dependent – Application – Particle in a box.

UNIT III	**PROPERTIES OF NUCLEI AND NUCLEAR MODEL**	**9+3 hrs**

Classification of Nuclei – General Properties of Nucleus – Size, Mass, Density Charge, Angular momentum and Dipole moments – Binding Energy – Packing fraction – Nuclear stability – Semi Empirical Mass formula – Liquid Drop Model – Shell Model.

UNIT IV	ACCELERATORS AND DETECTORS	9+3 hrs

Ionisation Chamber – Wilson Cloud Chamber – Linear Accelerator – Betatron – Radioactivity – Properties of Alpha, Beta and Gamma Rays – Geiger-Nuttal Law – Nuclear Isomerism – Soddy Fajan's displacement law – Radioactive disintegration Law – Half Life, Mean Life periods – Law of Successive disintegration.

UNIT V	NUCLEAR REACTIONS AND REACTORS

Types of Nuclear Reaction – Energy balance – Q value – Transmutation by Alpha, Proton, Deutrons and Neutrons – Artificial Radioactivity – Radio Isotopes – Applications – Nuclear Fission – Chain reaction – Nuclear Reactor – Nuclear Fusion – Thermo Nuclear Reactions – Carbon-Nitrogen Cycle – Proton-Proton Cycle.

L=45 hrs T= 0 hrs Total = 45 hrs

TEXT BOOKS

1. Modern Physics by R.Murugesan S.Chand & Co New Delhi 1995.
2. Modern Physics by M.A. Thangaraj & N. Anandha Krishnan.
3. Mordern Physics by J.B. Rajam, S. Chand & Co New Delhi 1980.
4. Atomic and Nuclear Physics by Littlefeld and Thorley.

REFERENCES

1. Nuclear Physics by J.B. Rajam, S,Chand & Co.,
2. Perspectives of Modern Physics by Beiser, McGraw Hill.
3. Introduction to Nuclear Physics by Herald Enge, Addison Wesley.
4. Introduction to Nuclear Physics by S.B. Patel, Tata McGraw Hill.
5. Concepts of Modern Physics 5th Edition by A. Beiser, Tata McGraw Hill, 1997.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	0	0	0	1	1	1
CO2	3	2	0	0	0	1	0	1
CO3	3	2	0	0	0	1	1	1
CO4	3	2	0	0	0	1	0	1
CO5	3	2	0	0	0	1	1	1
Total	15	10	0	0	0	5	3	5
Scal	3	2	0	0	0	1	1	1

1 - Low, 2 – Medium, 3 – High

Semester	**VII**
Subject Name	**PHYSICAL CHEMISTRY - I**
Subject Code	**XBEC706**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 – 0 - 4	**3:0.5:0.5**	**4– 1 –0- 5**

Course Outcome:		**Domain/Level C or P or A**
CO1	***Recall*** the definition and first law of thermodynamic constants and terminology.	Cognitive
CO2	***Summarize and Discuss*** the second law of thermodynamic and related conditions for spontaneity	Cognitive Affective
CO3	***Discuss*** the significance of third law of thermodynamics	Cognitive
CO4	***Interpret*** the types of solution, concentration terms and ***identify*** the properties of solutions.	Cognitive Psychomotor
CO5	***Describe*** the significance of phase rule	Cognitive

COURSE CONTENT

UNIT I	**TERMODYNAMICS - I**	**9+3 hrs**

System and surrounding – isolated, closed and open systems - state of the system - Intensive and extensive variables. Thermodynamic processes - reversible and irreversible, isothermal and adiabatic processes - state and path functions - exact and inexact differentials. Work of expansion at constant pressure and free expansion. First law of thermodynamics - statement - definition of internal energy (E), enthalpy (H) and heat capactiiy. Relation between Cp and Cv. calculation of w, q, dE and dH for expansion of ideal and real gases under isothermal and adiabatic conditions of reversible and irreversible processes. Definition of Joule - Thomson coefficient ($\mu_{J.J}$) - calculation of ($\mu_{.J.J}$) for ideal and real gases - Inversion temperature.

Thermo chemistry - relation between enthalpy of reaction at constant volume (q_v) and at constant pressure (q_p) - temperature dependence of heat of reaction - Kirchoffs equation -bond energy and its calculation from thermo-chemical data - Integral and differential heats of solution and dilution.

UNIT II	**THERMODYNAMICS-II**

Second law of thermo dynamics - need for the law - different statements of the law - Carnot's cycle and efficiency of heat engine - Carnot's theorem - thermodynamic scale of temperature - concept of entropy - definition and physical significance of entropy - entropy as a function of P, V and T - entropy changes during phase changes - entropy of mixing - entropy criterion for spontaneous and equilibrium processes in isolated system - Gibb's free energy (G) and Helmholtz free energy (A) - variation of A and G with P, V and T- Gibb's - Helmholtz equation and its applications - thermodynamic equation of state - Maxwell's relations - ΔA and ΔG as criteria for spontaneity and equilibrium - advantage of ΔG over entropy change.

UNIT III	**THERMODYNAMICS - III**

Equilibrium constant and free energy change - thermodynamic derivation of law of mass action - equilibrium constants in terms of pressure and concentration - NH_3, PCl_5, $CaCO_3$-thermodynamic interpretation of Lechatelier's principle (Concentration, temperature, pressure and addition of inert gases.) systems variable composition - partial molar quantities - chemical potential - variation of chemical potential with T, P and X (mole fraction) - Gibb's Duhem equation. van't Hoff's reaction isotherm - van't Hoff's isochore - Clapeyron equation and Clausius – Clapeyron equation-applications-third law of thermodynamics –Nernst heat theorem- statement of III law and concept of residual entropy - evaluation of absolute entropy from heat capacity data. Exception to III law (ortho and para hydrogen, CO, N_2O and ice).

UNIT IV	**SOLUTIONS**

Ideal and non-ideal soultions, methods of expressing concentrations of solutions - mass percentage, volume percentage, normality, molarity, molality, mole fraction. concept of activity and activity coefficients - completely miscible liquid systems - benzene and toluene. Raoult's law and Henry's law. deviation from Raoult's law and Henry's law. Duhem - Margules equation, theory of fractional distillation. azeotropes - HCl - water and ethanol - water systems - partially miscible liquid systems - phenol - water, triethanolamine - water and nicotine - water systems-lower and upper CSTs - effect of impurities on CST - completely immiscible liquids - principle and applications of steam distillation. Nernst distribution law – derivation- applications –determination of formula of a

complex ($KI + I_2 = KI_3$) - solvent extraction- principle and derivation of a general formula of the amount unextracted - dilute solutions: colligative properties, relative lowering of vapour pressure, osmosis, law of osmotic pressure, thermodynamic derivation of elevation of boiling point and depression in freezing point. determination of molecular masses using the above properties. Abnormal molecular masses, molecular dissociation - degree of dissociation - molecular association.

UNIT V PHASE RULE

Definition of terms in the phase rule - derivation and application to one component systems - water and sulphur - super cooling, sublimation - two component systems - solid liquid equilibria, simple eutectic (lead-silver, Bi-Cd), desilverisation of lead - compound formation with congruent melting point. (Mg-Zn) and incongruent melting point (Na-K). solid solutions - (Ag-Au) - fractional crystallisation. Freezing mixtures - FeCl3 - H2O systems, CuSO4-H2O system.

L=45 hrs T= 15 hrs Total = 60 hrs

TEXT BOOKS

1. Puri B.R., Sharma L.R., Pathania M.S.,Principles Of Physical Chemistry, (23rd edition), New Delhi, Shoban Lal, Nagin Chand & Co., (1993)

REFERENCES

1. Maron and Prutton, Physical Chemistry, London, Mac Millan.
2. Atkins P.W., Physical Chemistry, (5th edition) Oxford Uiversity Press. (1994)
   Castellan G.V., Physical Chemistry, New Delhi, Orient Longmans.
3. Castellan G.V., Physical Chemistry, New Delhi, Orient Longmans.

E-REFERENCES

1. https://www.khanacademy.org/science/biology/energy-and-enzymes/the-laws-of-thermodynamics/v/first-law-of-thermodynamics-introduction
2. http://nptel.ac.in/courses/112105123/
3. http://nptel.ac.in/courses/103105127/36
4. https://www.youtube.com/watch?v=HjeQOKomAQc
5. http://nptel.ac.in/courses/113104068/4

Mapping of CO's with PO's:

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**
CO1	3	**2**	**0**	3	**3**	**3**	**0**	**3**	**0**	**2**
CO2	3	**2**	**0**	3	**0**	**3**	**0**	**3**	**0**	**2**
CO3	3	**2**	**0**	3	**2**	**3**	**0**	**3**	**0**	**2**
CO4	3	**2**	**0**	2	**0**	**3**	**0**	**3**	**0**	**2**
CO5	3	**2**	**0**	3	**1**	**3**	**0**	**3**	**0**	**2**
Total	15	10	0	14	6	15	0	15	0	10
Scaled value	**3**	**2**	**0**	**3**	**2**	**3**	**0**	**3**	**0**	**2**

1 - Low, 2 – Medium, 3 – High

Semester	**VII**
Subject Name	**COMPUTER NETWORKS**
Subject Code	**XBES706**

L –T –P –C	**C:P:A**	**L –T –P –H**
3 - 1 – 0 - 4	**3:0:1**	**4–1 –0- 5**

Course Outcome:		**Domain/Level C or P or A**
CO1	Recognise the OSI Models	Cognitive
CO2	Describe the concepts of IPV4 and IPV6 Reproduce the LAN Architecture	Cognitive Affective
CO3	Discuss the TCP concepts	Cognitive
CO4	Reproduce and Describe the basics of DNS	Cognitive
CO5	Recognise the OSI Models	Cognitive Affective

COURSE CONTENT

UNIT I	**INTRODUCTION**	**9+3 hrs**
	Network Models - OSI Model - TCP/IP Protocol Suite - Addressing - Transmission Media - Error Detection and Correction - Block Coding.	
UNIT II	**NETWORK FUNDAMENTALS**	**9 +3hrs**
	. LAN Technology- LAN Architecture - BUS/Tree - Ring – Star - Ethernet- Token Rings - Wireless - Data Link Control - Framing - Flow and Error Control	
UNIT III	**NETWORK LAYER**	**9+3 hrs**
	Switching - Circuit, Message, Packet - Network Layer - IPV4, IPV6 Addresses - Internetworking- Format - IPV4, IPV6 – ICMP, Routing – Flooding, Distance Vector Routing, Link State Routing	
UNIT IV	**TRANSPORT LAYER**	**9+3 hrs**
	End–to-End Delivery - User Data gram Protocol (UDP) – TCP - Congestion Control -TCP, Frame Relay	
UNIT V	**PRESENTATION LAYER AND APPLICATIONS**	**9+3 hrs**
	Introduction - SNMP, SNMPV1-Architecture - Domain Name Service - Email - SMTP - HTTP.	

L=60 hrs T= 15 hrs Total = 75 hrs

TEXT BOOKS

1. Behrouz A.Forouzan, ”Data Communication and Networking”, 4th Edition, Tata McGraw-Hill Publishing Company, 2006.

REFERENCES

1. William Stallings, “Data and Computer Communications”, 8th Edition, PHI, 2007.
2. James F. Kurose and Keith W. Ross, “Computer Networking - A Top Down Approach featuring the Internet”, 1st Edition, Addison Wesley Publishing Company, 2001.
3. Andrew S. Tanenbaum, “Computer Networks”, Tata McGraw Hill, 4rd Edition, 2004.
4. Larry L.Peterson & Bruce S. Davie, “Computer Networks - A systems Approach”, 4th Edition, Harcourt Asia/Morgan Kaufmanns, 2004.

Mapping of CO’s with PO’s:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	2		3	3	3	0	3	0	2
CO 2	3	2		3	3	3	0	3	0	2
CO 3	3	2		3	3	3	0	3	3	2
CO 4	3	2		3	3	3	0	3	3	2
CO 5	3	2		3	3	3	0	3	3	2
Total	15	10	0	15	15	15	0	15	9	10
	3	2	0	3	3	3	0	3	2	2

1 - Low, 2 – Medium, 3 – High

Semester	**VII**
Subject Name	**ORGANIC CHEMISTRY-II**
Subject Code	**XBEC707**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 – 0 - 4	**3:0.5:0.5**	**4 – 1 –0- 5**

Course Outcome:		**Domain/Level C or P or A**
CO1	To develop an understanding the chemistry of carbohydrates.	Cognitive
CO2	To develop an understanding the chemistry of proteins and vitamins.	Cognitive Affective
CO3	To understand the chemistry of alkaloids & terpenes	Cognitive
CO4	To acquaint students with mechanism of molecular rearrangements.	Cognitive Psychomotor
CO_5	To appreciate the application of UV, VIS, IR and NMR spectroscopy in explaining the structure of organic molecules	Cognitive

COURSE CONTENT

UNIT I	**CHEMISTRY OF CARBOHYDRATES**	**9+3 hrs**

Carbohydrate - classification, properties of mono saccharide (glucose and fructose), structure and configuration of mono saccharide, interconversion, ascending and descending series, muta rotation, epimerization-cyclic structure - determination of size of sugar rings - disaccharide - sucrose, maltose - structure elucidation - polysaccharide - starch and cellulose (elementary treatment).

UNIT II	**CHEMISTRY OF PROTEINS AND VITAMINS**	**9 +3hrs**

Amino acids - classification, general methods of preparation and reactions of amino acids, zwitter ion - isoelectric points, action of heat on α,β and γ amino acids. Peptides and proteins - Peptide linkage - polypeptide - classification of proteins - synthesis of peptides - Merrifield synthesis - primary structure - end group analysis - Dansyl chloride, Edman method - secondary structure - tertiary structure - denaturation - colour reactions of proteins - nucleic acids - elementary treatment of DNA and RNA . Vitamins (structural elucidation not needed) - classification, biological importance of vitamins A, B_1, B_2, B_6, B_{12} and C.

UNIT III	CHEMISTRY OF ALKALOIDS AND TERPENOIDS

Chemistry of natural products - alkaloids - isolation, classification, general methods of elucidating structure - structural elucidation and synthesis of coniine, piperine, nicotine and ephedrine. terpenes - classification - isoprene, special isoprene rule, general methods of structural elucidation - structural elucidation and synthesis of citral, limonene, menthol, thymol and camphor.

UNIT IV	MOLECULAR REARRANGEMENTS	9+3 hrs

Molecular rearrangements - types of rearrangement (nucleophilic and electrophilic) – mechanism with evidence for the following re-arrangements: pinacol - pinacolone, benzil - benzilic acid, benzidine, Claisen, Fries, Hofmann, and Beckmann,- photochemical reactions of ketones – Cope reaction.

UNIT V	ORGANIC SPECTROSCOPY

UV - VIS spectroscopy - types of electronic transitions - solvent effects on λ max - Woodward - Fieser rules - calculation of λmax : dienes and α, β unsaturated carbonyls.

IR spectroscopy - number and types of fundamental vibrations - modes of vibrations and their energies, position of IR absorption frequencies for functional groups like aldehyde, ketone, alcohol, acid and amide- factors affecting the frequency absorption - conjugation, inductive effect and hydrogen bonding.

NMR spectroscopy - principle - equivalent and non equivalent protons - shielded and deshielded protons, anisotropy, chemical shift - TMS, delta scales, integral, splitting of signals - spin -spin coupling, NMR spectrum of EtOH, n - propyl bromide and isopropyl bromide. (Basic instrumentation of UV-Visible, IR and NMR also to be discussed). Mass spectroscopy – Principles and fragmentation patterns.

L=60 hrs T= 15 hrs Total = 75 hrs

REFERENCES

1. Finar I.L., Organic Chemistry, Vol 1&2, (6th edition) England, addison Wesley Longman Ltd. (1996).
2. Morrison R.T., Boyd R.N.,Organic Chemistry, (4th edition) New York, Allyn & Bacon Ltd., (1976)
3. Bahl B.S, Arun Bahl,Advanced Organic Chemistry, (12th edition) New Delhi, Sultam Chand and Co., (1986)

4. Pine S.H.,Organic Chemistry, (4th edition) New Delhi, McGraw - Hill International Book Company (1986)
5. Seyhan N. Ege, Organic Chemistry, New York, Houghton Mifflin Co., (2004) William Kemp, Organic Spectroscopy, 3rd edition, ELBS.

Mapping of CO's with PO's:

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**
CO1	3	**2**	**0**	3	**3**	**3**	**0**	**3**	**0**	**2**
CO2	3	**2**	**0**	3	**0**	**3**	**0**	**3**	**0**	**2**
CO3	3	**2**	**0**	3	**2**	**3**	**0**	**3**	**0**	**2**
CO4	3	**2**	**0**	2	**0**	**3**	**0**	**3**	**0**	**2**
CO5	3	**2**	**0**	3	**1**	**3**	**0**	**3**	**0**	**2**
Total	15	10	0	14	6	15	0	15	0	10
Scaled value	**3**	**2**	**0**	**3**	**2**	**3**	**0**	**3**	**0**	**2**

1 - Low, 2 – Medium, 3 – High

Semester	**VII**
Subject Name	**WEB TECHNOLOGY**
Subject Code	**XBES707**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 – 0 -4	**3:0:1**	**4 – 1 –0- 5**

Course Outcome:		**Domain/Level C or P or A**
CO1	Recognise the VB Sript and HTML concept	Cognitive
CO2	Reproduce the java script fundamentals	Cognitive Affective
CO3	Describe the concepts of Objects in HTML	Cognitive
CO4	Discuss the basics of ASP.Net	Cognitive
CO5	Reproduce and Describe concept of IP address security	Cognitive Affective

COURSE CONTENT

UNIT I **9+3 hrs**

Introduction to` VBScript - Adding VBScript Code to an HTML Page - VB Script Basics - VBScript Data Types - VBScript Variables - VBScript Constants - VBScript Operators – mathematical- comparison-logical - Using Conditional Statements - Looping Through Code - VBScript Procedures – type casting variables - math functions –date functions – string functions –other functions - VBScript Coding Conventions - Dictionary Object in VB Script

UNIT II **9 +3hrs**

Introduction to Javascript – Advantages of Javascript – Javascript syntax - Data type –Variable - Array – Operator & Expression – Looping – control structures - Constructor Function – user defined function Dialog Box

UNIT III **9+3 hrs**

Javascript document object model – Introduction – Object in HTML – Event Handling – Window object – Document object – Browser object – Form object – Navigator object – Screen object – Build in object – User defined object – Cookies

UNIT IV **9+3 hrs**

ASP.NET Language Structure – Page Structure – Page event, Properties & Compiler Directives. HTML server controls – Anchor, Tables, Forms, and Files. Basic Web server Controls – Lable, Text box, Button, Image Links, Check & radio Button, Hyperlink, Data List

UNIT V **9+3 hrs**

Request and Response Objects, Cookies, Working with Data – OLEDB connection class, command class, transaction class, data adaptor class, data set class. Advanced issues – email, Application issues, working with IIS and page Directives, error handling. Security – Authentication, IP Address, Secure by SSL & Client Certificates

L=60 hrs T= 15 hrs Total =75 hrs

TEXT BOOKS

1. I.Bayross, 2000, Web Enable Commercial Application Development Using HTML, DHTML, Javascript, Perl CGI, BPB Publications.
2. A.Russell Jones, Mastering Active Server Pages 3, BPB Publications

REFERENCES

1. Hathleen Kalata, Internet Programming with VBScript and JavaScript, Thomson Learning
2. Mike McGrath, XML Harness the Power of XML in easy steps, Dreamtech Publications
3. T.A. Powell, 2002,Complete Reference HTML , TMH.
4. J.Jaworski, 1999, Mastering Javascript, BPB Publications.
5. Powell, Thomas; Schneider, Fritz, JavaScript: The Complete Reference, 2nd edition 2004, TMH.

Mapping of CO's with PO's:

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**
CO 1	3	2		3	3	3	0	3	0	2
CO 2	3	2		3	3	3	0	3	0	2
CO 3	3	2		3	3	3	0	3	3	2
CO 4	3	2		3	3	3	0	3	3	2
CO 5	3	2		3	3	3	0	3	3	2
Total	15	10	0	15	15	15	0	15	9	10
Course	3	2	0	3	3	3	0	3	2	2

1 - Low, 2 – Medium, 3 – High

Semester	**VII**
Subject Name	**PHYSICS PRACTICAL - VII**
Subject Code	**XBE708**

L –T –P –C	**C:P:A**	**L –T –P –H**
0 - 0 – 2 - 2	**1:0.8:0.2**	**0– 0 –2- 2**

Course Outcome:		**Domain/Level C or P or A**
CO1	***Use this*** laboratory techniques, To know the logic measurements and ***determination*** of subtraction of real number.	Cognitive Psychomotor
CO2	***Explain*** *and* ***give*** the characteristics of oscillator and amplifier.	Cognitive Psychomotor
CO3	Gain ***knowledge*** and ***identify*** the various oscillator and multivibrator.	Cognitive Psychomotor
CO4	***Manipulate*** the optical, electrical and heat properties with excellent ***application*** knowledge.	Cognitive Affective Psychomotor
CO5	***Use*** *basic* ***knowledge*** *to construct voltage doublers and tripler*	Cognitive Affective Psychomotor

List of Experiments		**Hours**
1	Half Subtractor and Full Subtractor using NAND/NOR gates.	**2**
2	RC Coupled Transistor Amplifier – Band width.	**2**
3	UJT relaxation oscillator	**2**
4	Emitter Follower.	**2**
5	Astable Multivibrator.	**2**
6	Voltage Doublers and Tripler	**2**
7	FET Amplifier – Band width.	**2**
8	Feedback Amplifier – Transistor	**2**

L=30 hrs T= 0 hrs Total = 30 hrs

TEXT BOOKS

1. BSc Practical Physics, C. L. Arora, (S. Chand)

2. An Advanced Course in Practical Physics, D. Chattopadhyay and P. C. Rakshit, (New Central Book Agency)

3. A Text Book of Advanced Practical Physics, S. Ghosh, (New Central Book Agency) 7 Semester 1 - Physics (Honours) Theory Paper.

4. Shukla R. K. and Anchal Srivastava, Practical Physics, New Age International (P) Ltd, Publishers, 2006.

5. Arora C. L., B.Sc Practical Physics, S. Chand and Company Ltd, 2007

REFERENCES

1. Squires G. L., Practical Physics, 4 th Edition, Cambridge University Press, 2001.

2. Halliday D., Resnick R. and Walker J., Fundamentals of Physics, 6th Edition, John Wiley and Sons, 2001.

3. Jenkins F.A. and White H.E., Fundamentals of Optics, 4th Edition, Mc Graw Hill Book Company, 2007.

4. Geeta Sanon, B. Sc., Practical Physics, 1st Edition, S. Chand and Company, 2007.

5. Benenson, Walter, and Horst Stocker, Handbook of Physics, Springer, 2002

Mapping of CO's with PO's:

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**
CO_1	3	3	2			2	1	1
CO_2	1	1	2				1	1
CO_3	3	3	2	2	2		1	1
CO_4	3	1	2				1	1
CO5	1	1	2		2		2	1
Scaled to 1, 2, 3	3	1	2	2	2	2	1	1

1 - Low, 2 – Medium, 3 – High

Semester	**VII**
Subject Name	**PHYSICAL CHEMISTRY LAB – I**
Subject Code	**XBEC709**

L –T –P –C	**C:P:A**	**L –T –P –H**
0 - 0 – 2 - 2	**1.2:0.80**	**0– 0 –2-2**

Course Outcome:		**Domain/Level C or P or A**
CO1	**Recall** various physical parameters of chemical reactions and **identify** its significances.	Cognitive Psychomotor
CO2	***Understand and Analyze*** the various physical constants and ***explain*** the effects of such constant on the properties of molecules/compounds.	Cognitive Psychomotor
CO3	***Interpret*** the impacts of changes in the values of the constants.	Cognitive Psychomotor

COURSE CONTENT

1. Critical Solution Temperature of phenol-water system
2. Effect of impurity on Critical solution Temperature of phenol-water system
3. Transition Temperature of a salt hydrate
4. Molecular weight determination by Rast Method
5. Phase Diagram (Simple eutectic system)

P=30 hrs T=0 hrs Total = 30 hrs

TEXT BOOKS

Pandey, O.P , Baipai. D.N and Giri.S , Practical Chemistry, Chand & Company Ltd. 2002.

Mapping of CO's with PO's:

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**
CO1	3	3	2			2	1	1
CO2	1	1	2				1	1
CO3	3	3	2	2	2		1	1
	7	7	6	2	2	2	3	3
	2	2	2	1	1	1	1	

1 - Low, 2 – Medium, 3 – High

Semester	**VII**
Subject Name	**WEB TECHNOLOGY LAB**
Subject Code	**XBES709**

L –T –P –C	**C:P:A**	**L –T –P –H**
0 - 0– 2 - 2	**1.2:0.8:0**	**0 – 0 –2- 2**

Course Outcome:		**Domain/Level C or P or A**
CO1	Analyze a web page and identify its elements and attributes using html tags.	Cognitive Psychomotor
CO2	Build dynamic web pages using JavaScript (client side programming)	Cognitive Psychomotor
CO3	Students are able to develop a dynamic webpage by the use of java script.	Cognitive

COURSE CONTENT

1. Create a simple page introducing yourself how old you are, what you do, what you like and dislike. Modify the introduction to include a bullet list of what you do and put list the 5 things you like most and dislike as numbered lists. Create another page about your favorite hobby and link it to (and from) your main page. Center something, and put a quote on one of your pages

2. Put an existing image on a web page. Create a table, use a heading and at least one use of row span/col. span. Color a page and some text within the page. Link to another site

3. Create a new file called index. html.

Put the normal HTML document structure tags in the file.

Give it a title.

At the bottom of the page (i.e. the last thing between the body tags) put the following:

A horizontal rule.

A Link to your e-mail Address (With your name between the tag) ; remember to put the link to your E- Mail address within address tags.

A line break.

The date. (I have this same structure at the bottom of this page).

Above this block (which is called the footer), put a title in heading tags.

Add some text describing yourself (you can split this into multiple headings and Paragraphs if you wish).

4. Write a script to create an array of 10 elements and display its contents.

5. Write a function in Java script that takes a string and looks at it character by character.

6. Create a simple calculator using form fields. Have two fields for number entry & one field for the result. Allow the user to be able to use plus, minus, multiply and divide.

7. Create a document and add a link to it. When the user moves the mouse over the link, it should load the linked document on it's own. (User is not required to click on the link).

8. Create a document, which opens a new window without a toolbar, address bar or a status bar that unloads itself after one minute.

9. Create a document that accepts the user's name in a text field form and displays the sanie the next time when the user visits the site informing him that he has accessed the sitefor the second time, and so on.

10. Create a Web form for an online library. This form must be able to accept the Membership Id of the person borrowing a book, the name and ID of the book and the name of the book's author. On submitting the form, the user (the person borrowing the book) must be thanked and informed of the date when the book is to be returned. You can enhance the look of the page by using various ASPNET controls.

P=30 hrs T= 0 hrs Total = 30 hrs

REFERENCES

1.Donald Hearn and M. Pauline Baker, "Computer Graphics C Version" Second Edition, Pearson Education, 2006.

2..Balagurusamy E ., 2006, *Programming in ANSI C* , 3rd ed, Tata McGraw-Hill.

3. Ashok N.Kamthane , 2006, *Programming with ANSI and Turbo C* , Pearson Education.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	0	0	1	0	0	0	0	2	2
CO2	3	0	0	1	0	0	0	0	1	1
CO3	3	0	0	1	0	0	0	0	2	2
Total	9	0	0	3	0	0	0	0	5	5
Scaled value	2	0	0	1	0	0	0	0	1	1

1 - Low, 2 – Medium, 3 – High

Semester	**VII**
Subject Name	**PRACTICUM AND SCHOOL INTERNSHIP - V**
Subject Code	**XBE710**

L –T –P –C	**C:P:A**	**L –T –P –H**
0 - 0 – 2-22	**10:6:6**	**0 – 0 –2- 2**

Course Outcome: At the end of the Internship in Teaching the Student Teachers will be able to		**Domain/Level C or P or A**
CO1	develop competencies and skill for effective classroom teaching;	Cognitive /Psychomotor /Affective
CO2	observe teacher educators;	Cognitive /Psychomotor /Affective
CO3	evaluate student's learning;	Cognitive /Psychomotor /Affective
CO4	undertake case study and action research;	Cognitive /Psychomotor /Affective
CO5	learn class room management;	Cognitive /Psychomotor /Affective

COURSE CONTENT

School Internship

In the VII semester the student's teachers will undergo internship in teaching for 3 weeks the student's teacher will be engaged in the following activities and preparation of records.

a. Lesson Plan (Opt – I & Opl II)
b. Micro Teaching (Opt – I & Opl II)
c. Test and Measurement (Opt – I & Opl II)
d. Preparation of AV aids (Opt – I & Opl II)
e. Psychology record

L=0 hrs P= hrs Total = 40 days

Semester	**VIII**
Subject Name	**STATISTICS AND OPERATIONS RESEARCH**
Subject Code	**XBE801**

L –T –P –C	**C:P:A**	**L –T –P –H**
3 - 1 – 0 - 4	**4:0:0**	**3– 1 –0- 4**

Course Outcome:		**Domain/Level C or P or A**
CO_1	Understand the concepts of probability distributions and distribution functions.	Cognitive
CO_2	Understand the concept of Binomial, Poisson and normal distribution	Cognitive
CO_3	Applying simplex method.	Cognitive
CO_4	Examine the degeneracy in transportation and assignment problem	Cognitive
CO_5	Applying the PERT/CPM for project scheduling.	Cognitive

COURSE CONTENT

UNIT I **9+3 hrs**

Random variables – Distribution functions – Discrete & continuous random variables – Probability mass & density functions – Joint probability distribution functions.

UNIT II **9 +3hrs**

Theoretical Discrete & continuous distributions – Binomial, Poisson, Normal distributions – Moment generating functions of these distributions – additive properties of these distributions – Recurrence relations for the moments about origin and mean for the Binomial, Poisson and Normal distributions – relation between Binomial, Poisson, Normal distributions.

UNIT III **9+3 hrs**

Introduction to Operations Research – Elementary treatment of Linear Programming – Simplex method for <, = , > constraints.

UNIT IV **9+3 hrs**

Application to Transportation problem – Transportation algorithm – Degeneracy algorithm - Degeneracy in Transportation problem, unbalanced transportation problem – Assignment algorithm - unbalanced Assignment Problem.

UNIT V **9+3 hrs**

PERT, CPM network – Critical & Sub Critical jobs – Determining the critical path – Network calculation of PERT networks – Probability of PERT.

L=45 hrs T= 15 hrs Total = 60 hrs

TEXT BOOKS

[1] Gupta.S.C.& Kapoor, V.K, Fundamentals of Mathematical Statistics, Sultan Chand & Sons, New Delhi – 1994 Edition

[2] Kanti Swaroop, Gupta. P.K & Manmohan, Operations Research, Sultan Chand & Co. Sixth Edition.

REFERENCES

[1] T. Veerarajan, Probability Statistics and Random Processes, Tata McGraw-Hill publishing company Ltd, 1st edition.

[2] Handy A.Taha, Operations Research (7th Edn.), Prentice Hall of India, 2002.

[3] Schaum's Outlines, Probability & Statistics, Tata Mcgraw- Hill Company Limited, New Delhi.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3					1				1	2	
CO 2	3					1				1	2	
CO 3	3					1				1	2	
CO 4	3					1				1	2	
CO 5	3					1				1	2	
Total	15					5				5	10	
Scaled Value	3					1				1	2	

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**COMPLEX ANALYSIS**
Subject Code	**XBE802**

L –T –P –C	**C:P:A**	**L –T –P –H**
3 - 1 – 0 - 4	**4:0:0**	**3 – 1 –0- 4**

Course Outcome:		**Domain/Level C or P or A**
CO1	Understand, interpret and use the basic concepts: complex number, analytic function, harmonic functions.	Cognitive
CO2	Understand the significance of bilinear transformation	Cognitive
CO3	Evaluate integrals along a path in the complex plane and understand the statement of Cauchy's Theorem and Cauchy's integral formula	Cognitive
CO4	Compute the Taylor and Laurent expansions of simple functions, determining the nature of the singularities and calculating residues.	Cognitive
CO_5	Use the Cauchy Residue Theorem to evaluate integrals.	Cognitive

COURSE CONTENT

UNIT I	**Analytic Functions**	**9+3 hrs**
	Functions of a Complex variable – Limits - Theorems on Limits – Continuous functions – Differentiability – Cauchy - Riemann equations – Analytic functions – Harmonic functions.	
UNIT II	**Bilinear Transformations**	**9 +3hrs**
	Elementary transformations - Bilinear transformations – Cross ratio – fixed points of Bilinear Transformation – Some special bilinear transformations.	
UNIT III	**Complex Integration**	**9+3 hrs**
	Complex integration - definite integral – Cauchy's Theorem – Cauchy's integral formula – Higher derivatives.	
UNIT IV	**Series Expansions**	**9+3 hrs**
	Series expansions - Taylor's series – Laurant's Series – Zeroes of analytic functions – Singularities.	
UNIT V	**Calculus of Residues**	**9+3 hrs**
	Residues – Cauchy's Residue Theorem – Evaluation of definite integral	

L=45 hrs T= 15 hrs Total = 60 hrs

TEXT BOOKS

[1] P.Duraipanelian, Kayalal Pachaiyappa, Complex Analysis, Muhil Publishers, Revised Edition 2009.

[2] T.K.Manickavachaagam Pillai, Complex Analysis, S.Viswanathan Publishers Pvt Ltc, 1994.

REFERENCES

[1] P.P Gupta – Kedarnath & Ramnath, Complex Variables, Meerut -Delhi

[2] J.N. Sharma, Functions of a Complex variable, Krishna Prakasan Media (P) Ltd, 13th Edition, 1996-97.

[3]. P.Kandasamy, K.Thilagavathy, K. Gunavathy, Engineering Mathematics, Volume- III, Edition 2009, S.Chand & Company Ltd., New Delhi.

[4] Schaum's Outlines, Complex Variables, Tata Mcgraw- Hill Company Limited, New Delhi.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	3					1				1	2	
CO 2	3					1				1	2	
CO 3	3					1				1	2	
CO 4	3					1				1	2	
CO 5	3					1				1	2	
Total	15					5				5	10	
Scaled Value	3					1				1	2	

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**DIGITAL ELECTRONICS**
Subject Code	**XBE803**

L –T –P –C	**C:P:A**	**L –T –P –H**
3 – 1 –0–4	**4:0:0**	**3 – 1 – 0 – 4**

Course Outcome:		**Domain C or P or A**
CO1	Define the number systems and to simplify Boolean expression using the methods of Boolean algebra and Karnaugh map.	Cognitive
CO2	Develop the fixed function combinational logical circuit s and their implementation.	Cognitive
CO3	Assess the fundamentals and applications of sequential logic circuits	Cognitive
CO4	Understand the operational amplifier and it's parameter and it's applications.	Cognitive

COURSE CONTENT

UNIT I	**NUMBER SYSTEM AND LOGIC GATES**

Decimal – Binary – Octal – Hexadecimal Number Systems – Inter Conversion – BCD Codes – 8 - 4 - 2 - 1 Codes, Excess – 3 Code – Gray Code – Binary Arithmetic Operations – Addition – Subtraction – Multiplication – Division – 1's Complement – 2's

Complement Binary Operation. Basic Logic Gates AND, OR, NOT, NAND, NOR, XOR, X – NOR – Universal Building Blocks.

UNIT II	**BOOLEAN ALGEBRA AND KARNAUGH MAPS**

Basic law of Boolean algebra – Demorgan's theorems – Duality Theorem – Reducing Boolean expressions Using Boolean laws – Minterms – Maxterms – Sum of Products – Products of Sums. 3 Variable K – Map – 4 - Variable K – Map sum of product only –Simplification of K-Maps.

UNIT III	**ARITHMETIC AND COMBINATIONAL CIRCUIT**

Half Adder – Full Adder – BCD Adder – Half Subractor – Full Subractror – Multiplexer – 4 to 1 Multiplexer – Demultiplexer – 1 to 4 Demultiplexer. Decoder – Binary to Gray Decoder –BCD to Seven Segment Decoder – Encoder (Introduction only).

UNIT IV SEQUENTIAL LOGIC DESIGN

Flip Flops – R/S Flip Flop – D-F/F – T-F/F – JK F/F – Master Slave Flip Flops – Registers – Shift Left – Shift Right (4 bit only) – Synchronous Counters - Mod 3, Mod 5, Mod 10 Counters.

UNIT V OPERATIONAL AMPLIFIER

Op-Amp Characteristics and Parameters – Inverting Summing Amplifier (Adder) - Inverting Difference Amplifier (Subtractor) - Differentiator – Integrator – Comparator. Op-Amp Generators - Astable Multivibrator – Monostable Multivibrator.

L=45 hrs T= 15 hrs Total = 60 hrs

TEXT BOOKS

1. Digital Principles and Applications – Albert Paul Malvino and Donald P. Leeach.
2. Digital circuits & design. S. Salivaganan and S. Arivalakan- Vikas Publishing house.
3. Elements of Electronics by Bagde and Singh.

REFERENCES

1. Operational Amplifier – Chowdhry.
2. Computer Architecture and Logic Design by T.C. Bartee, McGraw Hill, 1991.
3. Integrated Electronics by Millman and Halkias.
4. Solid state elctronics by I.Agarwal and Anit Agarval.
5. Digital integrated electronics by Herbert Taub and Donald Schilling, McGraw Hill.

Mapping of COs with POs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	0	3	3	3	0	3	0	2
CO2	3	2	0	3	3	3	0	3	0	2
CO3	3	2	0	3	3	3	0	3	3	2
CO4	3	2	0	3	3	3	0	3	3	2
CO5	3	2	0	3	3	3	0	3	3	2
Total	**15**	**10**	**0**	**15**	**15**	**15**	**0**	**15**	**9**	**10**
Scaled value	**3**	**2**	**0**	**3**	**3**	**3**	**0**	**3**	**2**	**2**

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**MICROPROCESSOR AND MICROCONTROLLER**
Subject Code	**XBE804**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 – 0 - 4	**4:0:0**	**3- 1 – 0 - 4**

Course Outcome:		**Domain**
CO1	To study the basic concepts of digit al computer, evolut ion microprocessors, semiconductor memories RAM and ROM	Cognitive
CO2	To study the architecture and instruction set of an eight bit 8085 microprocessor	Cognitive
CO3	To write assembly language programs for an 8085 microprocessor.	Cognitive
CO4	To study Structure of C language, operators, library function	Cognitive
CO5	To study various input and out statement loop statements while do else statements	Cognitive

COURSE CONTENT

UNIT-I	**BASICS OF DIGITAL COMPUTER**

Basic components of a digital computer - Evolution of microprocessors - Important INTEL microprocessors - Buses - Hardware, Software and Firmware - Memory - Semiconductor memories - RAM,ROM - Flash memory.

UNIT –II	**INTEL 8085 AND ITS ARCHITECTURE**

INTEL 8085 - Pin Diagram - Architecture - Various registers - Status Flags - Interrupts and their order of priority - Addressing modes - Direct ,Register, Register indirect, Immediate and implicit addressing - Instruction set - Data transfer group - Arithmetic Group - Logical group - Branch control group and stack and I/O- Machine control group.

UNIT-III	**ASSEMBLY LANGUAGE PROGRAMMING**

Addition - Subtraction - Multiplication -Division of two 8- bit numbers - Finding the largest number in a data array - Finding the smallest number in a data array-Arranging a list of numbers in ascending or descending order.

UNIT -IV MICROCONTROLLERS

Architecture of 8051 Microcontroller – signals – I/O ports – memory – counters and timers – serial data I/O – interrupts Interfacing -keyboard, LCD, ADC & DAC

L=45 hrs T= 15 hrs Total = 60 hrs

TEXT BOOKS

1. Fundamentals of Microprocessors and Microcomputers- B.Ram.
2. Microprocessor Architecture, Programming and Applications with the 8085, Ramesh. S.Goankar, Penram International Publishing (India) Pvt. Ltd.
3. 'The 8051 microcontroller Architecture, Programming and applications'Kenneth J.Ayala, second edition ,Penram international.

REFERENCES

1. "Microcomputer systems: The 8086 / 8088 Family architecture, Yn-cheng Liu,Glenn A.Gibson, Programming and Design", second edition, Prentice Hall of India , 2006 .
2. " Microprocessors and Interfacing : Programming and Hardware", Douglas V.Hall, second edition , Tata Mc Graw Hill ,2006.
3. "Advanced Microprocessor and Peripherals – Architecture, A.K.Ray & K.M Bhurchandi, Programming and Interfacing", Tata Mc Graw Hill , 2006.
4. "The 8051 microcontroller and embedded systems using Assembly and C",
5. Mohamed Ali Mazidi,Janice Gillispie Mazidi,second edition, Pearson education /Prentice hall of India , 2007.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	3	2	0	3	3	3	0	3	0	2	3
CO2	3	2	0	3	3	3	0	3	0	2	3
CO3	3	2	0	3	3	3	0	3	3	2	3
CO4	3	2	0	3	3	3	0	3	3	2	3
CO5	3	2	0	3	3	3	0	3	3	2	3
Total	**15**	**10**	**0**	**15**	**15**	**15**	**0**	**15**	**9**	**10**	**15**
Scaled Values	**3**	**2**	**0**	**3**	**3**	**3**	**0**	**3**	**2**	**2**	**3**

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**PHYSICAL CHEMISTRY-II**
Subject Code	**XBEC805**

L –T –P –C	**C : P : A**	**L –T –P –H**
3 - 1 - 0 - 4	**3.2 : 0.4 : 0.4**	**3 - 1 – 0- 4**

Course Outcome:		**Domain C or P or A**
CO1	***Recall*** and relate the role of electrolytes in electrical methods and its applications	Cognitive
CO2	***Summarize and Discuss*** the working principles of various electrochemical cells and its applications	Cognitive Affective
CO3	***Illustrate*** the principle of photochemistry and symmetry operation of molecules through group theory	Cognitive
CO4	***Apply*** *the* fundamental principles of spectroscopy and ***Identify*** the selection rules of IR and UV spectroscopy techniques.	Cognitive Psychomotor
CO5	***Recall*** the principles and related physical constant of NMR and Rama spectroscopy.	Cognitive

COURSE CONTENT

UNIT-I	**ELECTRICAL CONDUCTANCE**

Electrical transport and conductance in metal and in electrolytic solution.- specific conductance and equivalent conductance. Measurement of equivalent conductance. using Kohlraush's bridge. Arrhenius theory of electrolytic dissociation and its limitation. weak and strong electrolyte according to Arrhenius theory. Ostwald's dilution law - applications and limitation.variation of equivalent conductance with concentration- migration of ion- ionic mobility. Kohlrausch's law and its applications. The elementary treatment of the Debye – Huckel- Onsager equation for strong electrolytes. Evidence for ionic atmosphere. The conductance at high fields (Wein effect) and high frequencies (Debye - Falkenhagen effect). Transport number & Hittorfs rule. Determination by Hittorf's method and moving boundary method application of conductance measurements - determination of strong electrolytes and acids. Determination of Ka of acids. Determination of solubility product of a sparingly soluble salt. Common ion effect. Conduct metric titrations.

UNIT –II ELECTROCHEMICAL CELLS

Electrolytic & galvanic cells - reversible and irreversible cells. conventional representation of electrochemical cells. Electromotive force of a cell and its measurement- computation of E.M.F- calculation of thermodynamic quantities of cell reactions (ΔG. ΔH, ΔS and K)- application of Gibbs Helmholtz equation. concentration and E.M.F- Nernst equation,

Types of reversible electrodes - gas/metal ion - metal/metal ion; metal/insoluble salt/ anion and redox electrodes. electrode reactions - Nernst equation – derivation of cell. E.M.F and single electrode potential- standard hydrogen electrode - reference electrodes - standard electrode potentials - sign convention - electrochemical series and its significance. Concentration cell with and without transport- liquid junction potential. Application of EMF of concentration cells. Valency of ion- solubility product and activity co-efficient.

Potentiometric titrations. Determination of pH using hydrogen and quinhydrone electrodes- Corrosion - general and electrochemical theory - passivity - prevention of corrosion.

UNIT-III PHOTOCHEMISTRY AND GROUP THEORY

Consequences of light absorption - Jablonski diagram- radiative and non - radiative transitions. laws of photo chemistry - Lambert – Beer, Grothus - Draper and Stark - Einstein.quantum efficiency. photo chemical reactions - rate law - kinetics of H_2-Cl_2 , H_2-Br_2, and H_2-I_2 reactions. Comparison between thermal and photochemical reactions. Photo sensitization and quenching.

Group theory: symmetry elements and symmetry operation-group postulates and types of groups-Abelian and non Abelian- symmetry operation of H_2O molecule-illustration of group postulates using symmetry operations ofH_2Omolecule construction of multiplication table for the operation of H_2O molecule-point group-definition –elements (symmetry operations) of the following point groups: Cn (C_2, C_3) Sn (S_1, S_2) , C_{1V} (C_{2V}, C_{3V}) and C_{2R} . group theory and optical activity

UNIT -IV SPECTROSCOPY I

Electromagnetic spectrum - The regions of various types of spectra. Microwave spectroscopy: Rotational spectra of diatomic molecules treated as rigid rotator, condition for a molecule to be active in microwave region, rotational constants (B), and selection rules for rotational transition. Frequency of spectral lines, calculation of inter - nuclear distance in diatomic molecules.

Infrared spectroscopy : Vibrations of diatomic molecules - harmonic and anharmonic oscillators, zero point energy, dissociation energy and force constant, condition for molecule to be active in the IR region, selection rules for vibrational transition, fundamental bands, overtones and hot

bands,diatomic vibrating rotator - P,Q,R branches. Determination of force constant. UV visible spectroscopy : conditions - theory of electronic spectroscopy - types of electronic transitions - Franck - Condon principle – pre dissociation - applications.

UNIT V SPECTROSCOPYII

Raman spectroscopy: Rayleigh scattering and Raman scattering. Stokes and antistokes lines in Raman spectra, Raman frequency, quantum theory of Raman Effect, condition for a molecule to be Raman active. Comparison of Raman and IR spectra- structural determination from Raman and IR spectroscopy, rule of mutual exclusion.

NMR spectroscopy : Nuclear spin and conditions for a molecule to give rise to NMR spectrum- theory of NMR spectra, number of NMR signals, equivalent and non - equivalent protons, position of NMR signals, shielding, de-shielding, chemical shift, δ and τ scales. Peak area and number of protons. Splitting of NMR signals - spin - spin coupling.

L=45 hrs T= 15 hrs Total = 60 hrs

TEXT BOOKS

7. Puri B.R., Sharma L.R., Pathania M.S.,Principles Of Physical Chemistry, (23rd edition), New Delhi, Shoban Lal, Nagin Chand & Co., (1993)
8. Maron S.H. and Lando J.B.,Fundamentals of Physical Chemistry, Macmillan.
9. Glasstone S. and Lewis D.,Elements of physical Chemistry, macmillan
10. Khterpal S.C. Pradeeps,Physical Chemistry, Volume I & II, Pradeep publications Jalandhur, (2004).
11. Jain D.V.S and Jainhar S.P.,Physical chemistry, Principles and problems, Tata Mc Graw Hill, New Delhi, (1988).
12.

REFERENCE BOOKS

1. Maron and Prutton, Physical Chemistry, London, Mac Millan.
2. Atkins P.W., Physical Chemistry, (5th edition) Oxford Uiversity Press. (1994)

Castellan G.V., Physical Chemistry, New Delhi, Orient Longmans.

E-REFERENCES

1. https://nptel.ac.in/courses/102103044/3
2. https://nptel.ac.in/courses/102103044/4

https://nptel.ac.in/courses/102103044/10

Mapping of course outcomes with program outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	0	3	3	3	0	3	0	2
CO2	3	2	0	3	0	3	0	3	0	2
CO3	3	2	0	3	2	3	0	3	0	2
CO4	3	2	0	2	0	3	0	3	0	2
CO5	3	2	0	3	1	3	0	3	0	2
Total	15	10	0	14	6	15	0	15	0	10
Scaled value	3	2	0	3	2	3	0	3	0	2

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**SOFTWARE ENGINEERING**
Subject Code	**XBES805**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 – 0 - 4	**3.2:0:0.8**	**3- 1 – 0 - 4**

Course Outcome:		**Domain**
CO1	Recognise and identify different process models	Cognitive
CO2	Generalize the software project management	Cognitive Affective
CO3	Classify the design models	Cognitive
CO4	Discuss the various s/w testing methods	Cognitive
CO5	Reproduce and Describe the S/W quality measure concepts	Cognitive Affective

COURSE CONTENT

UNIT-I

A Generic View of Process - Process Models: The Waterfall Model – Incremental Model – Evolutionary Model – Specialized Model – The Unified Process – Agile Process – Agile Models.

UNIT –II

Project Management - Project Planning – Resources – Project Estimation - Software Project Scheduling- Risk Management - System Engineering — Requirements Engineering – Building the Analysis Models: Data Modeling Concepts

UNIT-III

Design Concepts – Design Models – Pattern Based Design – Architectural Design – Component Level Design – User Interface – Analysis and Design

UNIT -IV

Software Testing – Strategies – Conventional Software - Object Oriented Software – Validation Testing – System Testing – Debugging - Testing Tactics – Testing Fundamentals – While Box Testing – Basis Path Testing – Control Structure Testing – Black Box Testing.

UNIT -V

Software Configuration And Management – Features – SCM Process – Software Quality Concepts – Quality Assurance – Software Review–Technical Reviews – Formal Approach To Software Quality Assurance – Statistical Software Quality Assurance - Reliability – Quality Standards.

L=45 hrs T= 15 hrs Total = 60 hrs

TEXT BOOKS

1. Roger Pressman.S., "Software Engineering: A Practitioner's Approach", Sixth Edition, Mcgraw Hill, 2008.
2. Jalote Pankaj, "An Integrated Approach to Software Engineering", Third Edition, Narosa Book Distributors Pvt Ltd, 2005.

REFERENCES

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1. Carlo Ghezzi, Mehdi Jazayari, Dino Mandrioli, "Fundamentals of Software Engineering", Prentice Hall Of India, 1991.
2. Sommerville, "Software Engineering", Eighth Edition, Pearson Education, 2006

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	2		3	3	3	0	3	0	2
CO 2	3	2		3	3	3	0	3	0	2
CO 3	3	2		3	3	3	0	3	3	2
CO 4	3	2		3	3	3	0	3	3	2
CO 5	3	2		3	3	3	0	3	3	2
Total	15	10	0	15	15	15	0	15	9	10
Scaled Value	3	2	0	3	3	3	0	3	2	2

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**ANALYTICAL CHEMISTRY**
Subject Code	**XBEC806**

L –T –P –C	**C : P : A**	**L –T –P –H**
3 - 1 - 0 - 4	**3.2 : 0.4 : 0.4**	**3 - 1 – 0- 4**

Course Outcome:		**Domain C or P or A**
CO1	To develop an understanding the basics of analytical chemistry	Cognitive
CO2	To understand the principles of quantitative analysis	Cognitive Affective
CO3	To acquire skills in gravimetric techniques	Cognitive
CO4	To understand the principles of colorimetry and spectrophotometry	Cognitive Psychomotor
CO5	To under the principles of chromatography techniques	Cognitive

COURSE CONTENT

UNIT-I	**INTRODUCTION TO ANALYTICAL CHEMISTRY**

Types of analytical methods : Importance of analytical methods in qualitative and quantitative analysis : chemical and instrumental methods - advantages and limitations of chemical and instrumental methods.

Laboratory Hygiene and safety : Storage and handling of corrosive, flammable, explosive, toxic, carcinogenic and poisonous chemicals. Simple first aid procedures for accidents involving acids, alkalies, bromine, burns and cut by glass. Threshold vapour concentration - safe limits. Waste disposal and fee me disposal. Evaluation of analytical data: Idea of significant figures - its importance. Accuracy - methods of expressing accuracy. error analysis –types of errors-minimizing errors. Precision – methods of expressing precision - mean, median, mean deviation, standard deviation and confidence limit. Method of least squares - problems involving straight line graphs.

UNIT –II QUANTITATIVE ANALYSIS

Estimations of commercial samples - determination of percentage purity of samples – pyrolusite, Iron ore, washing soda and Bleaching power - estimation of glucose and phenol. gravimetric analysis - principle - theories of precipitation - solubility product and precipitation – conditions of precipitations-types of precipitants-specific and selective precipitants- organic and inorganic precipitants - types of precipitation - purity of precipitates – co precipitation - post precipitation - precipitation from homogeneous solution - use of sequestering agents

UNIT-III THERMO AND ELECTRO ANALYTICAL TECHNIQUES

Thermo analytical methods : Principle of thermo gravimetry, differential thermal analysis, differential scanning calorimetry - Instrumentation for TGA, DTA and DSC - Characteristics of TGA and DTA curves - factors affecting TGA and DTA curves. applications - TGA of calcium oxalate monohydrate DTA of calcium acetate monohydrate - determination of purity of pharmaceuticals by DSC. Electro analytical techniques - electro gravimetry -theory of electro gravimetric analysis - determination of copper (by constant current procedure) - electrolytic separation of metals : Principle - separation of copper and nickel, coulometry : principle of coulometric analysis - coulometry at controlled potential - apparatus and technique - separation of nickel and cobalt

UNIT -IV SPECTRO ANALYTICAL TECHNIQUES

Colorimetry and spectrophotometry - Beer – Lambert's law - principle of colorimetric analysis - visual colorimetry - standard series method - balancing method -estimation of NI^{+2} and Fe^{+3} colorimetrically - photoelectric photometer method - spectro photometric determination of chromium and manganese in alloy steel. Infra red spectroscopy (Instrumentation only)-block diagram- source - monochromator-cell-detectors and recorders-sampling techniques-NMR spectroscopy (instrumentation only)

UNIT V CHROMATOGRAPHYTECHNIQUES

Column chromatography - principle, types of adsorbents, preparation of the column, elution, recovery of substances and applications. thin layer chromatography - principle, choice of adsorbent and solvent, preparation of chromatoplates, Rf-values, factors affecting the Rf-values, Significance of Rf-values. Paper chromatography - principle, solvents used, development of chromatogram, ascending, descending and radial paper chromatography. paper electrophoresis - separation of amino acids and other applications. Ion - exchange chromatography - principle - types of resins -requirements of a good resin -action of resins - experimental techniques - separation of Na-K, Ca-Mg, Co-Ni and chloride - bromide mixture. analysis of milk and apple juice - gas chromatography - principle - experimental techniques - instrumentation and applications. High Pressure Liquid Chromatography (HPLC)-principle –experimental techniques - instrumentation and advantages.

L=45 hrs T= 15 hrs Total = 60 hrs

TEXT BOOKS

REFERENCE BOOKS

1. Douglas A. Skoog and Donald M. West, F.J. Holler, Fundamentals of Analytical Chemistry, 7th edition, Harcourt College Publishers.
2. Mendham J., Denney R.C., Barnes J.D.,Thomas M.,Vogel's Text book of Quantitative Chemical analysis 6th edition Pearson education.
3. Sharma, B.K., Instrumental Methods of Chemical Analysis, Coel Publishing House, Merrut, (1997)
4. Gopalan. R., Subramaniam P.S. and Rengarajan K., Elements of Analytical Chemistry, Sultan Chand and Sons.
5. Usharani S.,Analytical Chemistry, Macmillian.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	0	3	3	3	0	3	0	2
CO2	3	2	0	3	0	3	0	3	0	2
CO3	3	2	0	3	2	3	0	3	0	2
CO4	3	2	0	2	0	3	0	3	0	2
CO5	3	2	0	3	1	3	0	3	0	2
Total	15	10	0	14	6	15	0	15	0	10
Scaled Value	3	2	0	3	2	3	0	3	0	2

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**DATA MINING**
Subject Code	**XBES806**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 1 – 0 - 4	**3.2:0:0.8**	**3- 1 – 0 - 4**

Course Outcome:		**Domain**
CO1	Recognise the basics of data mining concepts	Cognitive
CO2	Outline about the data processing	Cognitive Affective
CO3	Describe the concepts data ware house architecture	Cognitive
CO4	Discuss the data mining methods	Cognitive
CO5	Reproduce and Describe the data mining applications	Cognitive Affective

COURSE CONTENT

UNIT-I

Introduction - What is Data mining , Data mining – important, Data mining - various kind of data - Data mining Functionalities – Various kinds of Patterns, Pattern Interesting Classification of Data mining Systems, Data mining Task Primitives, Integration of Data Mining System, Major issues in Data Mining

UNIT –II

Data Processing - Process the Data Descriptive Data Summarization – Measuring Central Tendency, Dispersion of Data Graphic Displays of –Basic Descriptive, Data Summaries Data Cleaning, Data Integration and Transformation data Reduction

UNIT-III

Data Warehouse OLAP Technology An overview - Data Warehouse, Multidimensional Data Model, Data Warehouse Architecture, Data Warehouse Implementation

UNIT -IV

Mining – Frequent Patterns Associations Correlations - Basic Concepts Road Map Efficient Scalable Frequent item set Mining methods, Mining – Various Kinds of Association rules

UNIT V

Applications Trends - Data mining Applications Data mining – System Products Research Prototype Additional Themes on Data Mining Social impact of Data mining Trends in Data mining

L=45 hrs T= 15 hrs Total = 60 hrs

TEXT BOOKS

1.Jiawei Han and Micheline Kamber, ‘ Data Mining (Concepts and Techniques)’ Morgan Kaufmann Publishers, Second Ed (An imprint of Elsevier)

REFERENCES

1. Karguta, Joshi, Sivakumar & Yesha , ‘Data Mining (Next Generation Challenges and Future Directions)’, Printice Hall of India (2007)

2. Ian H. Witten & Eibe Frank , ‘Data Mining (Practical Machine Learning Tools and Techniques’ Morgan Kaufmann Publishers (An imprint of Elsevier] (II Edition)

3. Alex Benson, Stephen V. Smith, ‘Data Warehousing , Data mining & OLAP’, Tata McGraw – Hill, 2004

Mapping of CO’s with PO’s:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2		3	3	3	0	3	0	2
CO2	3	2		3	3	3	0	3	0	2
CO3	3	2		3	3	3	0	3	3	2
CO4	3	2		3	3	3	0	3	3	2
CO5	3	2		3	3	3	0	3	3	2
Total	15	10	0	15	15	15	0	15	9	10
Scaled Value	3	2	0	3	3	3	0	3	2	2

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**PHYSICS PRACTICAL - VIII**
Subject Code	**XBE807**

L –T –P –C	**C:P:A**	**L –T –P –H**
0 - 0 – 2 - 2	**1:0.8:0.2**	**0– 0 –2- 2**

Course Outcome:		**Domain/Level C or P or A**
CO1	***Explain*** *and* simplify equation using K map.	Cognitive Psychomotor
CO2	***Use*** laboratory techniques and getting knowledge about FF	Cognitive Psychomotor
CO3	Gain ***knowledge*** of counters	Cognitive Psychomotor
CO4	***Getting*** excellent ***application*** knowledge.	Cognitive Affective Psychomotor
CO5	***Use*** *basic* ***knowledge*** *of electronics and run microprossors.*	Cognitive Affective Psychomotor

List of Experiments		**Hours**
1	JK-Flip Flop.	**2**
2	Decade counter 7490.	**2**
3	RS- Filp Flop	**2**
4	Boolean algebra using K map.	**2**
5	9 or 99 counter	**2**
6	Microprocessor – 8 bit addition and subtraction.	**2**
7	Microprocessor – 8 bit multiplication and division	**2**
8	Microprocessor – Decimal to Octal and Octal to Decimal Conversion	**2**

L=30 hrs T= 0 hrs Total = 30 hrs

TEXT BOOKS

1. BSc Practical Physics, C. L. Arora, (S. Chand)

2. An Advanced Course in Practical Physics, D. Chattopadhyay and P. C. Rakshit, (New Central Book Agency)

3. A Text Book of Advanced Practical Physics, S. Ghosh, (New Central Book Agency) 7 Semester 1 - Physics (Honours) Theory Paper.

4. Shukla R. K. and Anchal Srivastava, Practical Physics, New Age International (P) Ltd, Publishers, 2006.

5. Arora C. L., B.Sc Practical Physics, S. Chand and Company Ltd, 2007

REFERENCES

1. Squires G. L., Practical Physics, 4 th Edition, Cambridge University Press, 2001.

2. Halliday D., Resnick R. and Walker J., Fundamentals of Physics, 6th Edition, John Wiley and Sons, 2001.

3. Jenkins F.A. and White H.E., Fundamentals of Optics, 4th Edition, Mc Graw Hill Book Company, 2007.

4. Geeta Sanon, B. Sc., Practical Physics, 1st Edition, S. Chand and Company, 2007.

5. Benenson, Walter, and Horst Stocker, Handbook of Physics, Springer, 2002

Mapping of CO's with PO's:

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**
CO_1	3	3	2			2	1	1
CO_2	1	1	2				1	1
CO_3	3	3	2	2	2		1	1
CO_4	3	1	2				1	1
CO5	1	1	2		2		2	1
Scaled to 1, 2, 3	11	9	10	2	4	2	6	5
Scaled Value	2	2	2	1	1	2	1	1

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**PHYSICAL CHEMISTRY LAB – II**
Subject Code	**XBEC808**

L –T –P –C	**C:P:A**	**L –T –P –H**
0 - 0 – 2 - 2	**1.2:0.8:0**	**0– 0 –2-2**

Course Outcome:		**Domain/Level C or P or A**
CO1	**Recall** various laws related to rate and electrolysis and **identify** its significances.	Cognitive Psychomotor
CO2	***Understand and Analyze*** the various chemical reaction both electrical and nonelectrical methods.	Cognitive Psychomotor Affective
CO3	***Interpret*** the values and verify the laws/estimate the amount of a given compound.	Cognitive Psychomotor

COURSE CONTENT

1. Kinetics of Ester Hydrolysis
2. Partition Co-efficient of iodine between water and carbon tetrachloride.
3. Conductometric Acid-Base Titrations
4. Potentiometic Redox Titration
5. Determination of cell content Equivalent conductance of a strong electrolyte and Ostwald's dilution law
6. Oswald's dilution verification.

P=30 hrs T=0 hrs Total = 30 hrs

TEXT BOOKS

Pandey, O.P , Baipai. D.N and Giri.S , Practical Chemistry, Chand & Company Ltd. 2002.

Mapping of CO's with PO's:

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**
CO1	3	2	0	3	3	3	0	2	0	2
CO2	3	2	0	3	3	3	0	2	2	2
CO3	3	2	0	2	3	3	0	2	2	2
Total	9	6	0	8	9	9	0	6	4	6
Scaled value	3	2	0	3	3	3	0	2	1	2

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**SOFTWARE DEVELOPMENT LAB (Mini Project)**
Subject Code	**XBES808**

L –T –P –C	**C:P:A**	**L –T –P –H**
0 - 0– 2 - 2	**1.2:0.8:0**	**0 – 0 –2- 2**

P=30 hrs T= 0 hrs Total = 30 hrs

Semester	**VIII**
Subject Name	**CURRICULUM AND SCHOOL**
Subject Code	**XBE809A**

L –T –P –C	**C:P:A**	**L –T –P –H**
2-0 – 0 - 2	**1.5:0.5:0**	**2- 0– 0 - 2**

Course Outcome:		**Domain**
CO_1	Understand the meaning of curriculum and its associated concepts	Cognitive
CO_2	Understand the influences of the knowledge categories, social, cultural, economic and the technological aspects in shaping the present school curriculum and the text books	Cognitive
CO_3	Identify various learning sites and resources operating as curriculum supports in the system	Psychomotor
CO_4	Analyze the multiple roles of schools in implementation of curriculum	Cognitive
CO_5	Discuss the roles and responsibilities of curriculum stakeholders	Cognitive

COURSE CONTENT

UNIT-I Concept and determinants of curriculum

Meaning of Curriculum: curriculum as course content; program of studies; plan for action; planned learned experiences; The dynamics of hidden curriculum and its effects ; Core curriculum as an integrated dimension to knowledge fields and national priorities; Spiral curriculum (revisiting the concepts organized in the spiral form)

Determinants of school curriculum **:** Nature of learner, needs and interests, and learning process; Forms of knowledge and disciplines, and their characterization in different school subjects ; Socio –cultural, economic, and political determinants; Multiculturalism, multilingual aspects, and societal aspirations**;** technological determinants

Inequality in educational standards, need for common goals and standards; issues related to common school curriculum National goals and priorities:

Trends in the curriculum of school education at national and state levels (with reference to National curriculum frameworks); National curricular frameworks Difference between curriculum framework, curriculum and syllabus

UNIT –II Curriculum implementation in schools

Planning and converting curriculum into syllabus and learning activities

Role of teacher in operationalising curriculum (Concept mapping, Long-range planning, daily lesson planning, creating learning situations, selecting learning experiences, choice of resources, planning assessments.

Syllabus in different subject areas, time management, Text book as a tool for curriculum transaction, other learning resources such as 'on learning' and ICT, interactive videos, other technological resources.

Community as a learning site in curriculum engagement

Planning and use of curricular materials – teachers hand book, source book, work book, manuals, and other learning materials

Role of National, Regional and State bodies in empowering the teachers in implementing curriculum

UNIT-III School as a system for curriculum implementation

- Concept of a school; its components; school climate, impact of different school climates. inter institutional differences
- Organization-concept, structure, components. School as an organization-mission, vision and core values. Factors influencing school environment.
- School plant,Physical and academic infrastructural facilities: Classrooms, Laboratories, Library, Auditorium, Sport fields,. Cricket pitch and ground, tennis court, basket ball, Foot ball and Hockey grounds, Science Park, School garden and school museum and also Drinking water facility, sanitation and cleanliness in school campus.
- Human resources : competent teachers; resource from community; Community mobilization for various resources for better functioning of school and for curriculum implementation

School as a site for conducive learning, for the overall physical, social and mental development of pupils' personality –one of the curricular goals

UNIT -IV Role of school in curriculum implementation

Planning: Types of planning-short term, annual plan; Strategic planning and goal setting; Institutional planning.

Organization of curricular activities

Curricular-activities: Management of classroom teaching -learning activities, Managing Examination and Evaluation in school; Reducing stress and strain of students facing public examinations and enhancing their chances for better schooling; Classroom management for different types of instructional strategies; Group dynamics and its implications, Instruction in a diverse classroom

i. co-curricular activities: organizing various cultural and club activities and competitions, school-level, inter-school-level, district and National level

- Planning various types of school schedules to implement the curriculum. General schedule, Alternate schedule and Innovative schedules developed by teacher and also by students; Principles involved in development of school time-schedule.
- Importance of Teacher-pupil ratio in curriculum implementation

Monitoring and evaluation of teaching and learning, Role of supervision in improving instructional quality; feedback mechanisms for revising the curriculum-syllabus and textbooks based on the curricular practices in schools

L=30 T 15 hrs Total – 45 hrs

REFERENCES

1. Alka Kalra (1977) Efficient School Management and Role of Principals, APH Publishing, New Delhi.
2. Bhagley Classroom Management, McMillan Co., New York.
3. Bhatnagar R P and Vearma (1978) Educational Supervision, Loyal Book Department, Meerut.
4. Buch M B Planning Education, Implementation and Development, NCERT, New Delhi. .
5. Curriculum Planning for better teaching and learning by J.G. saylor and W Alexander (Holt, Rinehart and Winston)

6. Dewey, John (1959): The child and the Curriculum, Chicago, The University of Chicago Press
7. Eugenia Hepworth Berger (1987), Parents as partners in Education : The school and home working together.
8. Giroux, Henry et.al (1981) : Curriculum and Instruction : Alternatives in Education by MC Cutchan Public corp, Printed in USA
9. Hilda T (1962): Curriculum and Development- Theory and Practice; Harcourt, Brace and World, Inc.
10. Howson, Geoffrey (1978): Developing a New Curriculum, London: Heinmann
11. Joseph Blasé and Jo Roberts Blasé (2003) : Empowering teachers : What successful principals do? Thousand Oaks, Cali: Corwin Press.
12. Marmar Mukhopadhyay (2005), Total quality management in Education, 2nd ed., New Delhi : Sage.
13. NCERT (1988) National Curriculum For Elementary and Secondary Education: A framework
14. NCERT (2000) National Curriculum framework For school Education
15. NCERT (2005) National Curriculum framework
16. Olivia, P (2004): Developing the curriculum (6th ed). Allyn & Bacon, Inc. ISBN: 0205412599
17. Position paper: National Focus Group on 'Curriculum, Syllabus, Textbooks', NCERT
18. Schubert W (1986): Curriculum Perspectives, Paradigms and Possibilities, Newyork: Macmillan
19. Sitaram Sharma (2005) : Educational supervision. New Delhi : Sri Sai Printographers.
20. Stuart Parker (1997). Reflective teaching in the post modern world : A manifesto for education in postmodernity. Buckingham : Open University Press
21. Sue Roffey (2004). The new teacher's survival guide to behaviour. London : Paul Chapman.
22. T K D Nair (2004). School planning and management : A democratic approach, Delhi : Shipra.
23. Thomas J Lesley, et al. (2002), Instructional Models: strategies for teaching in a diverse society, Belmont: Wordsworth.
24. Tony Bush, Ron Glatter, Jane Goodey and Colin Riches (1980), Approaches to school management, London : Harper and Row.

25. Yashpal Committee(1993): Learning without Burden , MHRD, India

26. Zias, R (1976): Curriculum Principles and Foundations; Newyork; Thomas Crow well

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	1	2	2	1	0
CO2	2	3	2	1	2	1	2	2	1	0
CO3	2	3	3	1	1	1	2	2	1	0
CO4	2	3	2	1	2	1	1	2	1	1
CO5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Scaled Value	3	2	0	3	3	3	0	3	2	3

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**INCLUSIVE EDUCATION**
Subject Code	**XBE809B**

L –T –P –C	**C:P:A**	**L –T –P –H**
2- 0 – 0 - 2	**1.6:0:0.4**	**2- 0 – 0 - 2**

Course Outcome:		**Domain**
CO1	Describe the various perspective in inclusive education	Cognitive
CO2	Comprehends the policies related to the convention,	Cognitive
CO3	Identify the features of systems and structure of schools	Cognitive
CO4	Explaining the effective learning environments	Cognitive
CO5	Justify the phenomenon of diverse learning methods.	Affective

COURSE CONTENT

UNIT-I Perspectives in Inclusive Education

1.1 Historical perspective of Inclusive education globally and in India
1.2 Approaches to disability and service delivery models
1.3 Principles of inclusive education
1.4 Key debates in special and inclusive education
1.5 Research evidence on efficacy and best practices associated with inclusive education

UNIT –II Covenants and Policies Promoting Inclusive Education

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
2.2 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
2.3 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)
2.4. Concessions and benefits for children with special needs.

UNIT-III Building Inclusive Schools

3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural
3.2 Ensuring Physical, Academic and Social Access
3.3 Leadership and Teachers as Change Agents
3.4 Assistive Technology
3.5 Whole School Development

UNIT -IV Building Inclusive Learning Environments

4.1 Classroom Management
4.2 Effective Communication
4.3 Promoting Positive Behaviors
4.4 Reflective Teaching
4.5 Peer mediated instruction: Peer tutoring, Co-operative learning

UNIT -V Planning for Including Diverse Learning Needs

5.1 Universal design of learning
5.2 Adaptations and accommodations for sensory impairments
5.3 Adaptations and accommodations for children with multiple disabilities
5.4 Adaptations and accommodations for children with neuro-developmental disabilities
5.5 Adaptations and accommodations for children with intellectual impairment
5.6 Adaptations and accommodations for gifted children

L=45hrs Total – 45 hrs

REFERENCES

1. Adrian A., John E (1998). Education children with special needs, New Delhi: prentice Hall
2. Alur, M. and Bach, M (2010). The journey for inclusive education in the Indian subcontinent. New York: Routledge
3. Daniels, H. (1999). Inclusive education, London: kogan
4. Giuliani, G.A & A., M. (2002). Education of children with special needs: form segregation to inclusion, New Delhi: saga Publications.
5. Mani., M.N.G. (2009). Inclusive Education in Indian Context. International Human Resource Development Center (IHRDC) for the disabled, Coimbatore: Ramakrishna Mission Vivekananda University.
6. Swarup, S. (2007). Inclusive Education, Sixth Survey of Educational Research 1993 New Delhi: 2000.NCERT.
7. Internet Source, MHRD (2005b). 'Action Plan for Inclusive Education of Students and Youth with Disabilities'.
8. Salvia,J; Yesseldyke, J.E;Bolt,S(2010) Assessment in special and inclusive education (11th Ed) Wadsworth Cengage Learning U.S.A.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	1	2	2	1	0
CO2	2	3	2	1	2	1	2	2	1	0
CO3	2	3	3	1	1	1	2	2	1	0
CO4	2	3	2	1	2	1	1	2	1	1
CO5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Scaled Value	3	2	0	3	3	3	0	3	2	3

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**GUIDANCE AND COUNSELLING IN SCHOOL**
Subject Code	**XBE809C**

L –T –P –C	**C:P:A**	**L –T –P –H**
2-0 – 0 - 2	**1.5:0.5:0**	**2- 0– 0 - 2**

Course Outcome:		**Domain**
CO_1	Outline the basis and concepts of Counselling	Cognitive
CO_2	Describes the various testing methods and achievement	Cognitive
CO_3	Identifies the significance of guidance in schools	Psychomotor
CO_4	Comprehends the various resources for guidance and counseling in schools.	Cognitive

COURSE CONTENT

UNIT-I INTRODUCTION TO GUIDANCE AND COUNSELING

Meaning, nature, scope and function of guidance, principles of guidance, need of guidance at various stages of life. Types of guidance, procedure of guidance, group guidance techniques – class – talks, career – talks, career – conference, group discussion, field visits, career exhibition, A-V techniques.

Concept of counseling, theories of counseling: theory of self (Rogers), types of counseling: Directive, non-Directive and eclectic. Process of Counselling (initial disclosure, in-depth exploration and commitment to action). Skills in counselling (listening, questioning responding and communicating) role of teacher as a counselor and professional ethics associated with it.

UNIT –II TESTING AND NON TESTING DEVICES IN GUIDANCE

Testing devices in guidance – meaning, definition, measurement, uses of psychological test: intelligence tests – aptitude test – personality inventories – attitude scale – achievement tests – creativity test – mental health. Non testing devices in guidance: observation – cumulative record, anecdotal record, case study, autobiography, rating scale, sociometry etc.

UNIT-III GUIDANCE SERVICES IN SCHOOL

Guidance services at different school levels – meaning, significance, types – organization of guidance services in schools – role of guidance personnel – career and occupational information – sources, gathering, filling, dissemination – career corner – career conference.

UNIT -IV DEVELOPING RESOURCES IN SCHOOLS FOR GUIDANCE

Human resources: role of teacher, teacher – counselor, career master, councellor, medical officer, psychologist and social worker. Physical and material resources: career corner, career literatures including charts and posters, psychological test, material and their uses. Group counselling and group guidance: Meaning, definition, objectives, problem, significance – techniques, uses and requirements.

L=30 T 0 hrs Total – 30 hrs

REFERENCES

1. Chauhan, S. S.(2008). Principles and techniques of guidance. UP: Vikas Publishing Hou Pvt. Ltd.
2. Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
3. Jones, A. J. (2008). Principles of guidance.(5 ed). Delhi: Surjeet Publications.
4. Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
5. Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lall Books Depot.
6. Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.
7. Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
8. Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt.Ltd.

9. Bhatnagar, R. P., & Seema, R. (2003). Guidance and counselling in education and psychology. Meerut: R.Lal Book Depot.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	2	3	3	1	1	1	2	2	1	0
CO 2	2	3	2	1	2	1	2	2	1	0
CO 3	2	3	3	1	1	1	2	2	1	0
CO 4	2	3	2	1	2	1	1	2	1	1
CO 5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Course	3	2	0	3	3	3	0	3	2	3

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**DISCRETE MATHEMATICS**
Subject Code	**XBE810A**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0 – 0 - 3	**3:0:0**	**3- 0 – 0 - 3**

Course Outcome:		**Domain**
CO1	Perform operations on discrete structures such as sets, functions, relations, and Lattices.	Cognitive
CO2	Analyze and verify operations associated with sets and Functions	Cognitive
CO3	Construct the Principal conjunctive and disjunctive normal forms	Cognitive
CO4	demonstrate the ability to solve problems using counting techniques and combinatorics	Cognitive
CO5	Create and analyze graphs and trees.	Cognitive

COURSE CONTENT

UNIT-I

Relations on sets – Types of relations and their properties – Relational matrix and the graph of a relation – Partitions – Equivalence relations – Partial ordering Poset – Hasse diagram- Lattices – Modular lattice – Distributive lattice (Definition only) – Example.

UNIT –II

Relationship between sets – Operations on sets – Power set – ordered pairs and Cartes Relationship between sets – Operations on sets – Power set – ordered pairs and Cartesian product. Function - Classification and types of functions – Properties of functions – Composition of functions – Inverse functions – Permutation functions.ian product. Function - Classification and types of functions – Properties of functions – Composition of functions – Inverse functions – Permutation functions.

UNIT-III

Propositions – Logical connectives – Compound propositions – Conditional and biconditional propositions – Truth tables – Tautologies and contradictions - Contrapositive – Logical equivalences and implications – DeMorgan’s Laws – Normal forms – Principal conjunctive and disjunctive normal forms.

UNIT -IV

Basic counting – Counting arguments – Pigeonhole principle – Permutations and combinations – Recursions and recurrence relations – Generating function

UNIT -V

Graph Theory – Graphs – Types of graphs – connectedness – Euler graphs – Hamiltonian graphs – Trees - undirected graphs – Directed graphs – Spanning trees – Planar graph.(Definition, example, & Simple theory only)

L=45hrs Total – 45 hrs

TEXT BOOKS:

1. Trembly J.P and Manohar R, "Discrete Mathematical structures with Applications to Computer Science; Tata McGraw – Hill Pub.Co.Ltd., New Delhi, 2003.
2. Kenneth H.Rosen, "Discrete Mathematics and its Applications – 5th edition, Tata McGraw – Hill Pub.Co.Ltd., New Delhi, 2003.

REFERENCES:

[1]. Ralph P.Grimaldi, "Discrete and combinatorial Mathematics 4th edition, Pearson Education, Asia.
[2]. Narasingh Deo"Graph theory with Application to Engineering and Computer Science". Prentice Hall of India, New Delhi 2007.
[3] Schaum's Outlines, Discrete Mathematics, Tata McGraw- Hill Company Limited, New Delhi.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	1	2	2	1	0
CO2	2	3	2	1	2	1	2	2	1	0
CO3	2	3	3	1	1	1	2	2	1	0
CO4	2	3	2	1	2	1	1	2	1	1
CO5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Scaled Value	3	2	0	3	3	3	0	3	2	3

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**ELECTRICAL APPLIANCES AND RENEWABLE ENERGY SOURCES**
Subject Code	**XBE810B**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0 – 0 - 3	**3:0:0**	**3- 0 – 0 - 3**

Course Outcome:		**Domain**
CO1	To study the different electric components like resistance inductance, transformer and their functions of Electrical power unit	Cognitive
CO2	To understand the distribution symbols and electrical connections used in electrical wiring.	Cognitive
CO3	To understand short circuit, overloading, fuses	Cognitive
CO4	To understand inverter, UPS, generator motor circuit breaker.	Cognitive
CO5	To understand the function of bulb, fan, iron box, microwave oven, stabilizer and fridge.	Cognitive

COURSE CONTENT

UNIT-I ACTIVE AND PASSIVE COMPONENTS AND METERS

Resistance - capacitance - inductance and its units - Transformers - Electrical charge - current - potential - units and measuring meters - Ohm's law - Galvanometer, ammeter, voltmeter and multimeter. Electrical energy - power - watt - kWh - consumption of electrical power.

UNIT –II AC AND DC APPLIANCES

AC and DC - Single phase and three phase connections - RMS and peak values, House wiring - Star and delta connection - overloading - earthing - short circuiting - Fuses - colour code for insulation wires - Inverter - UPS - generator and motor - circuit breaker. Electrical switches

UNIT-III DOMESTIC APPLIANCES

Electrical bulbs - Fluorescent lamps - street lighting - flood lighting - electrical fans - wet grinder - mixer - water heater - storage and instant types, electric iron box, microwave oven - Stabilizer, fridge.

UNIT -IV RENEWABLE ENERGY SOURCE

Fossil fuels - their limitations - need for renewable energy - non-conventional energy sources - solar energy - wind energy - wind mills - types - biomass - biochemical conversion - biogas generation - ocean thermal energy conversion - geothermal energy tidal energy - fuel cells

UNIT -V SOLAR ENERGY UTILIZATION

Solar energy - importance - storage of solar energy - solar pond - nonconvective solar pond applications of solar pond - applications of solar energy, solar water heater, flat plate collector - solar distillation - solar cooker, drier - solar green houses - solar cell - absorption air conditioning - LiBr-H_2O system.

L=45hrs Total – 45 hrs

TEXT BOOKS:

1. A text book in Electrical Technology – B.L. Theraja - S Chand & Co.
2. A text book of Electrical Technology – A.K. Theraja
3. Solar energy – M.P. Agarwal – S.Chand & Co. Ltd.
4. Solar energy - Suhas P. Sukhative, Tata McGraw - Hill Publishing Company Ltd., New Delhi.

REFERENCES:

1. Performance and design of AC machines - M G Say ELBS Edn.
2. Non-conventional energy sources - G.D Rai - Khanna Publishers, New Delhi
3. Introduction to Renewable Energy, Solar Energy International, 2012
4. Renewable Energy: Power for a Sustainable Future, Second Edition Godfrey Boyle, Oxford, United Kingdom, 2012
5. Alternative Energy Sources, Michaelides, Efstathios E. (Stathis), Springer, Germany, 2012
6. Sustainable Energy Systems and Applications, Dinçer, İbrahim, Zamfirescu, Calin, Springer, Germany, 2012
7. Electrical Technology, Naidu-Kamakshaiah, Tata McGraw-Hill Education, 2006

Fundamentals of Electrical Engineering, Rajendra Prasad, PHI Learning Pvt. Ltd., 2005

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	1	2	2	1	0
CO2	2	3	2	1	2	1	2	2	1	0
CO3	2	3	3	1	1	1	2	2	1	0
CO4	2	3	2	1	2	1	1	2	1	1
CO5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Scaled Value	3	2	0	3	3	3	0	3	2	3

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**POLYMER CHEMISTRY**
Subject Code	**XBE810C**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0 – 0 - 3	**3:0:0**	**3- 0 – 0 - 3**

Course Outcome:		**Domain**
CO1	Develop an understanding of basic principles of polymers	Cognitive
CO2	Understand the properties and reactions of polymers.	Cognitive
CO3	Understand the various applications of polymer	Cognitive
CO4	Understand the chemistry of biopolymers.	Cognitive
CO5	Acquired knowledge in commercial polimers	Cognitive

COURSE CONTENT

UNIT-I	**INTRODUCTION TO POLYMERS**
	Importance of polymers: basic concept-monomers and polymers-definition. Classification of polymers on the basis of microstructures, macrostructures and applications (thermosetting and thermoplastics) Distinction among lastics, elastomers and fibers. Homo and heteropolymers. Copolymers. Chemistry of polymerization- chain polymerization, free radical, ionic, coordination step polymerization -Polyaddition and polycondensation- miscellaneous ring-opening & group transfer polymerization.
UNIT –II	**PHYSICAL PROPERTIES AND REACTIONS OF POLYMERS**
	Properties : Glass transition temperature (Tg) – Definition – Factors affecting Tg- relationships between Tg and molecular weight and melting point. Importance of Tg. Molecular weight of polymers: number average, weight average, sedimentation and viscosity average molecular weights. Molecular weights and degree of polymerization. Reactions: hydrolysis - hydrogenation – addition – substitutions-cross-linking vulcanization and cyclisations reaction. Polymer degradation. Basic idea of thermal, photo and oxidative degradation of polymers
UNIT-III	**POLYMERIZATION TECHNIQUES AND PROCESSING**
	Polymerisation techniques: Bulk, solution, suspension, emulsion, melt condensation and interfacial polycondensation polymerizations. Polymer processing: Calendering –die casting, rotational casting –compression. Injection moulding.

UNIT -IV CHEMISTRY OF COMMERCIAL POLYMERS

General methods of preparation, properties and uses of the following Polymers: Teflon, polymethylmethacrylate. Polyethylene, polystyrene, PAN, polyesters, polycarbonates, polyamides, (Kevlar), polyurethanes, PVC, epoxy resins, rubber –styrene and neoprene rubbers, Phenol – formaldehydes and urea-formaldehyde resins

UNIT -V ADVANCES IN POLYMERS

Biopolymers-biomaterials. Polymers in medical field. High temperature and fire- resistant polymers. Silicones. Conducting polymers-carbon Fibers. (basic idea only).

L=45hrs Total – 45 hrs

TEXT BOOK :

Billmeyer F.W., Text book of polymer science, Jr. John Wiley and Sons, 1984.

REFERENCE BOOKS:

1. Gowariker V.R., Viswanathan N.V. and Jayader Sreedhar, Polymer Science, Wiley Eastern Ltd., New Delhi, 1978.
2. Sharma, B.K., Polymer Chemistry, Goel Publishing House, Meerut, 1989.
3. Arora M.G., Singh M. and Yadav M.S., Polymer Chemistry, 2nd Revised edition, anmol Publications Private Ltd., New Delhi, 1989.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	1	2	2	1	0
CO2	2	3	2	1	2	1	2	2	1	0
CO3	2	3	3	1	1	1	2	2	1	0
CO4	2	3	2	1	2	1	1	2	1	1
CO5	2	3	2	1	2	1	1	2	1	1
Total	10	15	12	5	8	5	8	10	5	1
Scaled Value	3	2	0	3	3	3	0	3	2	3

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**FOOD CHEMISTRY**
Subject Code	**XBE810D**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0 – 0 - 3	**2.2:0.4:0.4**	**3- 0 – 0 - 3**

Course Outcome:		**Domain**
CO1	Relate the structure and estimation of standard values of edible oils	Cognitive
CO2	Discuss the basic impact of beverages towards society	Cognitive Affective
CO3	Summarize the types and nature of food additives	Cognitive
CO4	Identify the causes of food toxicity	Cognitive Psychomotor
CO5	Recall the consequences of Food adulteration	Cognitive

COURSE CONTENT

UNIT-I EDIBLE OILS

Beverages – Soft drinks – soda – fruit juices – alcoholic beverages examples. Carbonation – addiction to alcohol – cirrhosis of liver and social problems.

UNIT –II FOOD ADDITIVES

Food additives –artificial sweetners – saccharin – cyclomate and aspartate. Food flavours –esters, aldehydes and heterocyclic compounds. Food colours – restriction of the use spurious colours – Emulsifying agents – preservatives learning agents. Baking powder yeast – taste makers – MSG vinegar.

UNIT-III FOOD POISON

Food poisons – natural poisons (alkaloids – nephrotoxing) – pesticides. (DDT, BHC, Malathion) – Chemical poisons – first aid for poison consumed victims.

UNIT -IV FOOD ADULTERATION

Sources of food, types, advantages and disadvantages. Food adulteration – contamination of Wheat, Rice, Alial, Milk, Butter etc. with clay stones, water and toxic chemicals – Common adulterants. - ghee adulterants and their detection. Detection of adultered food by simple analytic techniques

L=45 hrs Total – 45 hrs

TEXT BOOKS

1. Swaminathan M., Food Science and Experimental foods, Ganesh and Company.
2. Jayashree Ghosh, Fundamental concepts of appliced chemistry, S. Chand & Co. Publishers.

REFERENCES

1. Thanlamma Jacob, text books of applied chemistry for home science and allied science, Macmillan.

E-REFERENCES

1. https://nptel.ac.in/courses/103103029/34
2. https://www.youtube.com/watch?v=pqjGtjHtcaA&list=PLCSXF3g34YxXcmWnThd5s_sRIOT4zGsPF&index=1

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	0	3	3	3	0	3	0	2
CO2	3	2	0	3	0	3	0	3	0	2
CO3	3	2	0	3	2	3	0	3	0	2
CO4	3	2	0	2	0	3	0	3	0	2
CO5	3	2	0	3	1	3	0	3	0	2
Total	15	10	0	14	6	15	0	15	0	10
Scaled value	3	2	0	3	2	3	0	3	0	2

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**MATERIAL CHEMISTRY AND NANOTECHNOLOGY**
Subject Code	**XBE810E**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0 – 0 - 3	**2.2:0.4:0.4**	**3- 0 – 0 - 3**

Course Outcome:		**Domain**
CO1	To development an understanding of properties and industrial application of special materials	Cognitive
CO2	To understand the basics of nano-materials and their application	Cognitive
CO3	To understand the basics of nano technology	Cognitive

COURSE CONTENT

UNIT-I IONIC CONDUCTIVITY AND SOLID ELECTROLYTES

Types of ionic crystals – alkali halides – silver chloride-alkali earth fluorides – simple stoichiometric oxides. Types of ionic conductors – halide ion conductors – oxide ion conductors – solid electrolytes – applications of solid electrolytes. Electrochemical cell – principles – batteries, sensors and fuel cells – crystal defects in solids – line and plane defects – point defects - Schottky and Frenkel defects. Electronic properties and band theory; metals, semiconductors – Inorganic solids – colour, magnetic and optical properties, luminescence.

UNIT –II MAGNETIC MATERIALS

Introduction – types of magnetic materials – diamagnetism – paramagnetism, ferromagnetism. Ferrites : Preparation and their applications in microwave –floppy disk – magnetic bubble memory and applications. Insulating Materials: Classification on the basis of temperature – Blymer insulating materials and ceramic insulating materials.Ferro electric materials: examples – applications of ferroelectries

UNIT-III MODERN ENGINEERING MATERIALS

Metallic glasses – introduction –composition, properties and applications. Shape memory alloys: introduction – examples – application of SMA – advantages and disadvantages. Biomaterials : Introduction –metals and alloys in biomaterials –ceramic biomaterials, composite biomaterials-polymer biomaterials.

UNIT -IV NANO TECHNOLOGY

Introduction –importance –various stages of nanotechnology –nanotube technology –nanoparticles –fullerenes-nanodendrimers –nanopore channels, fibres and scaffolds – CVD dismond technology –FCVA technology and its applications – nanoimaging techniques

UNIT - V NANOPHASE MATERIALS

Introduction – techniques for synthesis of nanophase materials –sol-gel synthsis-lectrodeposition –inert gas condensation-mechanical alloying – properties of nanophase mateials –applications of nanophase materials, composite materials: Introduction –types

L=45 hrs Total – 45 hrs

REFERENCES

1. Aathony R. West, Solidstate chemistry and its applications, John Wiley & Sons(1989).
2. Raghavan V.R.,Materials Science and Engineering, Printice Hall (India) Ltd., (2001).

Kenneth J. Klabunde, Nanoscale materials in chemistry, A. John Wiley and Sons Inc.

Publication.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	0	3	3	3	0	3	0	2
CO2	3	2	0	3	0	3	0	3	0	2
CO3	3	2	0	3	2	3	0	3	0	2
CO4	3	2	0	2	0	3	0	3	0	2
CO5	3	2	0	3	1	3	0	3	0	2
Total	15	10	0	14	6	15	0	15	0	10
Scaled value	3	2	0	3	2	3	0	3	0	2

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**C# AND . NET FRAMEWORK**
Subject Code	**XBE810F**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0 – 0 - 3	**2.5:0:0.5**	**3- 0 – 0 - 3**

Course Outcome:		**Domain**
CO1	Acquire knowledge about C#	Cognitive
CO2	Understand the concepts of web based application development	Cognitive
CO3	Apply the development of .NET	Cognitive
CO4	Design the web based development of .NET application	Cognitive
CO5	Describe the CLR and the .NET framework of the programming	Cognitive

COURSE CONTENT

UNIT-I	**INTRODUCTION TO C#**
	Introducing C#, Understanding .NET, Overview of C#, Literals, Variables, Data Types, Operators, Expressions, Branching, Looping, Methods, Arrays, Strings, Structures, numerations.
UNIT –II	**OBJECT ORIENTED ASPECTS OF C#**
	Classes, Objects, Inheritance, Polymorphism, Interfaces, Operator Overloading, Delegates, Events, Errors and Exceptions.
UNIT-III	**APPLICATION DEVELOPMENT ON .NET**
	Building Windows Applications, Accessing Data with ADO.NET
UNIT -IV	**WEB BASED APPLICATION DEVELOPMENT ON .NET**
	Architecture of 8051 Microcontroller – signals – I/O ports – memory – counters and timers – serial data I/O – interrupts Interfacing -keyboard, LCD, ADC & DAC
UNIT -V	**THE CLR AND THE .NET FRAMEWORK**
	Assemblies, Versioning, Attributes, Reflection, Viewing Meta Data, Type Discovery, Reflecting on a Type, Marshaling, Remoting, Understanding Server Object Types, Specifying a Server with an Interface, Building a Server, Building the Client, Using Single Call, Threads.

L=45 hrs Total – 45 hrs

TEXT BOOKS

1. E. Balagurusamy, "Programming in C#", Tata McGraw-Hill, 2004.
2. Art Gittleman, "Computing with C# and the .NET Framework ", Jones & Bartlett Learning,2011

REFERENCES

1. Herbert Schildt, "The Complete Reference: C#", Tata McGraw-Hill, 2004.

2. Robinson, "Professional C#", 2nd ed., Wrox Press, 2002.

3. Andrew Troelsen, "C# and the .NET Platform", A! Press, 2003.

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	0	3	3	3	0	3	0	2
CO2	3	2	0	3	0	3	0	3	0	2
CO3	3	2	0	3	2	3	0	3	0	2
CO4	3	2	0	2	0	3	0	3	0	2
CO5	3	2	0	3	1	3	0	3	0	2
Total	15	10	0	14	6	15	0	15	0	10
Scaled value	3	2	0	3	2	3	0	3	0	2

1 - Low, 2 – Medium, 3 – High

Semester	**VIII**
Subject Name	**UNDERSTANDING PHP**
Subject Code	**XBE810G**

L –T –P –C	**C:P:A**	**L –T –P –H**
3- 0 – 0 - 3	**2.5:0:0.5**	**3- 0 – 0 - 3**

Course Outcome:		**Domain**
CO1	Acquire the concepts and basic knowledge of PHP.	Cognitive
CO2	Understand the decision and loops on PHP	Cognitive
CO3	Understand the functions and concepts of PHP.	Cognitive
CO4	Acquire the knowledge of array functions	Cognitive
CO5	Understanding the file and directory in PHP	Cognitive

COURSE CONTENT

UNIT-I

Introduction to PHP - Evaluation of Php, Basic Syntax , Defining variable and constant, Php Data type , Operator and Expression , Handling Html Form With Php, Capturing Form Data, Dealing with Multi-value filed, and Generating File uploaded form redirecting a form after submission

UNIT –II

Decisions and loop - Making Decisions, Doing Repetitive task with looping, Mixing Decisions and looping with Html

UNIT-III

Function - What is a function, Define a function, Call by value and Call by reference Recursive function, String- Creating and accessing String, Searching & Replacing String Formatting String, String Related Library function

UNIT -IV

Array - Anatomy of an Array, Creating index based and Associative array, Accessing array Element, Looping with Index based array, Looping with associative array using each and for each, Some useful Library function,

UNIT -V

Working with file and Directories - Understanding file& directory, Opening and closing a file, Coping, renaming and deleting a file, Working with directories, Building a text editor , File Uploading & Downloading

L=45 hrs Total – 45 hrs

TEXT BOOKS

1. Steven Holzen, " The Complete Reference PHP", TBH Publishers, 2007
2. Andi Gutmens, Seather Bakken & Derick, " PHP 5 Power Programming", Prentice Hal 2004 .

Mapping of CO's with PO's:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	0	3	3	3	0	3	0	2
CO2	3	2	0	3	0	3	0	3	0	2
CO3	3	2	0	3	2	3	0	3	0	2
CO4	3	2	0	2	0	3	0	3	0	2
CO5	3	2	0	3	1	3	0	3	0	2
Total	15	10	0	14	6	15	0	15	0	10
Scaled value	3	2	0	3	2	3	0	3	0	2

1 - Low, 2 – Medium, 3 – High