



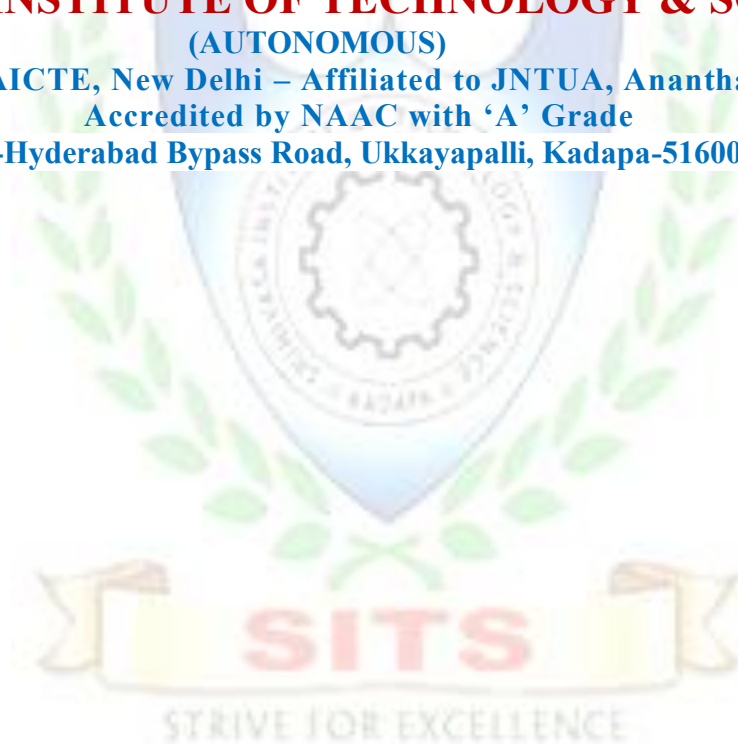
## **SRINIVASA INSTITUTE OF TECHNOLOGY & SCIENCE**

**(AUTONOMOUS)**

**Approved by AICTE, New Delhi – Affiliated to JNTUA, Ananthapuramu**

**Accredited by NAAC with 'A' Grade**

**Chennai-Hyderabad Bypass Road, Ukkayapalli, Kadapa-516002**



## **B.TECH. IN ELECTRONICS & COMMUNICATION ENGINEERING**

### **COURSE STRUCTURE & SYLLABI**

**(Applicable from the academic year 2025-26 onwards)**

**B.TECH. – ELECTRONICS & COMMUNICATION ENGINEERING**  
**IIYEAR COURSE STRUCTURE & SYLLABI**

**B.Tech.-II Year I Semester**

S.No.	Course code	Title	L	T	P	Credits
1	24BBS301	Probability and Complex Variables	3	0	0	3
2	24BHS301	Universal Human Values– Understanding Harmony and Ethical Human Conduct	3	0	0	3
3	24BEC301	Signals, Systems and Stochastic Processes	3	0	0	3
4	24BEC302T	Electronic devices and Circuits	3	0	0	3
5	24BEC303T	Digital Circuits Design	3	0	0	3
6	24BEC302P	Electronic Devices and Circuits Lab	0	0	3	1.5
7	24BEC303P	Digital Circuits & Signal Simulation Lab	0	0	3	1.5
8	24BCS301	Python Programming	0	1	2	2
9	24BBS303	Environmental Science	2	0	0	-
Total			16	02	08	20

**B.Tech.-II Year II Semester**

S.No.	Course code	Title	L	T	P	Credits
1	24BBS402a 24BBS402b 24BBS402c	Managerial Economics and Financial Analysis Organizational Behavior Business Environment	2	0	0	2
2	24BEC401	Linear Control Systems	3	0	0	3
3	24BEC 402	EM Waves and Transmission Lines	3	0	0	3
4	24BEC403T	Electronic Circuits Analysis	3	0	0	3
5	24BEC404T	Analog and Digital Communications	3	0	0	3
6	24BEC403P	Electronic Circuits Analysis Lab	0	0	3	1.5
7	24BEC404P	Analog and Digital Communications Lab	0	0	3	1.5
8	24BHS403	Soft Skills	0	1	2	2
9	24BME401	Design Thinking and Innovation	1	0	2	2
Total			15	1	10	21
24BEC 4401cs	Mandatory Community Service Project Internship of 08 weeks duration during summer vacation					

## II Year B.Tech.–I Semester

L	T	P	C
3	0	0	3

**(24BBS301) PROBABILITY AND COMPLEX VARIABLES****Course Outcomes:**

- Understand the concepts of Probability, Random Variables and their characteristics (L2, L3)
- Learn how to deal with multiple random variables, conditional probability, joint distribution and statistical independence. (L3, L5)
- Formulate and solve engineering problems involving random variables. (L3)
- Analyze limit, continuity and differentiation of functions of complex variables and Understand Cauchy-Riemann equations, analytic functions and various properties of analytic functions. (L2, L3)
- Understand Cauchy theorem, Cauchy integral formulas and apply these to evaluate complex contour integrals. Classify singularities and poles; find residues and evaluate complex integrals using the residue theorem. (L3, L5)

**UNIT I Probability & Random Variable**

Probability through Sets and Relative Frequency: Experiments and Sample Spaces, Discrete and Continuous Sample Spaces, Events, Probability Definitions and Axioms, Joint Probability, Conditional Probability, Total Probability, Bayes' Theorem, Independent Events. Random variables (discrete and continuous), probability density functions, properties, mathematical expectation. Mixed Random Variable, Distribution and Density functions, Properties, Binomial, Poisson, Uniform, Gaussian, Exponential, Rayleigh.

**UNIT II Operations on Random variable**

Moments-moments about the origin, Central moments, Variance and Skew, Chebyshev's inequality, moment generating function, characteristic function. Multiple Random Variables: Vector Random Variables, Joint Distribution Function, Properties of Joint Distribution, Marginal Distribution Functions, Conditional Distribution and Density – Point Conditioning, Interval conditioning, Statistical Independence.

**UNIT III Operations on Multiple Random variables**

Operations on Multiple Random Variables: Expected Value of a Function of Random Variables, Joint Moments about the Origin, Joint Central Moments, Joint Characteristic Functions, Jointly Gaussian Random Variables: Two Random Variables case, N Random Variable case, Properties of Gaussian random variables.

**UNIT IV Complex Variable – Differentiation**

Introduction to functions of complex variable-concept of Limit & continuity- Differentiation, Cauchy-Riemann equations, analytic functions harmonic functions, finding harmonic conjugate construction of analytic function by Milne Thomson method.

**UNIT V Complex Variable – Integration**

Line integral-Contour integration, Cauchy's integral theorem (Simple Case), Cauchy Integral formula, Power series expansions: Taylor's series, zeros of analytic functions, singularities, Laurent's series, Residues, Cauchy Residue theorem (without proof), Evaluation of definite integral involving sine and cosine.

**Textbooks:**

1. Peyton Z. Peebles, “Probability, Random Variables & Random Signal Principles”, 4th Edition, TMH, 2002.
2. B. S. Grewal, Higher Engineering Mathematics, Khanna Publishers, 2017, 44th Edition

**Reference Books:**

1. Athanasios Papoulis and S. Unnikrishna Pillai, “Probability, Random Variables and Stochastic Processes”, 4th Edition, PHI, 2002
2. Erwin Kreyszig, Advanced Engineering Mathematics, Wiley India
3. Henry Stark and John W. Woods, “Probability and Random Processes with Application to Signal Processing,” 3rd Edition, Pearson Education, 2002.
4. B.V.Ramana, Higher Engineering Mathematics, Mc Graw Hill publishers.

**Online Learning Resources:**

[https://onlinecourses.nptel.ac.in/noc20\\_ma50/preview](https://onlinecourses.nptel.ac.in/noc20_ma50/preview)

[https://onlinecourses.nptel.ac.in/noc21\\_ma66/preview#:~:text=This%20course%20provides%20random%20variable,and%20simple%20Markovian%20queueing%20models.](https://onlinecourses.nptel.ac.in/noc21_ma66/preview#:~:text=This%20course%20provides%20random%20variable,and%20simple%20Markovian%20queueing%20models.)



## II Year B.Tech.–I Semester

L	T	P	C
2	1	0	3

**(24BHS301) UNIVERSAL HUMAN VALUES – UNDERSTANDING HARMONY AND ETHICAL HUMAN CONDUCT**

**Course Objectives:**

- To help the students appreciate the essential complementary between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings .
- To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.
- To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature.

**Course Outcomes:**

- Define the terms like Natural Acceptance, Happiness and Prosperity (L1, L2)
- Identify one's self, and one's surroundings (family, society nature) (L1, L2)
- Apply what they have learnt to their own self in different day-to-day settings in real life (L3)
- Relate human values with human relationship and human society. (L4)
- Justify the need for universal human values and harmonious existence (L5)• Develop as socially and ecologically responsible engineers (L3, L6)

**Course Topics**

The course has 28 lectures and 14 tutorials in 5 modules. The lectures and tutorials are of 1- hour duration. Tutorial sessions are to be used to explore and practice what has been proposed during the lecture sessions. The Teacher's Manual provides the outline for lectures as well as practice sessions. The teacher is expected to present the issues to be discussed as propositions and encourage the students to have a dialogue.

**UNIT I**

Introduction to Value Education (6 lectures and 3 tutorials for practice session)

Lecture 1: Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)

Lecture 2: Understanding Value Education Tutorial 1: Practice Session PS1 Sharing about Oneself

Lecture 3: self-exploration as the Process for Value Education

Lecture4: Continuous Happiness and Prosperity – the Basic Human Aspirations

Tutorial 2: Practice Session PS2 Exploring Human Consciousness

Lecture 5: Happiness and Prosperity – Current Scenario

Lecture 6: Method to Fulfill the Basic Human Aspirations

Tutorial 3: Practice Session PS3 Exploring Natural Acceptance

**UNIT II**

Harmony in the Human Being (6 lectures and 3 tutorials for practice session)

Lecture 7: Understanding Human being as the Co-existence of the self and the body.

Lecture 8: Distinguishing between the Needs of the self and the body

Tutorial 4: Practice Session PS4 Exploring the difference of Needs of self and body.

Lecture 9: The body as an Instrument of the self

Lecture 10: Understanding Harmony in the self

Tutorial 5: Practice Session PS5 Exploring Sources of Imagination in the self

Lecture 11: Harmony of the self with the body

Lecture 12: Programme to ensure self-regulation and Health

Tutorial 6: Practice Session PS6 Exploring Harmony of self with the body

**UNIT III**

Harmony in the Family and Society (6 lectures and 3 tutorials for practice session)

Lecture 13: Harmony in the Family – the Basic Unit of Human Interaction

Lecture 14: 'Trust' – the Foundational Value in Relationship

Tutorial 7: Practice Session PS7 Exploring the Feeling of Trust

Lecture 15: 'Respect' – as the Right Evaluation

Tutorial 8: Practice Session PS8 Exploring the Feeling of Respect

Lecture 16: Other Feelings, Justice in Human-to-Human Relationship

Lecture 17: Understanding Harmony in the Society

Lecture 18: Vision for the Universal Human Order

Tutorial 9: Practice Session PS9 Exploring Systems to fulfill Human Goal

**UNIT IV**

Harmony in the Nature/Existence (4 lectures and 2 tutorials for practice session)

Lecture 19: Understanding Harmony in the Nature

Lecture 20: Interconnectedness, self-regulation and Mutual Fulfillment among the Four Orders of Nature

Tutorial 10: Practice Session PS10 Exploring the Four Orders of Nature

Lecture 21: Realizing Existence as Co-existence at All Levels

Lecture 22: The Holistic Perception of Harmony in Existence

Tutorial 11: Practice Session PS11 Exploring Co-existence in Existence.

**UNIT V**

Implications of the Holistic Understanding – a Look at Professional Ethics (6 lectures and 3 tutorials for practicesession)

Lecture 23: Natural Acceptance of Human Values

Lecture 24: Definitiveness of (Ethical) Human Conduct

Tutorial 12: Practice Session PS12 Exploring Ethical Human Conduct

Lecture 25: A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order

Lecture 26: Competence in Professional Ethics

Tutorial 13: Practice Session PS13 Exploring Humanistic Models in Education

Lecture 27: Holistic Technologies, Production Systems and Management Models-Typical Case Studies

Lecture 28: Strategies for Transition towards Value-based Life and Profession

Tutorial 14: Practice Session PS14 Exploring Steps of Transition towards Universal Human Order

Practice Sessions for UNIT I – Introduction to Value Education

PS1 Sharing about Oneself

PS2 Exploring Human Consciousness

PS3 Exploring Natural Acceptance

Practice Sessions for UNIT II – Harmony in the Human Being

PS4 Exploring the difference of Needs of self and body

PS5 Exploring Sources of Imagination in the self

PS6 Exploring Harmony of self with the body

Practice Sessions for UNIT III – Harmony in the Family and Society

PS7 Exploring the Feeling of Trust

PS8 Exploring the Feeling of Respect

PS9 Exploring Systems to fulfill Human Goal

Practice Sessions for UNIT IV – Harmony in the Nature (Existence)

PS10 Exploring the Four Orders of Nature

PS11 Exploring Co-existence in Existence

Practice Sessions for UNIT V – Implications of the Holistic Understanding – a Look at Professional Ethics

PS12 Exploring Ethical Human Conduct

PS13 Exploring Humanistic Models in Education

PS14 Exploring Steps of Transition towards Universal Human Order

**READINGS:**

**Textbook and Teachers Manual**

- a. The Textbook  
R R Gaur, R Asthana, G P Bagaria, A Foundation Course in Human Values and Professional Ethics, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
- b. The Teacher's Manual R R Gaur, R Asthana, G P Bagaria, Teachers' Manual for A Foundation Course in Human Values and Professional Ethics, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53-2

**Reference Books**

1. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews
7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj – Pandit Sunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)

**Mode of Conduct:**

Lecture hours are to be used for interactive discussion, placing the proposals about the topics at hand and motivating students to reflect, explore and verify them.

Tutorial hours are to be used for practice sessions

. While analyzing and discussing the topic, the faculty mentor's role is in pointing to essential elements to help in sorting them out from the surface elements. In other words, help the students explore the important or critical elements.

In the discussions, particularly during practice sessions (tutorials), the mentor encourages the student to connect with one's own self and do self-observation, self-reflection and self-exploration.

Scenarios may be used to initiate discussion. The student is encouraged to take up "ordinary" situations rather than "extra-ordinary" situations. Such observations and their analyses are shared and discussed with other students and faculty mentor, in a group sitting.

Tutorials (experiments or practical) are important for the course. The difference is that the laboratory is everyday life, and practical are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignment and/or activity are included. The practice sessions (tutorials) would also provide support to a student in performing actions commensurate to his/her beliefs. It is intended that this would lead to development of commitment, namely behaving and working based on basic human values.

It is recommended that this content be placed before the student as it is, in the form of a basic foundation course, without including anything else or excluding any part of this content. Additional content may be offered in separate, higher courses. This course is to be taught by faculty from every teaching department, not exclusively by any one department.

Teacher preparation with a minimum exposure to at least one 8-day Faculty Development Program on Universal Human Values is deemed essential.

**Online Resources:**

1. <https://fdp-si.aicte-india.org/UHVII%20Class%20Notes%20&%20Handouts/UHV%20Handout%201-Introduction%20to%20Value%20Education.pdf>
2. <https://fdp-si.aicte-india.org/UHVII%20Class%20Notes%20&%20Handouts/UHV%20Handout%202-Harmony%20in%20the%20Human%20Being.pdf>
3. <https://fdp-si.aicte-india.org/UHVII%20Class%20Notes%20&%20Handouts/UHV%20Handout%203-Harmony%20in%20the%20Family.pdf>
4. <https://fdp-si.aicte-india.org/UHV%201%20Teaching%20Material/D3-S2%20Respect%20July%2023.pdf>
5. <https://fdp-si.aicte-india.org/UHVII%20Class%20Notes%20&%20Handouts/UHV%20Handout%205-Harmony%20in%20the%20Nature%20and%20Existence.pdf>
6. <https://fdp-si.aicte-india.org/download/FDPTeachingMaterial/3-days%20FDPSI%20UHV%20Teaching%20Material/Day%203%20Handouts/UHV%203D%20D3-S2A%20Und%20Nature-Existence.pdf>
7. <https://fdp-si.aicteindia.org/UHV%20II%20Teaching%20Material/UHV%20II%20Lecture%2023-25%20Ethics%20v1.pdf>
8. <https://www.studocu.com/in/document/kiet-group-of-institutions/universal-humanvalues/chapter-5-holistic-understanding-of-harmony-on-professional-ethics/62490385>
9. [https://onlinecourses.swayam2.ac.in/aic22\\_ge23/preview](https://onlinecourses.swayam2.ac.in/aic22_ge23/preview)



## II Year B.Tech.–I Semester

L	T	P	C
3	0	0	3

**(24BEC301) SIGNALS, SYSTEMS AND STOCHASTIC PROCESSES****Course Objectives:**

- Understanding the basics of signals and systems required for ECE courses.
- To teach concepts of signals and systems and its analysis using different transform techniques.
- To provide basic understanding of random processes which is essential for the random signals and systems encountered in communications and signal Processing areas.

**Course Outcomes:**

- Understand the mathematical description and representation of continuous-time and discrete-time signals and systems, Also, understand the concepts of various transform techniques and Random Processes (L2)
- Apply sampling theorem to convert continuous-time signals to discrete-time signals and reconstruct back, different transform techniques to solve signals and system related problems. (L3)
- Formulate and solve engineering problems involving random processes. (L3)
- Analyze the frequency spectra of various continuous-time signals using different transform methods. (L4)
- Classify the systems based on their properties and determine the response of them. (L4)

**UNIT I**

**Signals & Systems:** Basic definitions and classification of Signals and Systems (Continuous time and discrete time), operations on signals, Concepts of Convolution and Correlation of signals, Analogy between vectors and signals-Orthogonality, mean square error,

**Fourier series:** Trigonometric & Exponential forms of Fourier series, Properties, Concept of discrete spectrum, Illustrative Problems.

**UNIT II**

**Fourier Transform:** Definition, Computation and properties of Fourier transform for different types of signals and systems, Inverse Fourier transform. Sampling: Sampling theorem – Graphical and analytical proof for Band Limited Signals, Reconstruction of signal from its samples, Effect of under sampling – Aliasing. Illustrative Problems.

**Laplace Transform:** Definition, ROC, Properties, Inverse Laplace transforms, the s-plane and BIBO stability, Transfer functions, System Response to standard signals, Solution of differential equations with initial conditions, Illustrative Problems.

**UNIT III**

**Signal Transmission through Linear Systems:** Linear system, impulse response, Response of a linear system for different input signals, linear time-invariant (LTI) system, linear time variant (LTV) system, Transfer function of a LTI system. Filter characteristics of linear systems. Distortion less transmission through a system, Signal bandwidth, System bandwidth, Ideal LPF, HPF and BPF characteristics, Causality and Paley-Wiener criterion for physical realization, Relationship between bandwidth and rise time, Energy and Power spectral densities, Illustrative Problems.

**UNIT IV**

**Random Processes – Temporal Characteristics** The Random Process Concept, Classification of Processes, Deterministic and Nondeterministic Processes, Distribution and Density Functions, concept of Stationarity and Statistical Independence. First-Order Stationary Processes, Second- Order and Wide-Sense Stationarity, (N-Order) and Strict Sense Stationarity, Time Averages and Ergodicity, Autocorrelation Function and Its Properties, Cross-Correlation Function and Its Properties, Covariance Functions, Gaussian Random Processes, Poisson Random Process. Random Signal, Mean and Mean-squared Value of System Response, autocorrelation

Function of Response, Cross-Correlation Functions of Input and Output.

#### **UNIT V**

**Random Processes – Spectral Characteristics:** The Power Spectrum: Properties, Relationship between Power Spectrum and Autocorrelation Function, The Cross-Power Density Spectrum, Properties, Relationship between Cross-Power Spectrum and Cross Correlation Function. Spectral Characteristics of System Response: Power Density Spectrum of Response, Cross-Power Density Spectrums of Input and Output.

#### **Textbooks:**

1. Peyton Z. Peebles, “Probability, Random Variables & Random Signal Principles”, 4th Edition, TMH, 2002.
2. A.V. Oppenheim, A.S. Willsky and S.H. Nawab, “Signals and Systems”, 2nd Edition, PHI, 2009.

#### **Reference Books:**

1. Signals, Systems & Communications - B.P. Lathi, 2013, BSP.
2. Athanasios Papoulis and S. Unnikrishna Pillai, “Probability, Random Variables and Stochastic Processes”, 4th Edition, PHI, 2002
3. Simon Haykin and Van Veen, “Signals & Systems”, 2nd Edition, Wiley, 2005.
4. Matthew Sadiku and Warsame H. Ali, “Signals and Systems A primer with MATLAB”, CRC Press, 2016.
5. Hwei Hsu, “Schaum's Outline of Signals and Systems”, 4thEdition, TMH, 2019.



## II Year B.Tech.–I Semester

L	T	P	C
3	0	0	3

**(24BEC302T) ELECTRONIC DEVICES & CIRCUITS****Course Objectives:**

- Students will be able understand the basic principles of all semiconductor devices
- Able to analyze diode circuits, various biasing and small signal equivalent circuits of amplifiers, compare the performance of BJTs and MOSFETs
- Able to design rectifier circuits and various amplifier circuits using BJTs and MOSFETs.

**Course Outcomes:** After the completion of the course students will be able to

- Understand principle of operation, characteristics and applications of semiconductor diodes, special diodes, BJTs, JFET and MOSFETs. (L2)
- Applying the basic principles solving the problems related to Semiconductor diodes, BJTs, and MOSFETs. (L3)
- Analyze diode circuits for different applications such as rectifiers, clippers and clampers also analyze biasing circuits of BJTs, and MOSFETs. (L4)
- Design of diode circuits and amplifiers using BJTs, and MOSFETs.(L4)
- Compare the performance of various semiconductor devices. (L4)

**UNIT I**

PN junction diode: Review, diode current equation, Diode resistance, Transition and Diffusion Capacitance, effect of temperature on PN junction diode, Quantitative analysis of Half-wave, Full-wave and Bridge Rectifiers with and without Filters, Ripple Factor and Regulation Characteristics, Clipping and Clamping circuits, Illustrative problems.

Special Diodes: Construction, operation and VI characteristics of Tunnel Diode, Varactor Diode, LED, LCD, Photo Diode, SCR and UJT.

**UNIT II**

Review of Bipolar Junction Transistors, Characteristics, Transistor as an Amplifier and as a Switch, BJT Configurations, Limits of Operation, BJT Specifications. Biasing and Stabilization: Operating Point, DC and AC Load Lines, Importance of Biasing, Fixed Bias, Collector to Base Bias, Self-Bias, Bias Stability, Thermal Runaway, Thermal Stability, Illustrative problems.

**UNIT III**

BJT Small Signal Operation and Models- the transconductance, input resistance at the base, input resistance at the emitter, Voltage gain, separating the Signal and the DC Quantities, The Hybrid  $\pi$  Model, the T Model. Single Stage BJT Amplifiers - Common-Emitter (CE) amplifier without and with emitter resistance, Common-Base (CB) amplifier, CommonCollector (CC) amplifier or Emitter Follower, Problem solving.

**UNITIV**

Junction Field Effect Transistor (FET): Construction, Principle of Operation, V–I Characteristics, Comparison of BJT and FET, FET as Voltage Variable Resistor. FET biasing.

MOS Field Effect Transistors: Introduction, Device Structure and Physical Operation, CMOS, V - I Characteristics ,MOSFET Circuits at DC, MOSFET as an Amplifier and as a Switch. Biasing in MOS Amplifier circuits - biasing by fixing VGS with and without source resistance, biasing using drain to gate feedback resistor, biasing using constant current source, body effect, Problem solving.

**UNIT V**

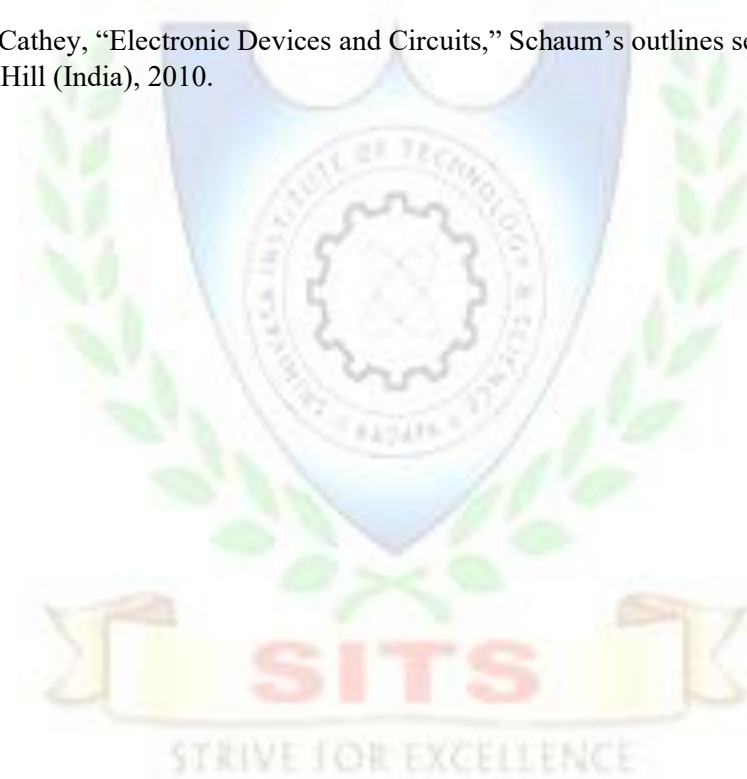
MOSFET Small Signal Operation Models– the dc bias, separating the DC analysis and the signal analysis, Small signal equivalent circuit models, the transconductance, the T equivalent circuit model, Single stage MOS Amplifiers – common source (CS) amplifier without and with source resistance, common gate (CG) amplifier, source follower, Problem Solving.

**Textbooks:**

1. Adel S. Sedra and Kenneth C. Smith, “Microelectronic Circuits – Theory and Applications”, 6th Edition, Oxford Press, 2013
2. J.MillimanandCHalkias,“Integratedelectronics”,2ndEdition,TataMcGrawHill, 1991.

**References:**

1. Donald A Neamen, “Electronic Circuits – analysis and design”, 3rd Edition, McGraw Hill (India), 2019.
2. Behzad Razavi, “Microelectronics”, Second edition, Wiley, 2013.
3. R.L. Boylestad and Louis Nashelsky, “Electronic Devices and Circuits,” 9th Edition, Pearson, 2006.
4. Jimmie J Cathey, “Electronic Devices and Circuits,” Schaum’s outlines series, 3rd edition, McGraw-Hill (India), 2010.



## II Year B.Tech. – I Semester

L	T	P	C
3	0	0	3

**(24BEC303T) DIGITAL CIRCUITS DESIGN****Course Objectives:**

- Understand the properties of Boolean algebra, logic operations, and minimization of Boolean functions.
- Analyze combinational and analyze sequential logic circuits.
- Understand the concepts of FSM and compare various Programmable logic devices.
- Model combinational and sequential circuits using HDLs.

**Course Outcomes: After completing the course, the student should be able to:**

- Understand the properties of Boolean algebra, logic operations, concepts of FSM (L2)
- Apply techniques for minimization of Boolean functions (L3)
- Analyze combinational and Sequential logic circuits. (L4)
- Compare various Programmable logic devices. (L4)
- Design and Model combinational and sequential circuits using HDLs. (L5, L6)

**UNIT I Boolean algebra, logic operations, and minimization of Boolean functions**

Review of Number Systems and Codes, Representation of unsigned and signed integers, Floating Point representation of real numbers, Laws of Boolean Algebra, Theorems of Boolean Algebra, Realization of functions using logic gates, Canonical forms of Boolean Functions, Minimization of Functions using Karnaugh Maps.

**UNIT II Combinational Logic Circuits**

Combinational circuits, Design with basic logic gates, design procedure, adders, subtractors, 4-bit binary adder/ subtractor circuit, BCD adder, carry look- a-head adder, binary multiplier, magnitude comparator, data selectors, priority encoders, decoders, multiplexers, demultiplexers.

**UNIT III Hardware Description Language**

Introduction to Verilog - structural specification of logic circuits, behavioral specification of logic circuits, hierarchical Verilog Code, Verilog for combinational circuits - conditional operator, if-else statement, case statement, for loop using sequential circuits with CAD tools.

**UNIT IV Sequential Logic Circuits**

Basic architectural distinction between combinational and sequential circuits, Design procedure, latches, flip-flops, truth tables and excitation tables, timing and triggering consideration, conversion of flip- flops, design of counters, ripple counters, synchronous counters, ring counter, Johnson counter, registers, shift registers, universal shift register. Verilog constructs for sequential circuits, flip-flop with clear capability, using Verilog constructs for registers and counters.

**UNIT V Finite State Machines and Programmable Logic Devices**

Types of FSM, capabilities and limitations of FSM, state assignment, realization of FSM using flip-flops, Mealy to Moore conversion and vice-versa, reduction of state tables using partition technique, Design of sequence detector. Types of PLD's: PROM, PAL, PLA, basic structure of CPLD and FPGA, advantages of FPGAs.

**Textbooks:**

1. M. Morris Mano, "Digital Design", 3rd Edition, PHI. (Unit I to IV)
2. Stephen Brown and Zvonko Vranesic, "Fundamentals of Digital Logic with Verilog Design", 3rd Edition,, McGraw-Hill (Unit V)

**Reference Books:**

1. Charles H. Roth, Jr, “Fundamentals of Logic Design”, 4th Edition, Jaico Publishers.
2. ZviKohavi and NirajK.Jha, “Switching and Finite Automata Theory, 3rd Edition, Cambridge University Press, 2010.
3. Samir Palnitkar, “Verilog HDL: A Guide to Digital Design and Synthesis”, 2ndEdition, Prentice Hall PTR.
4. D.P. Leach, A.P. Malvino, “Digital Principles and Applications”, TMH, 7th Edition



## II Year B.Tech. – I Semester

L	T	P	C
0	0	3	1.5

**(24BEC302P) ELECTRONIC DEVICES & CIRCUITS LAB****Course Objectives:**

- Verify the theoretical concepts practically from all the experiments.
- Analyse the characteristics of Diodes, BJT, MOSFET, UJT
- Design the amplifier circuits from the given specifications.
- Model the electronic circuits using tools such as PSPICE/Multisim.

**Course Outcomes:**

- Understand the characteristics and applications of basic electronic devices. (L2)
- Plot the characteristics of electronic devices. (L3)
- Analyze various biasing circuits and electronic circuits as amplifiers (L4)
- Design MOSFET / BJT based amplifiers for the given specifications. (L5)
- Simulate all circuits in PSPICE /Multisim. (L5).

**LIST OF EXPERIMENTS:** (Implement / Execute any 10 experiments).

1. Verify various clipping and clamper circuits using PN junction diode and draw the suitable graphs.
2. Study and draw the Volt Ampere characteristics of UJT and determine  $\eta$ ,  $I_P$ ,  $I_v$ ,  $V_P$ , &  $V_v$  from the experiment.
3. Verification of the input and output characteristics of BJT in Common Emitter configuration experimentally and find required parameters from the graphs.
4. Study and draw the input and output characteristics of BJT in Common Base configuration experimentally and determine required parameters from the graphs.
5. Verification of the input and output characteristics of BJT in Common Collector configuration experimentally and find required parameters from the graphs. Study and draw the V- I characteristics of JFET experimentally.
6. Study and draw the output and transfer characteristics of MOSFET (Enhance mode) in Common Source Configuration experimentally. Find Threshold voltage ( $V_T$ ),  $g_m$ , &  $K$  from the graphs.
7. Study and draw the output and transfer characteristics of MOSFET (Depletion mode) or JFET in Common Source Configuration experimentally. Find  $I_{DSS}$ ,  $g_m$ , &  $V_P$  from the graphs.
8. Design and analysis of voltage- divider bias/self-bias circuit using BJT.
9. Design and analysis of self-bias circuit using MOSFET.
10. Design a suitable circuit for switch using MOSFET/BJT.
11. Design a small signal amplifier using MOSFET (common source) for the given specifications. Draw the frequency response and find the bandwidth.
12. Design a small signal amplifier using BJT (common emitter) for the given specifications. Draw the frequency response and find the bandwidth.

**Tools / Equipment Required:**

Software Tool like Multisim/ Pspice or Equivalent, DC Power supplies, Multi meters, DC Ammeters, DC Voltmeters, AC Voltmeters, CROs, all the required active devices

## II Year B.Tech.–I Semester

L	T	P	C
0	0	3	1.5

**(24BEC303P) DIGITAL CIRCUITS & SIGNAL SIMULATION LAB****Course Objectives:**

- Verify the truth tables of various logic circuits.
- Design sequential/combinational circuit using Hardware Description Language and
- Verify their functionality. Simulate various Signals and Systems through MATLAB
- Analyze the output of a system when it is excited by different types of deterministic and random signals.

**Course Outcomes:** After completing the course, the student should be able to:

- Verify the truth tables of various logic circuits. (L2)
- Understand how to simulate different types of signals and system response. (L2)
- Design sequential and combinational logic circuits and verify their functionality. (L3,L4)
- Analyze the response of different systems when they are excited by different signals and plot power spectral density of signals. (L4)
- Generate different random signals for the given specifications. (L5)

**List of Experiments:****PART A**

1. Design a simple combinational circuit with four variables and obtain minimal SOP expression and verify the truth table using Digital Trainer Kit.
2. Verification of functional table of 3 to 8-line Decoder /De-multiplexer
3. 4 variable logic function verification using 8 to 1 multiplexer.
4. Design full adder circuit and verify its functional table.
5. Design a four-bit ring counter using D Flip-Flops/JK Flip Flop and verify output.
6. Design a four-bit Johnson's counter using D Flip-Flops/JK Flip Flops and verify output
7. Verify the operation of 4-bit Universal Shift Register for different Modes of operation.
8. Draw the circuit diagram of MOD-8 ripple counter and construct a circuit using T-FlipFlops and Test It with a low frequency clock and sketch the output waveforms.
9. Design MOD-8 synchronous counter using T Flip-Flop and verify the result and sketch the output waveforms.
10. (a) Draw the circuit diagram of a single bit comparator and test the output  
(b) Construct 7 Segment Display Circuit Using Decoder and 7 Segment LED and test it.

**Note:** Design and verify combinational and sequential circuits using Hardware Description Language

**References:**

1. M. Morris Mano, "Digital Design", 3rd Edition, PHI

**PART B**

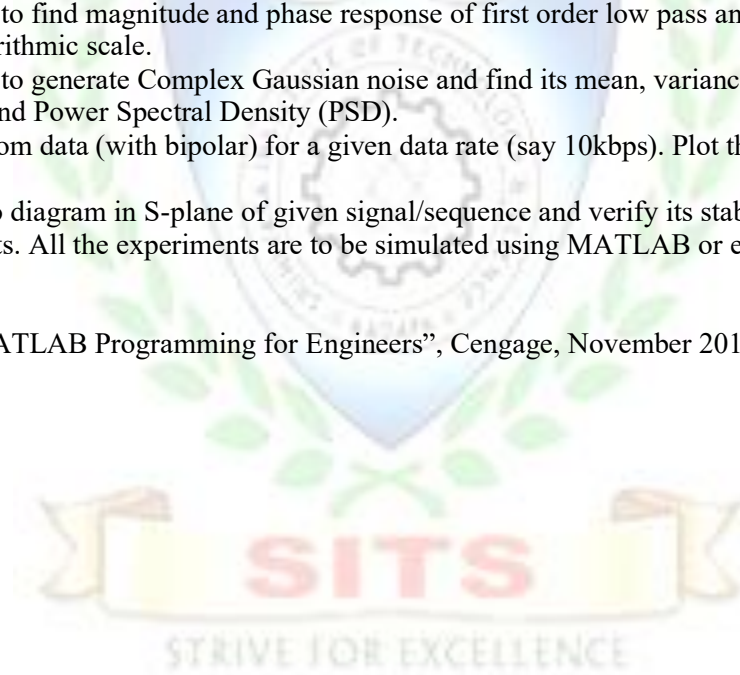
**List of Experiments:**

1. Write a program to generate various Signals and Sequences: Periodic and Aperiodic, Unit Impulse, Unit Step, Square, Saw tooth, Triangular, Sinusoidal, Ramp, Sinc function.
2. Perform operations on Signals and Sequences: Addition, Multiplication, Scaling, Shifting, Folding, Computation of Energy and Average Power.
3. Write a program to find the trigonometric & exponential Fourier series coefficients of a rectangular periodic signal. Reconstruct the signal by combining the Fourier series coefficients with appropriate weightings- Plot the discrete spectrum of the signal.
4. Write a program to find Fourier transform of a given signal. Plot its amplitude and phase spectrum.
5. Write a program to convolve two discrete time sequences. Plot all the sequences.
6. Write a program to find autocorrelation and cross correlation of given sequences.
7. Write a program to verify Linearity and Time Invariance properties of a given Continuous System.
8. Write a program to generate discrete time sequence by sampling a continuous time signal. Show that with sampling rates less than Nyquist rate, aliasing occurs while reconstructing the signal.
9. Write a program to find magnitude and phase response of first order low pass and high pass filter. Plot the responses in logarithmic scale.
10. Write a program to generate Complex Gaussian noise and find its mean, variance, Probability Density Function (PDF) and Power Spectral Density (PSD).
11. Generate a Random data (with bipolar) for a given data rate (say 10kbps). Plot the same for a time period of 0.2 sec.
12. To plot pole-zero diagram in S-plane of given signal/sequence and verify its stability.

Note: Any 10 experiments. All the experiments are to be simulated using MATLAB or equivalent software.

**References:**

Stephen J. Chapman, "MATLAB Programming for Engineers", Cengage, November 2012



## II Year B.Tech.–I Semester

L	T	P	C
0	1	2	2

**(24BCS301) PYTHON PROGRAMMING**

**Course Objectives:** The main objectives of the course are to

- Introduce core programming concepts of Python programming language.
- Demonstrate about Python data structures like Lists, Tuples, Sets and dictionaries
- Implement Functions, Modules and Regular Expressions in Python Programming and to create practical and contemporary applications using these

**Course Outcomes:** After completion of the course, students will be able to

- Showcase adept command of Python syntax, deftly utilizing variables, data types, control structures, functions, modules, and exception handling to engineer robust and efficient code solutions. (L4)
- Apply Python programming concepts to solve a variety of computational problems (L3)
- Understand the principles of object-oriented programming (OOP) in Python, including classes, objects, inheritance, polymorphism, and encapsulation, and apply them to design and implement Python programs (L3)
- Proficient in using commonly used Python libraries and frameworks such as JSON, XML, NumPy, pandas (L2)
- Exhibit competence in implementing and manipulating fundamental data structures • such as lists, tuples, sets, dictionaries (L3)

**UNIT-I:**

History of Python Programming Language, Thrust Areas of Python, Installing Anaconda Python Distribution, Installing and Using Jupyter Notebook.

Parts of Python Programming Language: Identifiers, Keywords, Statements and Expressions, Variables, Operators, Precedence and Associativity, Data Types, Indentation, Comments, Reading Input, Print Output, Type Conversions, the type () Function and Is Operator, Dynamic and Strongly Typed Language.

Control Flow Statements: if statement, if-else statement, if...elif...else, Nested if statement, while Loop, for Loop, continue and break Statements, Catching Exceptions Using try and except Statement.

**Sample Experiments:**

1. Write a program to find the largest element among three Numbers.
2. Write a Program to display all prime numbers within an interval
3. Write a program to swap two numbers without using a temporary variable.
4. Demonstrate the following Operators in Python with suitable examples. i) Arithmetic Operators ii) Relational Operators iii) Assignment Operators iv) Logical Operators v) Bit wise Operators vi) Ternary Operator vii) Membership Operators viii) Identity Operators
5. Write a program to add and multiply complex numbers
6. Write a program to print multiplication table of a given number.

**UNIT-II:**

Functions: Built-In Functions, Commonly Used Modules, Function Definition and Calling the function, return Statement and void Function, Scope and Lifetime of Variables, Default Parameters, Keyword Arguments, \*args and \*\*kwargs, Command Line Arguments. Strings: Creating and Storing Strings, Basic String Operations, Accessing Characters in String by Index Number, String Slicing and Joining, String Methods, Formatting Strings. Lists: Creating Lists, Basic List Operations, Indexing and Slicing in Lists, Built-In Functions Used on Lists, List Methods, del Statement.

**Sample Experiments:**

7. Write a program to define a function with multiple return values.
8. Write a program to define a function using default arguments.
9. Write a program to find the length of the string without using any library functions.
10. Write a program to check if the substring is present in a given string or not.
11. Write a program to perform the given operations on a list: i. addition ii. insertion iii. Slicing

- Write a program to perform any 5 built-in functions by taking any list.

### UNIT-III:

Dictionaries: Creating Dictionary, Accessing and Modifying key:value Pairs in Dictionaries, Built-In Functions Used on Dictionaries, Dictionary Methods, del Statement. Tuples and Sets: Creating Tuples, Basic Tuple Operations, tuple() Function, Indexing and Slicing in Tuples, Built-In Functions Used on Tuples, Relation between Tuples and Lists, Relation between Tuples and Dictionaries, Using zip() Function, Sets, Set Methods, Frozenset.

### Sample Experiments:

- Write a program to create tuples (name, age, address, college) for at least two members and concatenate the tuples and print the concatenated tuples.
- Write a program to count the number of vowels in a string (No control flow allowed).
- Write a program to check if a given key exists in a dictionary or not.
- Write a program to add a new key-value pair to an existing dictionary.
- Write a program to sum all the items in a given dictionary.

### UNIT-IV:

Files: Types of Files, Creating and Reading Text Data, File Methods to Read and Write Data, Reading and Writing Binary Files, Pickle Module, Reading and Writing CSV Files, Python os and os.path Modules. Object-Oriented Programming: Classes and Objects, Creating Classes in Python, Creating Objects in Python, Constructor Method, Classes with Multiple Objects, Class Attributes Vs Data Attributes, Encapsulation, Inheritance, Polymorphism.

### Sample Experiments:

- Write a program to sort words in a file and put them in another file. The output file should have only lower-case words, so any upper-case words from source must be lowered.
  - Python program to print each line of a file in reverse order.
  - Python program to compute the number of characters, words and lines in a file.
  - Write a program to create, display, append, insert and reverse the order of the items in the array.
  - Write a program to add, transpose and multiply two matrices.
  - Write a Python program to create a class that represents a shape. Include methods to calculate its area and perimeter. Implement subclasses for different shapes like circle, triangle, and square.
- UNIT-V:  
Introduction to Data Science: Functional Programming, JSON and XML in Python, NumPy with Python, Pandas. Sample Experiments:
- Python program to check whether a JSON string contains complex object or not.
  - Python Program to demonstrate NumPy arrays creation using array () function.
  - Python program to demonstrate use of ndim, shape, size, dtype.
  - Python program to demonstrate basic slicing, integer and Boolean indexing.
  - Python program to find min, max, sum, cumulative sum of array
  - Create a dictionary with at least five keys and each key represent value as a list where this list contains at least ten values and convert this dictionary as a pandas data frame and explore the data through the data frame as follows:
    - Apply head () function to the pandas data frame
    - Perform various data selection operations on Data Frame
  - Select any two columns from the above data frame, and observe the change in one attribute with respect to other attribute with scatter and plot operations in matplotlib

### Reference Books:

- Gowri shankar S, Veena A., Introduction to Python Programming, CRC Press.
- Python Programming, S Sridhar, J Indumathi, V M Hariharan, 2nd Edition, Pearson, 2024
- Introduction to Programming Using Python, Y. Daniel Liang, Pearson.

### Online Learning Resources/Virtual Labs:

- <https://www.coursera.org/learn/python-for-applied-data-science-ai>
- <https://www.coursera.org/learn/python?specialization=python#syllabus>

## II Year B.Tech.–I Semester

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**(24BBS303) ENVIRONMENTAL SCIENCE****Course Objectives:**

- To make the students to get awareness on environment
- To understand the importance of protecting natural resources, ecosystems for future generations and pollution causes due to the day to day activities of human life
- To save earth from the inventions by the engineers.

**UNIT I**

**Multidisciplinary Nature of Environmental Studies:** – Definition, Scope and Importance – Need for Public Awareness.

**Natural Resources :** Renewable and non-renewable resources – Natural resources and associated problems – Forest resources – Use and over – exploitation, deforestation, case studies – Timber extraction – Mining, dams and other effects on forest and tribal people – Water resources – Use and over utilization of surface and ground water – Floods, drought, conflicts over water, dams – benefits and problems – Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies – Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. – Energy resources:

**UNIT II**

**Ecosystems:** Concept of an ecosystem. – Structure and function of an ecosystem – Producers, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food webs and ecological pyramids – Introduction, types, characteristic features, structure and function of the following ecosystem:

- Forest ecosystem.
- Grassland ecosystem
- Desert ecosystem.
- Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

**Biodiversity and its Conservation :** Introduction 0 Definition: genetic, species and ecosystem diversity – Bio-geographical classification of India – Value of biodiversity: consumptive use, Productive use, social, ethical, aesthetic and option values – Biodiversity at global, National and local levels – India as a mega-diversity nation – Hot-spots of biodiversity – Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts – Endangered and endemic species of India – Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

**UNIT III****Environmental Pollution:**

Definition, Cause, effects and control measures of :

- Air Pollution.
- Water pollution
- Soil pollution
- Marine pollution
- Noise pollution f. Thermal pollution
- Nuclear hazards

**Solid Waste Management:** Causes, effects and control measures of urban and industrial wastes – Role of an individual in prevention of pollution – Pollution case studies – Disaster management: floods, earthquake, cyclone and landslides.

**UNIT IV**

**Social Issues and the Environment:** 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. Case studies – Environmental ethics: Issues and possible solutions – Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies – Wasteland reclamation. – Consumerism and waste products. – Environment Protection Act. – 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.

#### UNIT V

**Human Population and the Environment:** Population growth, variation among nations. Population explosion – Family Welfare Programmes. – Environment and human health – Human Rights – Value Education – HIV/AIDS – Women and Child Welfare – Role of information Technology in Environment and human health – Case studies.

**Field Work:** Visit to a local area to document environmental assets River/forest grassland/hill/mountain – Visit to a local polluted site-Urban/Rural/Industrial/Agricultural Study of common plants, insects, and birds – river, hill slopes, etc..

#### Textbooks:

1. Textbook of Environmental Studies for Undergraduate Courses Erach Bharucha for University Grants Commission, Universities Press.
2. Palaniswamy, “Environmental Studies”, Pearson education
3. S.Azeem Unnisa, “Environmental Studies” Academic Publishing Company
4. K.Raghavan Nambiar, “Text book of Environmental Studies for Undergraduate Courses as per UGC model syllabus”, Scitech Publications (India), Pvt. Ltd.

#### References:

1. Deeksha Dave and E.Sai Baba Reddy, “Textbook of Environmental Science”, Cengage Publications.
2. M.Anji Reddy, “Text book of Environmental Sciences and Technology”, BS Publication.
3. J.P.Sharma, Comprehensive Environmental studies, Laxmi publications.
4. J. Glynn Henry and Gary W. Heinke, “Environmental Sciences and Engineering”, Prentice hall of India Private limited
5. G.R.Chatwal, “A Text Book of Environmental Studies” Himalaya Publishing House
6. Gilbert M. Masters and Wendell P. Ela, “Introduction to Environmental Engineering and Science, Prentice hall of India Private limited.



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## (24BBS402a) MANAGERIAL ECONOMICS AND FINANCIAL ANALYSIS

### Course Objectives:

- To inculcate the basic knowledge of microeconomics and financial accounting
- To make the students learn how demand is estimated for different products, input-output relationship for optimizing production and cost
- To know the various types of market structure and pricing methods and strategy
- To give an overview on investment appraisal methods to promote the students to learn how to plan long-term investment decisions.
- To provide fundamental skills on accounting and to explain the process of preparing financial statements.

### Course Outcomes:

- Define the concepts related to Managerial Economics, financial accounting and management (L2)
- Understand the fundamentals of Economics viz., Demand, Production, cost, revenue and markets (L2)
- Apply the concept of production cost and revenues for effective business decision (L3)
- Analyze how to invest their capital and maximize returns (L4)
- Evaluate the capital budgeting techniques. (L5)
- Develop the accounting statements and evaluate the financial performance of business entity (L5)

### UNIT - I

#### Managerial Economics

Introduction – Nature, meaning, significance, functions, and advantages. Demand-Concept, Function, Law of Demand - Demand Elasticity- Types – Measurement. Demand Forecasting Factors governing Forecasting, Methods. Managerial Economics and Financial Accounting and Management.

### UNIT - II

#### Production and Cost Analysis

Introduction – Nature, meaning, significance, functions and advantages. Production Function– Least-cost combination– Short run and long run Production Function- Isoquants and Isocosts, Cost & Break-Even Analysis - Cost concepts and Cost behaviour- Break-Even Analysis (BEA) - Determination of Break-Even Point (Simple Problems).

### UNIT - III

#### Business Organizations and Markets

Introduction – Forms of Business Organizations- Sole Proprietary - Partnership - Joint Stock Companies - Public Sector Enterprises. Types of Markets - Perfect and Imperfect Competition - Features of Perfect Competition Monopoly- Monopolistic Competition– Oligopoly-Price-Output Determination - Pricing Methods and Strategies

### UNIT - IV

#### Capital Budgeting

Introduction – Nature, meaning, significance. Types of Working Capital, Components, Sources of Short-term and Long-term Capital, Estimating Working capital requirements. Capital Budgeting– Features, Proposals, Methods and Evaluation. Projects – Pay Back Method, Accounting Rate of Return (ARR) Net Present Value (NPV) Internal Rate Return (IRR) Method (sample problems)

### UNIT - V

#### Financial Accounting and Analysis

Introduction – Concepts and Conventions- Double-Entry Bookkeeping, Journal, Ledger, Trial Balance- Final Accounts (Trading Account, Profit and Loss Account and Balance Sheet with simple adjustments). Introduction to Financial Analysis - Analysis and Interpretation of Liquidity Ratios, Activity Ratios, and Capital structure Ratios and Profitability.

### Textbooks:

1. Varshney & Maheswari: Managerial Economics, Sultan Chand.
2. Aryasri: Business Economics and Financial Analysis, 4/e, MGH.

**Reference Books:**

1. Ahuja HI Managerial economics Schand.
2. S.A. Siddiqui and A.S. Siddiqui: Managerial Economics and Financial Analysis, New Age International.
3. Joseph G. Nellis and David Parker: Principles of Business Economics, Pearson, 2/e, New Delhi.
4. Domnick Salvatore: Managerial Economics in a Global Economy, Cengage.

**Online Learning Resources:**

- <https://www.slideshare.net/123ps/managerial-economics-ppt>  
<https://www.slideshare.net/rossanz/production-and-cost-45827016>  
<https://www.slideshare.net/darkyla/business-organizations-19917607>  
<https://www.slideshare.net/balarajbl/market-and-classification-of-market>  
<https://www.slideshare.net/ruchi101/capital-budgeting-ppt-59565396>  
<https://www.slideshare.net/ashu1983/financial-accounting>



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2	0	0	2

## (24BBS402b) ORGANISATIONAL BEHAVIOUR

### Course Objectives:

- To enable student's comprehension of organizational behavior
- To offer knowledge to students on self-motivation, leadership and management
- To facilitate them to become powerful leaders
- To impart knowledge about group dynamics
- To make them understand the importance of change and development

### Course Outcomes

- Define the Organizational Behaviour, its nature and scope. (L2)
- Understand the nature and concept of Organizational behaviour (L2)
- Apply theories of motivation to analyse the performance problems (L3)
- Analyse the different theories of leadership (L4)
- Evaluate group dynamics (L5)
- Develop as powerful leader (L5)

### UNIT - I

#### Introduction to Organizational Behavior

Meaning, definition, nature, scope and functions - Organizing Process – Making organizing effective - Understanding Individual Behavior – Attitude - Perception - Learning – Personality.

### UNIT - II

#### Motivation and Leading

Theories of Motivation- Maslow's Hierarchy of Needs - Herzberg's Two Factor Theory - Vroom's theory of expectancy – McClelland's theory of needs – McGregor's theory X and theory Y – Adam's equity theory.

### UNIT - III

#### Organizational Culture

Introduction – Meaning, scope, definition, Nature - Organizational Climate - Leadership - Traits Theory – Managerial Grid - Transactional Vs Transformational Leadership - Qualities of good Leader - Conflict Management - Evaluating Leader.

### UNIT - IV

#### Group Dynamics

Introduction – Meaning, scope, definition, Nature- Types of groups - Determinants of group behaviour - Group process – Group Development - Group norms - Group cohesiveness - Small Groups - Group decision making - Team building - Conflict in the organization – Conflict resolution

### UNIT - V

#### Organizational Change and Development

Introduction – Nature, Meaning, scope, definition and functions- Organizational Culture - Changing the Culture – Change Management – Work Stress Management - Organizational management – Managerial implications of organization's change and development

**Textbooks:**

1. Luthans, Fred, Organisational Behaviour, McGraw-Hill, 12 Th edition.
2. P Subba Ran, Organisational Behaviour, Himalya Publishing House.

**Reference Books:**

1. McShane, Organizational Behaviour, TMH
2. Nelson, Organisational Behaviour, Thomson.
3. Robbins, P. Stephen, Timothy A. Judge, Organisational Behaviour, Pearson.
4. Aswathappa, Organisational Behaviour, Himalaya.

**Online Learning Resources:**

<https://www.slideshare.net/Knight1040/organizational-culture>

[9608857s://www.slideshare.net/AbhayRajpoot3/motivation-165556714](https://www.slideshare.net/AbhayRajpoot3/motivation-165556714)

<https://www.slideshare.net/harshrastogi1/group-dynamics-159412405>

<https://www.slideshare.net/vanyasingla1/organizational-change-development-26565951>



## II Year B.Tech.–II Semester

L	T	P	C
2	0	0	2

**(24BBS402c) BUSINESS ENVIRONMENT****Course Objectives:**

- To make the student to understand about the business environment
- To enable them in knowing the importance of fiscal and monetary policy
- To facilitate them in understanding the export policy of the country
- To Impart knowledge about the functioning and role of WTO
- To Encourage the student in knowing the structure of stock markets

**Course Outcomes:**

- Define Business Environment and its Importance. (L2)
- Understand various types of business environment. (L2)
- Apply the knowledge of Money markets in future investment (L3)
- Analyse India's Trade Policy (L4) • Evaluate fiscal and monetary policy (L5)
- Develop a personal synthesis and approach for identifying business opportunities (L5)

**UNIT – I****Overview of Business Environment**

Introduction – meaning Nature, Scope, significance, functions and advantages. Types Internal & External, Micro and Macro. Competitive structure of industries -Environmental analysis- advantages & limitations of environmental analysis.

**UNIT - II****Fiscal & Monetary Policy**

Introduction – Nature, meaning, significance, functions and advantages. Public Revenues – Public Expenditure - Evaluation of recent fiscal policy of GOI. Highlights of Budget Monetary Policy - Demand and Supply of Money – RBI - Objectives of monetary and credit policy - Recent trends- Role of Finance Commission.

**UNIT – III****India's Trade Policy**

Introduction – Nature, meaning, significance, functions and advantages. Magnitude and direction of Indian International Trade - Bilateral and Multilateral Trade Agreements - EXIM policy and role of EXIM bank - Balance of Payments– Structure & Major components - Causes for Disequilibrium in Balance of Payments - Correction measures.

**UNIT - IV****World Trade Organization**

Introduction – Nature, significance, functions and advantages. Organization and Structure - Role and functions of WTO in promoting world trade - GATT -Agreements in the Uruguay Round –TRIPS, TRIMS - Disputes Settlement Mechanism - Dumping and Anti-dumping Measures.

**UNIT - V****Money Markets and Capital Markets**

Introduction – Nature, meaning, significance, functions and advantages. Features and components of Indian financial systems - Objectives, features and structure of money markets and capital markets - Reforms and recent development – SEBI – Stock Exchanges B.Tech. – Electronics & Communication Engineering JNTUA R23 Regulations B.Tech. – Electronics Engineering (VLSI Design & Technology) - Investor protection and role of SEBI, Introduction to international finance.

**Textbooks:**

1. Francis Cherunilam, International Business: Text and Cases, Prentice Hall of India.
2. K. Aswathappa, Essentials of Business Environment: Texts and Cases & Exercises 13th Revised Edition.HPH

**Reference Books:**

1. I.K. V. Sivayya, V. B. M Das, Indian Industrial Economy, Sultan Chand Publishers, New Delhi, India.
2. Sundaram, Black, International Business Environment Text and Cases, Prentice Hall of India, New Delhi, India.
3. Chari. S. N, International Business, Wiley India.
4. 4.E. Bhattacharya, International Business, Excel Publications, New Delhi.

**Online Learning Resources:**

<https://www.slideshare.net/ShompaDhali/business-environment-53111245>  
<https://www.slideshare.net/rbalsells/fiscal-policy-ppt> <https://www.slideshare.net/aguness/monetary-policy-presentationppt> <https://www.slideshare.net/DaudRizwan/monetary-policy-of-india-69561982>  
<https://www.slideshare.net/ShikhaGupta31/indias-trade-policyppt> <https://www.slideshare.net/viking2690/wto-ppt-60260883> <https://www.slideshare.net/prateeknepal3/ppt-mo>



## II Year B.Tech.–II Semester

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3	0	0	3

**(24BEC401) LINEAR CONTROL SYSTEMS****Course Objectives:**

- Introduce the basic principles and applications of control systems
- Learn the time response and steady state response of the systems.
- Know the time domain analysis and solutions to time invariant systems.
- Understand different aspects of stability analysis of systems in frequency domain.
- Understand the concept of state space, controllability and Observability

**Course Outcomes:** After completing the course, the student should be able to:

- Summarize the basic principles and applications of control systems. (L2)
- Understand the time response and steady state response of the systems. (L2)
- Understand the concept of state space, controllability and observability. (L2)
- Apply time domain analysis to find solutions to time invariant systems. (L3)
- Analyze different aspects of stability analysis of systems in frequency domain. (L4)

**UNIT I****Control Systems Concepts:**

Open loop and closed loop control systems and their differences Examples of control systems- Classification of control systems, Feedback characteristics, Effects of positive and negative feedback, Mathematical models – Differentialequations of translational and rotational mechanical systems and electrical systems, Analogous Systems, Block diagram reduction methods – Signal flow graphs - Reduction using Mason's gain formula. Controller components, DC Servomotor and AC Servomotor- their transfer functions, Synchros.

**UNIT II****Time Response Analysis:**

Step Response - Impulse Response - Time response of first order systems – Characteristic Equation of Feedback control systems, Transient response of second order systems - Time domain specifications – Steady state response - Steady state errors and error constants, Study of effects and Design of P, PI, PD and PID Controllers on second order system.

**UNIT III****Stability Analysis in Time Domain:**

The concept of stability – Routh's stability criterion – Stability and conditional stability - limitations of Routh's stability. The Root locus concept - construction of root loci-effects of adding poles and zeros to  $G(s)$   $H(s)$  on the root loci.

**UNIT IV****Frequency Response Analysis:**

Introduction, Frequency domain specifications-Bode diagrams Determination of Frequency domain specifications and transfer function from the Bode Diagram - Stability Analysis from Bode Plots. Polar Plots- Nyquist Plots- Phase margin and Gain margin Stability Analysis. Compensation techniques – Study of Effects and Design of Lag, Lead, Lag-Lead Compensator design in frequency Domain on a second order system

**UNIT V****State Space Analysis of Continuous Systems:**

Concepts of state, state **variables** and state model - differential equations & Transfer function models - Block diagrams. Diagonalization, Transfer function from state model, solving the Time invariant state Equations- State Transition Matrix and its Properties. System response through State Space models. The concepts of controllability and Observability

**Textbooks:**

1. Modern Control Engineering by Katsuhiko Ogata, Prentice Hall of India Pvt. Ltd., 5 th edition, 2010.
2. Control Systems Engineering by I. J. Nagrath and M. Gopal, New Age International (P) Limited Publishers, 5 th edition, 2007.

**References:**

1. Control Systems Principles & Design by M.Gopal, 4 th Edition, McGraw Hill Education,2012.
2. Automatic Control Systems by B. C. Kuo and Farid Golnaraghi, John wiley and sons, 8th edition,2003.
3. Feedback and Control Systems, Joseph J Distefano III, Allen R Stubberud & Ivan J Williams, 2 nd Edition, Schaum's outlines, McGraw Hill Education,2013.
4. Control System Design by Graham C. Goodwin, Stefan F. Graebe and Mario E. Salgado, Pearson, 2000.
5. Feedback Control of Dynamic Systems by Gene F. Franklin, J.D. Powell and Abbas Emami- Naeini, 6th Edition, Pearson,2010



## II Year B.Tech.–II Semester

L	T	P	C
3	0	0	3

**(24BEC402) EM WAVES AND TRANSMISSION LINES****Course Objectives:**

- To understand and analyze different laws and theorems of electrostatic fields
- To study and analyze different laws and theorems of magnetostatic fields.
- Analyzing Maxwell's equations in different forms.
- To learn the concepts of wave theory and its propagation through various mediums.
- To get exposure to the properties of transmission lines.

**Course Outcomes: At the end of this course the student will be able to:**

- Learn the concepts of wave theory and its propagation through various mediums. (L2)
- Understand the properties of transmission lines and their applications. (L2)
- Apply the laws & theorems of electrostatic fields to solve the related problems (L3)
- Gain proficiency in the analysis and application of magnetostatic laws and theorems(L4).
- Analyze Maxwell's equations in different forms. (L4)

**UNIT I**

Review of Co-ordinate Systems, Electrostatics: Coulomb's Law, Electric Field Intensity, Electric Flux Density, Gauss Law and Applications, Electric Potential, Maxwell's Two Equations for Electrostatic Fields, Energy Density, Illustrative Problems. Convection and Conduction Currents, Dielectric Constant, Poisson's and Laplace's Equations; Capacitance – Parallel Plate, Coaxial Capacitors, Illustrative Problems.

**UNIT II**

**Magnetostatics:** Biot-Savart Law, Ampere's Circuital Law and Applications, Magnetic Flux Density, Maxwell's Two Equations for Magnetostatic Fields, Magnetic Scalar and Vector Potentials, Forces due to Magnetic Fields, Ampere's Force Law, Inductances and Magnetic Energy, Illustrative Problems.

**Maxwell's Equations (Time Varying Fields):** Faraday's Law and Transformer EMF, Inconsistency of Ampere's Law and Displacement Current Density, Maxwell's Equations in Different Final Forms and Word Statements, Conditions at a Boundary Surface, Illustrative Problems.

**UNIT III**

**EM Wave Characteristics:** Wave Equations for Conducting and Perfect Dielectric Media, Uniform Plane Waves – Definition, All Relations Between E & H, Sinusoidal Variations, Wave Propagation in Lossy dielectrics, lossless dielectrics, free space, wave propagation in good conductors, skin depth, Polarization & Types, Illustrative Problems.

Reflection and Refraction of Plane Waves – Normal and Oblique Incidences, for both Perfect Conductor and Perfect Dielectrics, Brewster Angle, Critical Angle and Total Internal

Reflection, Surface Impedance, Poynting Vector and Poynting Theorem, Illustrative Problems.

**UNIT IV**

**Transmission Lines - I :** Types, Parameters, T &  $\pi$  Equivalent Circuits, Transmission Line Equations, Primary & Secondary Constants, Expressions for Characteristic Impedance, Propagation Constant, Phase and Group Velocities, Infinite Line, Lossless lines, distortion less lines, Illustrative Problems.

**UNIT V**

**Transmission Lines – II:** Input Impedance Relations, Reflection Coefficient, VSWR, Average Power, Shorted Lines, Open Circuited Lines, and Matched Lines, Low loss radio frequency and UHF Transmission lines, UHF Lines as Circuit Elements, Smith Chart – Construction and Applications, Quarter wave transformer, Single Stub Matching, Illustrative Problems.

**Textbooks:**

1. Elements of Electromagnetics, Matthew N.O. Sadiku, 4th Edition, Oxford University Press, 2008.
2. Electromagnetic Waves and Radiating Systems, E.C. Jordan and K.G. Balmain, 2nd Edition, PHI, 2000.

**References:**

1. Electromagnetic Field Theory and Transmission Lines, G. S. N. Raju, 2nd Edition, Pearson Education, 2013.
2. Engineering Electromagnetics, William H. Hayt Jr. and John A. Buck, 7th Edition, Tata McGraw Hill, 2006.
3. Electromagnetics, John D. Krauss, 3rd Edition, McGraw Hill, 1988.
4. Networks, Lines, and Fields, John D. Ryder, 2nd Edition, PHI publications, 2012



## II Year B.Tech.–II Semester

L	T	P	C
3	0	0	3

**(24BEC403T) ELECTRONIC CIRCUITS ANALYSIS****Course Objectives:**

- Understand the characteristics of Differential amplifiers, feedback and power amplifiers.
- Analyze the response of tuned amplifiers
- Categorize different oscillator circuits based on the application
- Design the electronic circuits for the given specifications and for a given application.

**Course Outcomes:**

- Understand the characteristics of differential amplifiers, feedback and power amplifiers. (L2)
- Examine the frequency response of multistage and differential amplifier circuits using BJT & MOSFETs at low and high frequencies. (L3)
- Investigate different feedback and power amplifier circuits based on the application (L4)
- Derive the expressions for frequency of oscillation and condition for oscillation of RC and LC oscillator circuits. (L4)
- Evaluate the performance of different tuned amplifiers (L5)
- Design analog circuits for the given specifications and application. (L6)

**UNIT I**

Multistage & Differential Amplifiers: Introduction, Classification of Amplifiers, Distortion in amplifiers, Coupling Schemes, RC Coupled Amplifier using BJT, Cascaded RC Coupled BJT Amplifiers, Cascode amplifier, Darlington pair, the MOS Differential Pair, Small-Signal Operation of the MOS Differential Pair, The BJT Differential Pair, and other Nonideal Characteristics of the Differential Amplifier.

**UNIT II**

Frequency Response: Low-Frequency Response of the CS and CE Amplifiers, Internal Capacitive Effects and the High-Frequency Model of the MOSFET and the BJT, High-Frequency Response of the CE, Emitter follower, CS, CD,  $f_{\beta}$ ,  $f_T$  and gain bandwidth product.

**UNIT III**

Feedback Amplifiers: Introduction, The General Feedback Structure, Some Properties of Negative Feedback, The Four Basic Feedback Topologies, Series—Shunt, Series—Series, Shunt—Shunt, Shunt—Series.

Oscillators: General Considerations, Phase Shift Oscillator, Wien-Bridge Oscillator, LC Oscillators, Relaxation Oscillator, Crystal Oscillators, Illustrative Problems.

**UNIT IV**

Power Amplifiers: Introduction, Class A amplifiers (Series fed, Transformer coupled, Push pull), Second Harmonic distortion, Class B amplifiers (Push pull, Complementary symmetry), Crossover distortion and Class AB operation, Class C amplifiers, Power BJTs, MOS power transistors.

**UNIT V**

Tuned Amplifiers: Introduction, single Tuned Amplifiers – Q-factor, frequency response, Double Tuned Amplifiers – Q-factor, frequency response, Concept of stagger tuning and synchronous tuning.

Multivibrators: Analysis and Design of Bistable, Monostable, Astable Multivibrators and Schmitt trigger using Transistors.

**Textbooks:**

1. Adel. S. Sedra and Kenneth C. Smith, “Micro Electronic Circuits,” 6th Edition, Oxford University Press, 2011.
2. J. Millman, H. Taub and Mothiki S. PrakashRao - Pulse, Digital and Switching Waveforms –2nd Ed., TMH, 2008.
3. Millman, C Chalkias, “Integrated Electronics”, 4thEdition, McGraw Hill Education (India) Private Ltd., 2015.

**References:**

1. Behzad Razavi, “Fundamentals of Micro Electronics”, Wiley, 2010.
2. Donald A Neamen, “Electronic Circuits – Analysis and Design,” 3rdEdition, McGraw Hill (India), 2019.
3. Robert L. Boylestad and Louis Nashelsky, “Electronic Devices and Circuits Theory”, 9th Edition, Pearson/Prentice Hall, 2006.



## II Year B.Tech.– II Semester

L	T	P	C
3	0	0	3

**(2BEC404T) ANALOG AND DIGITAL COMMUNICATIONS****Course Objectives:**

- Introduce various modulation and demodulation techniques of analog and digital communication systems.
- Analyze different parameters of analog and digital communication techniques.
- Understand function of various stages of AM, FM transmitters and Know characteristics of AM & FM receivers.
- Analyze the performance of various digital modulation techniques in the presence of AWGN.

**Course Outcomes:**

- Recognize the basic terminology used in analog and digital communication technique for transmission of information/data. (L1)
- Explain the basic operation of different analog and digital communication systems at baseband and passband level. (L2)
- Compute various parameters of baseband and passband transmission schemes by applying basic engineering knowledge. (L3)
- Analyze the performance of different modulation & demodulation techniques to solve complex problems in the presence of noise. (L4)
- Evaluate the performance of all analog and digital modulation techniques to know the merits and demerits of each one of them in terms of bandwidth and power efficiency. (L5)

**UNIT I**

Amplitude Modulation: Need for modulation, Amplitude Modulation - Time and frequency domain description, single tone modulation, power relations in AM waves, Generation of AM waves - Switching modulator, Detection of AM Waves - Envelope detector, DSBSC modulation - time and frequency domain description, Generation of DSBSC Waves - Balanced Modulators, Coherent detection of DSB-SC Modulated waves, COSTAS Loop, SSB modulation - time and frequency domain description, frequency discrimination and Phase discrimination methods for generating SSB, Demodulation of SSB Waves, principle of Vestigial side band modulation.

**UNIT II**

Angle Modulation: Basic concepts of Phase Modulation, Frequency Modulation: Single tone frequency modulation, Spectrum Analysis of Sinusoidal FM Wave using Bessel functions, Narrow band FM, Wide band FM, Constant Average Power, Transmission bandwidth of FM Wave - Generation of FM Signal- Armstrong Method, Detection of FM Signal: Balanced slope detector, Phase locked loop, Comparison of FM and AM., Concept of Pre-emphasis and de-emphasis

**UNIT III**

Transmitters: Classification of Transmitters, AM Transmitters, FM Transmitters Receivers: Radio Receiver - Receiver Types - Tuned radio frequency receiver, Super heterodyne receiver, RF section and Characteristics - Frequency changing and tracking, Intermediate frequency, Image frequency, AGC, Amplitude limiting, FM Receiver, Comparison of AM and FM Receivers.

**UNIT IV**

Introduction to Noise: Types of Noise, Receiver Model, Noise in AM, DSB, SSB, and FM Receivers.

Pulse Modulation: Types of Pulse modulation- PAM, PWM and PPM. Comparison of FDM and TDM. Pulse Code Modulation: PCM Generation and Reconstruction, Quantization Noise, Non-Uniform Quantization and Companding, Delta Modulation, DPCM, Noise in PCM and DM.

**UNIT V**

Digital Modulation Techniques: Coherent Digital Modulation Schemes – ASK, BPSK, BFSK, QPSK, Non-coherent BFSK, DPSK. M-ary Modulation Techniques, Power Spectra, Bandwidth Efficiency.

Baseband Transmission and Optimal Reception of Digital Signal: A Baseband Signal Receiver, Probability of Error, Optimum Receiver, Coherent Reception, ISI, Eye Diagrams.

**Textbooks:**

1. Simon Haykin, “Communication Systems”, JohnWiley& Sons, 4th Edition, 2004.
2. Wayne Tomasi - Electronics Communication Systems-Fundamentals through Advanced, 5 thEd., PHI, 2009
3. B. P. Lathi, Zhi Ding “ Modern Digital and Analog Communication Systems”, Oxford press, 2011.

**References:**

- 1.Sam Shanmugam, “Digital and Analog Communication Systems”,JohnWiley& Sons, 1999.
2. Bernard Sklar, F. J. harris“Digial Communications: Fundamentals andApplications”, Pearson Publications, 2020.
3. Taub and Schilling, “ Principles of Communication Systems”, Tata McGraw Hill, 2007.



## II Year B.Tech.–II Semester

L	T	P	C
0	0	3	1.5

**(24BEC403P) ELECTRONIC CIRCUITS ANALYSIS LAB****Course Objectives:**

- Plot the characteristics of Differential amplifiers, feedback and power amplifiers.
- Analyze the response of tuned amplifiers and multivibrators
- Categorize different oscillator circuits based on the application.
- Design the electronic circuits for the given specifications and for a given application. •

**Course Outcomes:**

- Know about the usage of equipment/components/software tools used to conduct experiments in analog circuits. (L2)
- Conduct the experiment based on the knowledge acquired in the theory about various analog circuits using BJT/MOSFETs to find the important parameters of the circuit experimentally. (L3)
- Analyze the given analog circuit to find required important metrics of it theoretically.(L4)
- Compare the experimental results with that of theoretical ones and infer the conclusions. (L4)
- Design the circuit for the given specifications. (L6)

**List of Experiments:**

1. Design and Analysis of Darlington pair.
2. Frequency response of CE – CC multistage Amplifier
3. Design and Analysis of Cascade Amplifier.
4. Frequency Response of Differential Amplifier
5. Design and Analysis of any two topologies of feedback amplifiers and find the frequency response of it.
6. Design and Analysis of Class A power amplifier.
7. Design and Analysis of Class AB amplifier.
8. Design and Analysis of RC phase shift oscillator.
9. Design and Analysis of LC Oscillator
10. Frequency Response of Single Tuned amplifier
11. Design a Bistable Multivibrator and analyze the effect of commutating capacitors and draw the wave forms at base and collector of transistors
12. Design an Astable Multivibrator and draw the wave forms at base and collector of transistors.
13. Design a Monostable Multivibrator and draw the input and output waveforms.
14. Draw the response of Schmitt trigger for gain of greater than and less than one.

Note: At least 12 experiments shall be performed.

Faculty members who are handling the laboratory shall see that students are given design specifications for a given circuit appropriately and monitor the design and analysis aspects of the circuit

## II Year B.Tech.–II Semester

L	T	P	C
0	0	3	1.5

**(24BEC404P) ANALOG AND DIGITAL COMMUNICATIONS LAB****Course Objectives:**

- Understand the basics of analog and digital modulation techniques.
- Integrate theory with experiments so that the students appreciate the knowledge gained from the theory course.
- Design and implement different modulation and demodulation techniques and their applications.
- Develop cognitive and behavioral skills for performance analysis of various modulation techniques.

**Course Outcomes:**

- Know about the usage of equipment/components/software tools used to conduct experiments in analog and digital modulation techniques. (L2)
- Conduct the experiment based on the knowledge acquired in the theory about modulation and demodulation schemes to find the important metrics of the communication system experimentally. (L3)
- Analyze the performance of a given modulation scheme to find the important metrics of the system theoretically. (L4)
- Compare the experimental results with that of theoretical ones and infer the conclusions. (L4)

**List of Experiments:**

Design the circuits and verify the following experiments taking minimum of six from each section shown below.

**Section-A**

1. AM Modulation and Demodulation
2. DSB-SC Modulation and Demodulation
3. Frequency Division Multiplexing
4. FM Modulation and Demodulation
5. Radio receiver measurements
6. PAM Modulation and Demodulation
7. PWM Modulation and Demodulation
8. PPM Modulation and Demodulation

**Section-B**

1. Sampling Theorem.
2. Time Division Multiplexing
3. Delta Modulation and Demodulation
4. PCM Modulation and Demodulation
5. BPSK Modulation and Demodulation
6. BFSK Modulation and Demodulation
7. QPSK Modulation and Demodulation
8. DPSK Modulation and Demodulation

Note: Faculty members (who are handling the laboratory) are requested to instruct the students not to use readymade kits for conducting the experiments. They are advised to make the students work in the laboratory by constructing the circuits and analyzing them during the lab sessions

## II Year B.Tech.–II Semester

L	T	P	C
0	1	2	2

**(24BHS403) SOFT SKILLS****Course Objectives:**

- To encourage all round development of the students by focusing on soft skills
- To make the students aware of critical thinking and problem-solving skills
- To enhance healthy relationship and understanding within and outside an organization
- To function effectively with heterogeneous teams

**Course Outcomes**

- List out various elements of soft skills (L1, L2)
- Describe methods for building professional image (L1, L2)
- Apply critical thinking skills in problem solving (L3)
- Analyse the needs of an individual and team for well-being (L4)
- Assess the situation and take necessary decisions (L5)
- Create a productive workplace atmosphere using social and work-life skills ensuring personal and emotional well-being (L6)

**UNIT I****Soft Skills & Communication Skills Soft Skills –**

Introduction, Need - Mastering Techniques of Soft Skills – Communication Skills - Significance, process, types - Barriers of communication - Improving techniques.

**Activities:**

Intrapersonal Skills- Narration about self- strengths and weaknesses- clarity of thought – self-expression – articulating with felicity.

(The facilitator can guide the participants before the activity citing examples from the lives of the great, anecdotes and literary sources)

Interpersonal Skills- Group Discussion – Debate – Team Tasks - Book and film Reviews by groups - Group leader presenting views (non- controversial and secular) on contemporary issues or on a given topic.

Verbal Communication- Oral Presentations- Extempore- brief addresses and speeches convincing- negotiating- agreeing and disagreeing with professional grace.

Non-verbal communication – Public speaking – Mock interviews – presentations with an objective to identify non- verbal clues and remedy the lapses on observation.

**UNIT II****Critical Thinking**

Active Listening – Observation – Curiosity – Introspection – Analytical Thinking – Openmindedness – Creative Thinking - Positive thinking - Reflection

**Activities:**

Gathering information and statistics on a topic - sequencing – assorting – reasoning – critiquing issues – placing the problem – finding the root cause - seeking viable solution – judging with rationale – evaluating the views of others - Case Study, Story Analysis

**UNIT III****Problem Solving & Decision Making**

Meaning & features of Problem Solving – Managing Conflict – Conflict resolution – Team building - Effective decision making in teams – Methods & Styles

**Activities:**

Placing a problem which involves conflict of interests, choice and views – formulating the problem – exploring solutions by proper reasoning – Discussion on important professional, career and organizational decisions and initiate debate on the appropriateness of the decision. Case Study & Group Discussion

**UNIT IV****Emotional Intelligence & Stress Management**

Managing Emotions – Thinking before Reacting – Empathy for Others – Self-awareness – Self-Regulation – Stress factors – Controlling Stress – Tips

**Activities:**

Providing situations for the participants to express emotions such as happiness, enthusiasm, gratitude, sympathy, and confidence, compassion in the form of written or oral presentations. Providing opportunities for the participants to narrate certain crisis and stress – ridden situations caused by failure, anger, jealousy, resentment and frustration in the form of written and oral presentation, Organizing Debates

**UNIT V****Corporate Etiquette**

Etiquette- Introduction, concept, significance - Corporate etiquette - meaning, modern etiquette, benefits - Global and local culture sensitivity - Gender Sensitivity - Etiquette in interaction- Cell phone etiquette - Dining etiquette - Netiquette - Job interview etiquette - Corporate grooming tips -Overcoming challenges

**Activities**

Providing situations to take part in the Role Plays where the students will learn about bad and good manners and etiquette - Group Activities to showcase gender sensitivity, dining etiquette etc. - Conducting mock job interviews - Case Study - Business Etiquette Games

**NOTE:-**

1. The facilitator can guide the participants before the activity citing examples from the lives of the great, anecdotes, epics, scriptures, autobiographies and literary sources which bear true relevance to the prescribed skill.
2. Case studies may be given wherever feasible for example for Decision Making- The decision of King Lear.

**Prescribed Books:**

1. Mitra Barun K, Personality Development and Soft Skills, Oxford University Press, Pap/Cdr edition 2012
2. Dr Shikha Kapoor, Personality Development and Soft Skills: Preparing for Tomorrow, I K International Publishing House, 2018

**Reference Books**

1. Sharma, Prashant, Soft Skills: Personality Development for Life Success, BPB Publications 2018.
2. Alex K, Soft Skills S.Chand & Co, 2012 (Revised edition)
3. Gajendra Singh Chauhan & Sangeetha Sharma, Soft Skills: An Integrated Approach to Maximise Personality Published by Wiley, 2013
4. Pillai, Sabina & Fernandez Agna, Soft Skills and Employability Skills, Cambridge University Press, 2018
5. Soft Skills for a Big Impact (English, Paperback, Renu Shorey) Publisher: Notion Press
6. Dr. Rajiv Kumar Jain, Dr. Usha Jain, Life Skills (Paperback English) Publisher : Vayu Education of India, 2014

**Online Learning Resources:**

1. [https://youtu.be/DUlsNjtg2L8?list=PLLy\\_2iUCG87CQhELCyvXh0E\\_y-bOO1\\_q](https://youtu.be/DUlsNjtg2L8?list=PLLy_2iUCG87CQhELCyvXh0E_y-bOO1_q)
2. [https://youtu.be/xBaLgJZ0t6A?list=PLzf4HHlsQFwJZel\\_j2PUy0pwjVUgi7KlJ](https://youtu.be/xBaLgJZ0t6A?list=PLzf4HHlsQFwJZel_j2PUy0pwjVUgi7KlJ)
3. <https://youtu.be/-Y-R9hDI7IU>
4. <https://youtu.be/gkLsn4ddmTs>
5. <https://youtu.be/2bf9K2rRWwo>
6. <https://youtu.be/FchfE3c2jzc>
7. <https://www.businesstrainingworks.com/training-resource/five-free-businessetiquette-training-games/>
8. [https://onlinecourses.nptel.ac.in/noc24\\_hs15/preview](https://onlinecourses.nptel.ac.in/noc24_hs15/preview)
9. [https://onlinecourses.nptel.ac.in/noc21\\_hs76/preview](https://onlinecourses.nptel.ac.in/noc21_hs76/preview)

## II Year B.Tech.–II Semester

L	T	P	C
1	0	2	2

**(24BME401) DESIGN THINKING & INNOVATION****Course Objectives:**

The objective of this course is to familiarize students with design thinking process as a tool for breakthrough innovation. It aims to equip students with design thinking skills and ignite the minds to create innovative ideas, develop solutions for real-time problems.

**Course Outcomes:**

- Define the concepts related to design thinking. (L1, L2)
- Explain the fundamentals of Design Thinking and innovation (L1, L2)
- Apply the design thinking techniques for solving problems in various sectors. (L3)
- Analyze to work in a multidisciplinary environment (L4)
- Evaluate the value of creativity (L5)
- Formulate specific problem statements of real time issues (L3, L6)

**UNIT I****Introduction to Design Thinking**

Introduction to elements and principles of Design, basics of design-dot, line, shape, form as fundamental design components. Principles of design. Introduction to design thinking, history of Design Thinking, New materials in Industry.

**UNIT II****Design Thinking Process**

Design thinking process (empathize, analyze, idea & prototype), implementing the process in driving inventions, design thinking in social innovations. Tools of design thinking - person, customer, journey map, brainstorming, product development

**Activity:** Every student presents their idea in three minutes, Every student can present design process in the form of flow diagram or flow chart etc. Every student should explain about product development.

**UNIT III****Innovation**

Art of innovation, Difference between innovation and creativity, role of creativity and innovation in organizations- Creativity to Innovation- Teams for innovation- Measuring the impact and value of creativity.

**Activity:** Debate on innovation and creativity, Flow and planning from idea to innovation, Debate on value-based innovation.

**UNIT IV****Product Design**

Problem formation, introduction to product design, Product strategies, Product value, Product planning, product specifications- Innovation towards product design- Case studies

**Activity:** Importance of modeling, how to set specifications, Explaining their own product design

**UNIT V****Design Thinking in Business Processes**

Design Thinking applied in Business & Strategic Innovation, Design Thinking principles that redefine business – Business challenges: Growth, Predictability, Change, Maintaining Relevance, Extreme competition, Standardization. Design thinking to meet corporate needs Design thinking for Startups- Defining and testing Business Models and Business Cases Developing & testing prototypes.

**Activity:** How to market our own product, About maintenance, Reliability and plan for startup.

**Textbooks:**

1. Tim Brown, Change by design, Harper Bollins (2009)
2. Idris Mootee, Design Thinking for Strategic Innovation, 2013, John Wiley & Sons.

**Reference Books:**

1. David Lee, Design Thinking in the Classroom, Ulysses press
2. Shrutin N Shetty, Design the Future, Norton Press
3. William Lidwell, Universal Principles of Design- Kritinaholden, Jill Butter.
4. Chesbrough.H, The Era of Open Innovation – 2013 Online Learning Resources:  
<https://nptel.ac.in/courses/110/106/110106124/> <https://nptel.ac.in/courses/109/104/109104109/>  
[https://swayam.gov.in/nd1\\_noc19\\_mg60/preview](https://swayam.gov.in/nd1_noc19_mg60/preview)



## COMMUNITY SERVICE PROJECT

.....Experiential learning through community engagement

### Introduction

- Community Service Project is an experiential learning strategy that integrates meaningful community service with instruction, participation, learning and community development.
- Community Service Project involves students in community development and service activities and applies the experience to personal and academic development.
- Community Service Project is meant to link the community with the college for mutual benefit. The community will benefit with the focused contribution of the college students for the village/ local development. The college finds an opportunity to develop social sensibility and responsibility among students and emerge as a socially responsible institution.

### Objective

Community Service Project should be an integral part of the curriculum, as an alternative to the 2 months of Summer Internships / Apprenticeships / On the Job Training, whenever there is an exigency when students cannot pursue their summer internships. The specific objectives are;

- To sensitize the students to the living conditions of the people who are around them,
- To help students to realize the stark realities of society.
- To bring about an attitudinal change in the students and help them to develop societal consciousness, sensibility, responsibility and accountability
- To make students aware of their inner strength and help them to find new /out of box solutions to social problems.
- To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.
- To help students to initiate developmental activities in the community in coordination with public and government authorities.
- To develop a holistic life perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastages and its management, social problems, public administration system and the roles and responsibilities of different persons across different social systems.

### Implementation of Community Service Project

- Every student should put in 6 weeks for the Community Service Project during the summer vacation.
- Each class/section should be assigned with a mentor.
- Specific Departments could concentrate on their major areas of concern. For example, Dept. of Computer Science can take up activities related to Computer Literacy to different sections of people like - youth, women, housewives, etc
- A logbook must be maintained by each of the students, where the activities undertaken/involved to be recorded.
- The logbook has to be countersigned by the concerned mentor/faculty in charge.
- An evaluation to be done based on the active participation of the student and grade could be awarded by the mentor/faculty member.
- The final evaluation to be reflected in the grade memo of the student.
- The Community Service Project should be different from the regular programs of NSS/NCC/Green Corps/Red Ribbon Club, etc.
- Minor project reports should be submitted by each student. An internal Viva shall also be conducted by a committee constituted by the principal of the college.
- Award of marks shall be made as per the guidelines of Internship/apprentice/ on the job training

## Procedure

- A group of students or even a single student could be assigned for a particular habitation or village or municipal ward, as far as possible, in the near vicinity of their place of stay, to enable them to commute from their residence and return back by evening or so.
- The Community Service Project is a twofold one –
  - First, the student/s could conduct a survey of the habitation, if necessary, in terms of their own domain or subject area. Or it can even be a general survey, incorporating all the different areas. A common survey format could be designed. This should not be viewed as a duplication of work by the Village or Ward volunteers, rather, it could be another primary source of data.
  - Secondly, the student/s could take up a social activity, concerning their domain or subject area. The different areas, could be like –
    - Agriculture
    - Health
    - Marketing and Cooperation
    - Animal Husbandry
    - Horticulture
    - Fisheries
    - Sericulture
    - Revenue and Survey
    - Natural Disaster Management
    - Irrigation
    - Law & Order
    - Excise and Prohibition
    - Mines and Geology
    - Energy
    - Internet
    - Free Electricity
    - Drinking Water

### EXPECTED OUTCOMES

## BENEFITS OF COMMUNITY SERVICE PROJECT TO STUDENTS

### Learning Outcomes

- Positive impact on students' academic learning
- Improves students' ability to apply what they have learned in "the real world"
- Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development.
- Improved ability to understand complexity and ambiguity
- 

### Personal Outcomes

- Greater sense of personal efficacy, personal identity, spiritual growth, and moral development
- Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills.

### Social Outcomes

- Reduced stereotypes and greater inter-cultural understanding
- Improved social responsibility and citizenship skills
- Greater involvement in community service after graduation

### Career Development

Connections with professionals and community members for learning and career opportunities Greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity.

### Relationship with the Institution

- Stronger relationships with faculty
- Greater satisfaction with college
- Improved graduation rates

#### **BENEFITS OF COMMUNITY SERVICE PROJECT TO FACULTY MEMBERS**

- Satisfaction with the quality of student learning
- New avenues for research and publication via new relationships between faculty and community
- Providing networking opportunities with engaged faculty in other disciplines or institutions
- A stronger commitment to one's research.

#### **BENEFITS OF COMMUNITY SERVICE PROJECT TO COLLEGES AND UNIVERSITIES**

- Improved institutional commitment
- Improved student retention
- Enhanced community relations

#### **BENEFITS OF COMMUNITY SERVICE PROJECT TO COMMUNITY**

- Satisfaction with student participation
- Valuable human resources needed to achieve community goals
- New energy, enthusiasm and perspectives applied to community work.
- Enhanced community-university relations

#### **SUGGESTIVE LIST OF PROGRAMMES UNDER COMMUNITY SERVICE PROJECT**

The following the recommended list of projects for Engineering students. The lists are not exhaustive and open for additions, deletions, and modifications. Colleges are expected to focus on specific local issues for this kind of project. The students are expected to carry out these projects with involvement, commitment, responsibility, and accountability. The mentors of a group of students should take the responsibility of motivating, facilitating, and guiding the students. They have to interact with local leadership and people and appraise the objectives and benefits of this kind of project. The project reports shall be placed in the college website for reference. Systematic, Factual, methodical and honest reporting should be ensured.

#### **For Engineering Students**

1. Water facilities and drinking water availability
2. Health and hygiene
3. Stress levels and coping mechanisms
4. Health intervention programmes
5. Horticulture
6. Herbal plants
7. Botanical survey
8. Zoological survey
9. Marine products
10. Aqua culture
11. Inland fisheries
12. . Animals and species
13. Nutrition
14. Traditional health care methods
15. Food habits
16. Air pollution
17. Water pollution
18. Plantation
19. Soil protection
20. Renewable energy
21. Plant diseases

22. Yoga awareness and practice
23. Health care awareness programmes and their impact
24. Use of chemicals on fruits and vegetables
25. Organic farming
26. Crop rotation
27. Flourey culture
28. Access to safe drinking water
29. Geographical survey
30. Geological survey
31. Sericulture
32. Study of species
33. Food adulteration
34. Incidence of Diabetes and other chronic diseases
35. Human genetics
36. Blood groups and blood levels
37. Internet Usage in Villages
38. Android Phone usage by different people
39. Utilization of free electricity to farmers and related issues
40. Gender ration in schooling level- observation.

**Complimenting the community service project the students may be involved to take up some awareness campaigns on social issues/special groups. The suggested list of programs**

**Programs for School Children**

1. Reading Skill Program (Reading Competition)
2. Preparation of Study Materials for the next class.
3. Personality / Leadership Development
4. Career Guidance for X class students
5. Screening Documentary and other educational films
6. Awareness Program on Good Touch and Bad Touch (Sexual abuse)
7. Awareness Program on Socially relevant themes.

**Programs for Women Empowerment**

1. Government Guidelines and Policy Guidelines
2. Women's Rights
3. Domestic Violence
4. Prevention and Control of Cancer
5. Promotion of Social Entrepreneurship

**General Camps**

1. General Medical camps
2. Eye Camps
3. Dental Camps
4. Importance of protected drinking water
5. ODF awareness camp
6. Swatch Bharath
7. AIDS awareness camp
8. Anti Plastic Awareness
9. Programs on Environment
10. Health and Hygiene
11. Hand wash programmes

## 12. Commemoration and Celebration of important days

### Programs for Youth Empowerment

1. Leadership
2. Anti-alcoholism and Drug addiction
3. Anti-tobacco
4. Awareness on Competitive Examinations
5. Personality Development
- 6.

### Common Programs

1. Awareness on RTI
2. Health intervention programmes
3. Yoga
4. Tree plantation
5. Programs in consonance with the Govt. Departments like –
  - i. Agriculture
  - ii. Health
  - iii. Marketing and Cooperation
  - iv. Animal Husbandry
  - v. Horticulture
  - vi. Fisheries
  - vii. Sericulture
  - viii. Revenue and Survey
  - ix. Natural Disaster Management
  - x. Irrigation
  - xi. Law & Order
  - xii. Excise and Prohibition
  - xiii. Mines and Geology
  - xiv. Energy

### Role of Students:

- Students may not have the expertise to conduct all the programmes on their own. The students then can play a facilitator role.
- For conducting special camps like Health related, they will be coordinating with the Governmental agencies.
- As and when required the College faculty themselves act as Resource Persons.
- Students can work in close association with Non-Governmental Organizations like Lions Club, Rotary Club, etc or with any NGO actively working in that habitation.
- And also, with the Governmental Departments. If the program is rolled out, the District Administration could be roped in for the successful deployment of the program.
- An in-house training and induction program could be arranged for the faculty and participating students, to expose them to the methodology of Service Learning.

### Timeline for the Community Service Project Activity

#### Duration: 8 weeks

#### 1. Preliminary Survey (One Week)

- A preliminary survey including the socio-economic conditions of the allotted habitation to be conducted.
- A survey form based on the type of habitation to be prepared before visiting the habitation with the help of social sciences faculty. (However, a template could be designed for different habitations, rural/urban.

- The Governmental agencies, like revenue administration, corporation and municipal authorities and village secretariats could be aligned for the survey.

## 2. Community Awareness Campaigns (One Week)

- Based on the survey and the specific requirements of the habitation, different awareness campaigns and programmes to be conducted, spread over two weeks of time. The list of activities suggested could be taken into consideration.

## 3. Community Immersion Programme (Three Weeks)

- **Along with the Community Awareness Programmes**, the student batch can also work with any one of the below-listed governmental agencies and work in tandem with them. This community involvement programme will involve the students in exposing themselves to experiential learning about the community and its dynamics. Programs could be in consonance with the Govt. Departments.

## 4. Community Exit Report (One Week)

- During the last week of the Community Service Project, a detailed report of the outcome of the 8 weeks' works to be drafted and a copy shall be submitted to the local administration. This report will be a basis for the next batch of students visiting that habitation. The same report submitted to the teacher-mentor will be evaluated by the mentor and suitable marks are awarded for onward submission to the University. Throughout the Community Service Project, a daily logbook need to be maintained by the students batch, which should be countersigned by the governmental agency representative and the teacher-mentor, who is required to periodically visit the students and guide them

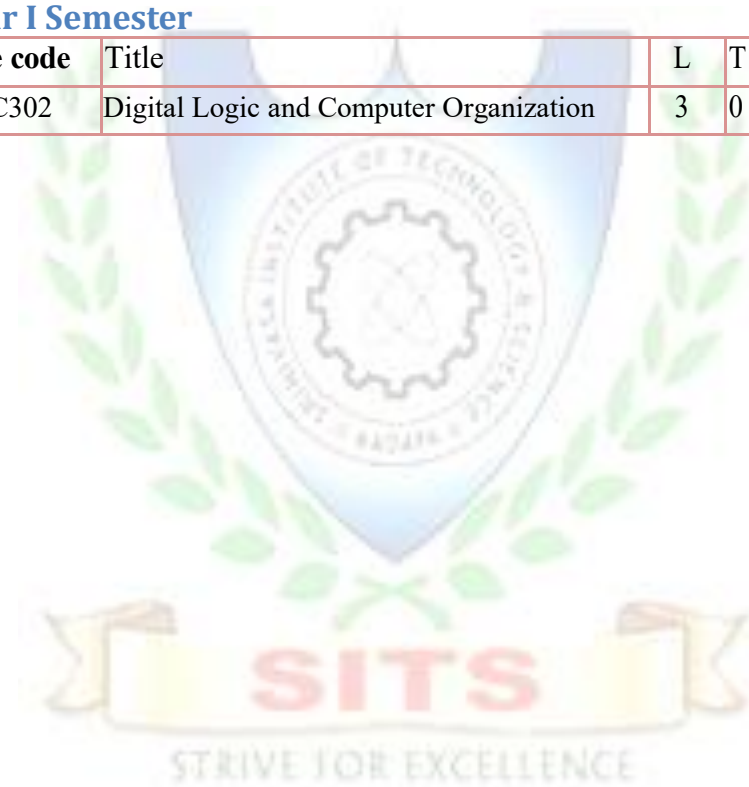


**B.TECH. – COMPUTER SCIENCE & ENGINEERING**

**IIYEAR COURSE STRUCTURE & SYLLABI**

**B.Tech.-II Year I Semester**

S.No.	Course code	Title	L	T	P	Credits
1	24BEC302	Digital Logic and Computer Organization	3	0	0	3



## II Year B.Tech.–I Semester

L	T	P	C
3	0	0	3

**(24BEC302) DIGITAL LOGIC & COMPUTER ORGANIZATION**

**Course Objectives:** The main objective of the course is to

- provide students with a comprehensive understanding of digital logic design principles and computer organization fundamentals
- Describe memory hierarchy concepts
- Explain input/output (I/O) systems and their interaction with the CPU, memory, and peripheral devices

**Course Outcomes:** After completion of the course, students will be able to

- Differentiate between combinational and sequential circuits based on their characteristics and functionalities. (L2)
- Demonstrate an understanding of computer functional units. (L2)
- Analyze the design and operation of processors, including instruction execution, pipelining, and control unit mechanisms, to comprehend their role in computer systems.(L3)
- Describe memory hierarchy concepts, including cache memory, virtual memory, and secondary storage, and evaluate their impact on system performance and scalability. (L3)
- Explain input/output (I/O) systems and their interaction with the CPU, memory, and peripheral devices, including interrupts, DMA, and I/O mapping techniques. (L3)
- Design Sequential and Combinational Circuits (L6)

**UNIT – I:**

**Data Representation:** Binary Numbers, Fixed Point Representation. Floating Point Representation. Number base conversions, Octal and Hexadecimal Numbers, components, Signed binary numbers, Binary codes

**Digital Logic Circuits-I:** Basic Logic Functions, Logic gates, universal logic gates, Minimization of Logic expressions. K-Map Simplification, Combinational Circuits, Decoders, Multiplexers

**UNIT – II:**

**Digital Logic Circuits-II:** Sequential Circuits, Flip-Flops, Binary counters, Registers, Shift Registers, Ripple counters

**Basic Structure of Computers:** Computer Types, Functional units, Basic operational concepts, Bus structures, Software, Performance, multiprocessors and multi computers, Computer Generations, Von-Neumann Architecture

**UNIT – III:**

**Computer Arithmetic :** Addition and Subtraction of Signed Numbers, Design of Fast Adders, Multiplication of Positive Numbers, Signed-operand Multiplication, Fast Multiplication, Integer Division, Floating-Point Numbers and Operations

**Processor Organization:** Fundamental Concepts, Execution of a Complete Instruction, Multiple-Bus Organization, Hardwired Control and Multi programmed Control

**UNIT – IV:**

**The Memory Organization:** Basic Concepts, Semiconductor RAM Memories, Read-Only Memories, Speed, Size and Cost, Cache Memories, Performance Considerations, Virtual Memories, Memory Management Requirements, Secondary Storage

**UNIT – V:**

**Input /Output Organization:** Accessing I/O Devices, Interrupts, Processor Examples, Direct Memory Access, Buses, Interface Circuits, Standard I/O Interfaces

**Textbooks:**

1. Computer Organization, Carl Hamacher, Zvonko Vranesic, Safwat Zaky, 6th edition, McGraw Hill, 2023.
2. Digital Design, 6th Edition, M. Morris Mano, Pearson Education, 2018.
3. Computer Organization and Architecture, William Stallings, 11th Edition, Pearson, 2022.

**Reference Books:**

1. Computer Systems Architecture, M. Morris Mano, 3rd Edition, Pearson, 2017.
2. Computer Organization and Design, David A. Patterson, John L. Hennessy, Elsevier, 2004.
3. Fundamentals of Logic Design, Roth, 5th Edition, Thomson, 2003.

**Online Learning Resources:**

<https://nptel.ac.in/courses/106/103/106103068/>

