

B.Tech. (Information Technology)  
Batch (2026-2030)

**UNIVERSITY SCHOOL  
OF  
INFORMATION AND COMMUNICATION TECHNOLOGY**  
**Department of Information Technology**

***COURSE STRUCTURE***

**Course:** B. Tech (Information Technology)

**BATCH:** 2026-30



**GAUTAM BUDDHA UNIVERSITY**  
**GAUTAM BUDH NAGAR, GREATER NOIDA, UP, INDIA**

### Semester-I

S.No.	Course Code	Course Name	Teaching Scheme			Credits	Types
			L	T	P		
1.	IT101	Problem Solving Using C	3	0	0	3	C
2.	ICT01	<i>Electronics and Electrical Engineering</i>	3	1	0	4	GE
3.	MA111	<i>Applied Mathematics-I</i>	3	1	0	4	GE
4.	ES101	<i>Environmental Studies</i>	3	1	0	4	OE/VAC
5.	EN101	<i>English Proficiency</i>	2	0	0	2	AEC
6.	ICT81	<i>ICT Workshop I</i>	0	0	2	1	AEC-L
7.	IT181	Problem Solving using C Lab	0	0	2	1	C-L/SEC-L
8.	ICT85	<i>Electronics and Electrical Engineering Lab</i>	0	0	2	1	GE-L
9.	ICTV1	<i>Career Skills</i>	2	0	0	2	VAC
10.	GP	<i>General Proficiency</i>	Non-Credit				
<b>Total Hours and Credits</b>			<b>16</b>	<b>3</b>	<b>6</b>	<b>22</b>	

\*C: Core Course from IT, GE: General Elective from other Department/School, OE: Open Electives from other Department/School, VAC: Value Added Course, AEC: Ability Enhancement Course, SEC: Skill Enhancement Course, L: Lab

### Semester-II

S.No.	Course Code	Course Name	Teaching Scheme			Credits	Types
			L	T	P		
1.	IT102	Object Oriented Programming Using Java	3	0	0	3	C
2.	EC104	Digital Logic Design	3	1	0	4	C
3.	MA112	Applied Mathematics II	3	1	0	4	GE
4.	PH102	Engineering Physics	3	1	0	4	GE
5.	PH104	Engineering Physics Lab	0	0	2	1	GE-L
6.	IT182	Object Oriented Programming Using Java Lab	0	0	2	1	C/SEC-L
7.	ICT82	ICT Workshop II	0	0	2	1	C
8.	IT104	Discrete Mathematics	3	0	0	3	C
9.	ICTV2	Career Skills Lab	0	0	2	1	VAC
10.	GP	<i>General Proficiency</i>	Non-Credit				
<b>Total Hours and Credits</b>			<b>15</b>	<b>3</b>	<b>8</b>	<b>22</b>	

# **SEMESTER I**

<b>Problem Solving Using C</b>			
<b>Course Code:</b>	<b>IT101</b>	<b>Course Credits:</b>	<b>3</b>
<b>Course Category:</b>	<b>CC</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>1U</b>
<b>No. of Lectures + Tutorials (Hrs/Week):</b>	<b>03 + 00</b>	<b>Mid Sem. Exam Hours:</b>	<b>1.5</b>
<b>Total No. of Lectures (L + T):</b>	<b>45</b>	<b>End Sem. Exam Hours:</b>	<b>3</b>
<b>COURSE OBJECTIVES</b>			
1. To provide knowledge of primary and derived data types used in C			
2. To make them understand basic conditional and break statements used in C			
3. To provide a basic understanding of pointers and pointers arithmetic			
4. To enable the students to explore how pre-defined functions are used and also created in a program			
5. Learn the difference between static and dynamic memory allocation methods and also learn various dynamic memory allocation methods.			
<b>COURSE OUTCOMES</b>			
At the end of the course the students should be able to:			
1. Understand the basic building blocks of C language like tokens, identifiers, constants and variables.			
2. Acquire knowledge of various conditional and loop statements			
3. Judge which data structure to use among arrays, struct and union depending on the application			
4. Use pointers and tell the difference between call by value and call by reference.			
5. Use dynamic memory allocation to create arrays, structures and union and also perform various operations on them.			

## **UNIT I INTRODUCTION TO COMPUTER AND PROGRAMMING CONCEPTS**

Definition, characteristic, generation of computers, basic components of a computer system, memory, input, output and storage units, high level language and low-level language, Soft- ware: system software, application software, hardware, firmware, Operating System, compiler, interpreter and assembler, linker, loader, debugger, IDE. Introduction to algorithm and flowchart; representation of algorithm using flowchart symbol, pseudo code, basic algorithm de- sign, characteristics of good algorithm, development of algorithm.

## **UNIT II INTRODUCTION TO C PROGRAMMING LANGUAGE**

Introduction to C programming language, declaring variables, preprocessor statements, arithmetic operators, programming style, keyboard input, relational operators, introduction, feature of C language, concepts, uses, basic program structure, simple data types, variables, constants, operators, comments, control flow statement: if, while, for, do-while, switch.

## **UNIT III DATA TYPES AND STRUCTURES**

bitwise operators, Predefined and User defined data types, arrays, declaration and operations on arrays, searching and sorting on arrays, types of sorting, 2D arrays, passing 2D arrays to functions, structure, member accessing, structure and union, array of structures, functions, declaration and use of functions, parameter passing, recursion.

#### **UNIT IV FUNDAMENTALS OF POINTERS**

Introduction to pointers, pointer notations in C, Declaration and usages of pointers, operations that can be performed on computers, use of pointers in programming exercises, parameter passing in pointers, call by value, call by references, array and characters using pointers, dynamic memory allocation

#### **UNIT V FILE HANDLING IN C AND ENUM**

Introduction to file handling, file operations in C, defining and opening in file, reading a file, closing a file, input output operations on file, counting: characters, tabs, spaces, file opening modes, error handling in input/output operations, Enumerated data types, use of Enum, declaration of Enum.

#### **Text Books:**

1. **Herbert Schildt**, *C: The Complete Reference*, McGraw Hill Education, Latest Edition.
2. **Brian W. Kernighan and Dennis M. Ritchie**, *The C Programming Language* (2nd Edition), Pearson Education, 1988.
3. **E. Balagurusamy**, *Programming in ANSI C*, Tata McGraw Hill Education, Latest Edition.
4. **Alan R. Feuer**, *The C Puzzle Book: Puzzles for the C Programming Language*, Prentice Hall, 1982.
5. **Peter Van Der Linden**, *Expert C Programming: Deep C Secrets*, Dorling Kindersley (India), Latest Edition.

<b>Electronics and Electrical Engineering</b>			
<b>Course Code:</b>	<b>ICT01</b>	<b>Course Credits:</b>	<b>4</b>
<b>Course Category:</b>	<b>GE</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>1U</b>
<b>No. of Lectures + Tutorials (Hrs/Week):</b>	<b>03 + 01</b>	<b>Mid Sem. Exam Hours:</b>	<b>1.5</b>
<b>Total No. of Lectures (L + T):</b>	<b>45 + 15</b>	<b>End Sem. Exam Hours:</b>	<b>3</b>

<b>COURSE OBJECTIVES</b>
1. To equip students with foundational knowledge of electrical laws and circuit theorems for analysing and designing resistive and reactive networks under DC and AC conditions.
2. To introduce key concepts of electromechanical energy conversion and guide learners in understanding the operation, characteristics, and industrial applications of electrical machines and systems.
3 To develop conceptual clarity on semiconductor materials, doping mechanisms, and PN junction behaviour to support deeper engagement with device-level electronics.
4 To enable students to apply diode properties in designing circuits for signal processing, rectification, and voltage control, integrating theoretical knowledge with practical implementation.
5 To empower learners with the analytical skills to assess and optimize the performance of BJTs, MOSFETs, and Op-Amps in amplifier and feedback configurations within electronic systems.
<b>COURSE OUTCOMES</b>
At the end of the course the students should be able to:
1 Apply core electrical laws and theorems to analyze and design DC and AC circuits.
2 Interpret the principles and performance characteristics of electrical machines and power systems, including transformers, motors, and generators.
3 Demonstrate understanding of semiconductor physics including carrier movement, doping, and PN junction behaviour.
4 Design and evaluate diode-based circuits for signal conditioning, rectification, and voltage regulation.
5 Analyse advanced semiconductor devices such as BJTs, MOSFETs, and Op-Amps in various amplifier configurations and control systems.

### **UnitI: Fundamentals of Electrical Engineering (Core Concepts & Circuits)**

Basics of Charge, Current, Voltage, Power, Energy & Efficiency, Ohm's Law: Practical Relevance & Limitations, Kirchhoff's Laws (KCL & KVL): Network Solving Techniques, Superposition, Thevenin, Norton, and Maximum Power Transfer Theorems.

### **UnitII: AC Circuits, Power Systems & Electrical Machines**

Sinusoidal AC Signals – Representation and Properties (RMS, Average, Peak Values, Form Factor); Introduction to Single-phase and Three-phase Systems, Power Calculation: Active, Reactive, Apparent Power, Phase Angle, Power Factor and its Improvement Techniques; Transformers: Construction, EMF

Equation, Efficiency, Applications; Introduction to Electrical Machines: DC (series and shunt) and AC Machines (single phase & 3 phase induction motor, synchronous generator).

### **Unit III: Basic Semiconductor Electronics**

Metals, Insulators and Semiconductor materials, Intrinsic and Extrinsic Semiconductors, Doping, Mobility, Drift Current and Diffusion Current, Current conduction in Semiconductors.

P-N Junction diode, Characteristics and its operation, P-N Junction resistances and capacitances (depletion and diffusion), Breakdowns in PN junction diodes.

### **Unit IV: Diode Applications**

Clipping and clamping circuits, Rectifier circuits, Zener diode, Zener diode as voltage regulators, voltage multipliers, switching behaviour of P-N diode. Tunnel Diodes, Varactor Diode, Light Emitting Diode.

### **Unit V: Semiconductor Devices**

**Bipolar junction transistor (BJT):** Introduction and types, construction, and characteristics in CB, CE & CC mode.

**Metal Oxide Semiconductor Field Effect Transistor (MOSFET):** Introduction and types, construction, input and transfer characteristics.

**Operational Amplifiers (Op-Amps):** Op-Amp, Practical Op-Amp, Open loop and closed loop configurations, Applications of Op-Amps as inverting and non-inverting amplifier.

### **Text Books:**

1. P.V. Prasad, S.Sivanagaraju, "Electrical Engineering: Concepts and Applications," Cengage, 2018.
2. 2018.
3. D. P. Kothari and I. J. Nagrath, "Basic Electrical Engineering", Tata McGraw-Hill, 2010.
4. Robert L. Boylestad / Louis Nashelsky, "Electronic Devices and Circuit Theory", Pearson Education.
5. Education.
6. George Kennedy, "Electronic Communication Systems", McGraw-Hill Publication.
7. L. S. Bobrow, "Fundamentals of Electrical Engineering", Oxford University Press, 2011.
8. V. D. Toro, "Electrical Engineering Fundamentals", Pearson India, 1989.
9. David A. Bell, "Electronic Devices and Circuits", Oxford University Press.
10. Jacob Millman, C.C. Halkias, StayabrataJit, "Electronic Devices and Circuits", McGraw-Hill.

Applied Mathematics-1			
Course Code:	MA111	Course Credits:	4
Course Category:	GE	Course (U / P)	U
Course Year (U / P):	1U	Course Semester (U / P):	1U
No. of Lectures + Tutorials (Hrs/Week):	03 + 01	Mid Sem. Exam Hours:	1.5
Total No. of Lectures (L + T):	45 + 15	End Sem. Exam Hours:	3

**UNIT I:** Elementary transformations, linear dependence and independence of vectors, rank of a matrix (echelon & normal form), inverse of a matrix by elementary operations; solution of non-homogeneous and homogeneous systems of linear equations.

**UNIT II:** Linear transformations; eigenvalues and eigenvectors, diagonalization of a matrix; Cayley-Hamilton's theorem (without proof) and its applications.

**UNIT III:** Successive differentiation, Leibnitz theorem; functions of several variables: limits, continuity and differentiability, partial differentiation; Euler's Theorem for homogeneous functions; composite functions, total derivatives, change of variables; Taylor's and Maclaurin's Series; maxima and minima of functions of two variables.

**UNIT IV:** Double integration in cartesian and polar coordinates; evaluation of double integrals by substitution and changing the order of integration; triple integral; applications of multiple integrals to find area as double integral, volume as triple integral and surface area.

**Text Books:**

1. Jain R. K. and Iyengar S. R. K., "Advanced Engineering Mathematics", 5<sup>th</sup> Edition, Narosa Publishing House Pvt. Ltd. 2016.
2. Kreyszig E., "Advanced Engineering Mathematics", 10<sup>th</sup> Edition, John Wiley & Sons, 2010.
3. Greenberg M., "Advanced Engineering Mathematics", 2<sup>nd</sup> Edition, Pearson Education, 1998.
4. Thomas, G. B., Weir, M. D., & Hass, J. (2018). Thomas' calculus: Multivariable (14th ed.). Pearson.
5. Apostol, T. M. (1969). Calculus, Volume II: Multi-variable calculus and linear algebra, with applications to differential equations and probability (2nd ed.). John Wiley & Sons.

<b>Environmental Studies</b>			
<b>Course Code:</b>	<b>ES101</b>	<b>Course Credits:</b>	<b>4</b>
<b>Course Category:</b>	<b>OE/VAC</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>1U</b>
<b>No. of Lectures + Tutorials (Hrs/Week):</b>	<b>03 + 01</b>	<b>Mid Sem. Exam Hours:</b>	<b>1.5</b>
<b>Total No. of Lectures (L + T):</b>	<b>45 + 15</b>	<b>End Sem. Exam Hours:</b>	<b>3</b>
<b>COURSE OBJECTIVE</b>			
To impart knowledge on environment and environmental issues and challenges of local, national and global significance for achieving environmental security and sustainable living			
<b>COURSE OUTCOME</b>			
To knowledge and awareness so generated will enhance ability of the learners for conservation of environment and natural resources for a healthy planet Earth, and happy living of the present and future generations.			

#### **Unit 1 : Introduction to Environmental Studies (2 lectures)**

- Multidisciplinary nature of environmental studies; components of the Earth's environment-atmosphere, hydrosphere, lithosphere and biosphere
- Scope and importance; Concept of sustainability and sustainable development

#### **Unit 2 : Ecosystems (6 lectures)**

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chain, food web and ecological succession. Case studies of the following ecosystems:
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Desert ecosystem
  - d) Aquatic ecosystems (pond, stream, lake, river, ocean, estuary)

#### **Unit 3: Natural Resources: Renewable and Non-renewable Resources (8 lectures)**

- Land resources and land-use changes; Land degradation, soil erosion and desertification
- Deforestation: Causes and impacts due to mining and dam building on environment, forest, biodiversity and tribal population
- Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state)
- Heating of Earth and circulation of air; air mass formation and precipitation
- Energy resources: Renewable and non-renewable energy resources, use of alternate energy sources, growing energy needs, case studies

#### **Unit 4: Biodiversity and Conservation (8 lectures)**

- Levels of biological diversity: genetic, species and ecosystem diversity; Bio-geographic zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation; Endangered and endemic species of India

- Threats to biodiversity: Habitat loss, poaching of wildlife, human-wildlife conflicts, biological invasion; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and informational value

#### **Unit 5: Environmental Pollution (8 lectures)**

- Environmental pollution: Types, causes, effects and control; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial wastes
- Pollution-related case studies

#### **Unit 6: Environmental Policies and Practices (7 lectures)**

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention and Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife (Protection) Act; Forest (Conservation) Act; International agreements: Montreal and Kyoto protocols, and Convention on Biological Diversity (CBD)
- Nature reserves, tribal population and rights and human-wildlife conflicts in Indian context

#### **Unit 7: Human Communities and the Environment (6 lectures)**

- Human population growth: Impacts on environment, human health and welfare, Carbon foot print
- Resettlement and rehabilitation of project-affected persons; case studies
- Disaster management: Floods, earthquakes, cyclones and landslides
- Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi)

#### **Unit 8 : Field Work (Equal to 5 lectures)**

- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- Visit to a local polluted site-- Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds and basic principles of identification
- Study of simple ecosystems-- pond, river, Delhi Ridge, etc.

#### **Text Books:**

1. Carson, R., 2002, Silent Spring, Houghton Mifflin Harcourt, Boston.
2. Gadgil, M., and Guha, R. 1993. This Fissured Land: An Ecological History of India, University California Press, California.
3. Gleeson, B. and Low, N. (Eds.) 1999. Global Ethics and Environment, Routledge, London.
4. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press, Oxford.
5. Groom, M.J., Meffe, G.K. and Carroll, C.R. 2002 Principles of Conservation Biology, Sinauer Associates, Sunderland.

6. Grumbine, R. E., and Pandit, M.K., 2013. Threats from India's Himalayan dams, Science 339: 36-37.
7. McCully, P., 1996. Rivers No More: The Environmental Effects of Dams, Zed Books, London.
8. McNeill, J. R., 2000. Something New Under the Sun: An Environmental History of the Twentieth Century, Norton, New York.
9. Odum, E.P., Odum, H.T. and Andrews, J., 1971, Fundamentals of Ecology, Saunders, Philadelphia.
10. Pepper, I.L., Gerba, C.P. and Brusseau, M.L. 2011, Environmental and Pollution Science, Academic Press, New York.
11. Rao, M.N. and Datta, A.K., 1987. Waste Water Treatment, Oxford and IBH Publishing Co. Pvt. Ltd, New Delhi.
12. Raven, P.H., Hassenzahl, D.M. and Berg, L.R., 2012. Environment, 8th Edition, John Wiley and Sons, New York.
13. Rosencranz, A., Divan, S., and Noble, M. L. 2001. Environmental Law and Policy in India, Oxford University Press, New Delhi.
14. Sengupta, R., 2003. Ecology and Economics: An Approach to Sustainable Development, Oxford University Press, New Delhi.

English Proficiency			
Course Code:	EN101	Course Credits:	2
Course Category:	AEC	Course (U / P)	U
Course Year (U / P):	1U	Course Semester (U / P):	1U
No. of Lectures + Tutorials (Hrs/Week):	02 + 00	Mid Sem. Exam Hours:	1.5
Total No. of Lectures (L + T):	30	End Sem. Exam Hours:	3

### Unit 1 Functional Grammar:

Form and Functions; Sentences: Simple, Complex, and Compound, Tense, Mood, an Aspect; Sub-Verb Agreement and Concord; Common Errors Vocabulary Building Inflection and Derivation, Conversions, Idioms and Phrases, Words in Context

### Unit 2 Language Skills (LSRW):

Listening Skills Activity-based. Speaking Skills: Activity-based, Introduction to IPA, Use of Dictionary, Word stress, Reading Skills: Skimming and Scanning, Reading Comprehension, Writing Skills: Paragraph, Précis and Compositions, Note Making and Note Taking, Logical Ordering of Ideas and Contents, Figures of Speech

### Unit 3 Learning through thematic texts

- *My Visions for India* Dr. Abdul Kalam
- *From In an Antique Land* Amitav Ghosh
- *The Gift of Magi* O' Henry
- *Master and Man* Leo N. Tolstoy
- *If* Rudyard Kipling
- *The Solitary Reaper* William Wordsworth

### Text Books:

1. *Word for Word*, Pointon & Clark, Oxford University Press
2. Carter. Ronald: McCarthy, Michael (2006). *Cambridge Grammar of English. A Comprehensive Guide*. Cambridge University Press.
3. *An English Pronouncing Dictionary*, London. Dent, rpt in facsimile in Jones (2002). 17th edn, P. Roach. Hartman and J. Setter (eds), Cambridge: CUP, 2006.
4. Redman, Stuart. 2011 English Vocabulary 1 Use: Pre-intermediate and intermediate Cambridge CUP *Cambridge Phrasal Verbs Dictionary* Second edition, Cambridge University Press

<b>ICT Workshop I</b>			
<b>Course Code:</b>	<b>ICT81</b>	<b>Course Credits:</b>	<b>1</b>
<b>Course Category:</b>	<b>AEC-1</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>1U</b>
<b>No. of Labs (Hrs/Week):</b>	<b>1(2hrs)</b>	<b>Mid Sem. Exam Hours:</b>	
<b>End Sem. Exam Hours:3</b>			
<b>COURSE OBJECTIVES</b>			
1. Enable students to apply the Design Thinking methodology—empathy, ideation, prototyping, and testing—to real-world challenges, with a focus on customer-centric solutions for digital technology and smart systems.			
2. Cultivate students' ability to think critically and analytically by identifying barriers to effective problem solving, recognizing the human factors influencing decisions, and evaluating arguments using logic and evidence-based reasoning.			
3. Encourage students to explore and utilize open-source and freeware tools in CAD, circuit design, programming, and embedded systems via DIY projects, fostering hands-on innovation and real-life application of Engineering skills.			
<b>COURSE OUTCOMES</b>			
<b>I:</b> At the end of the course the students should have understood and should be able to apply their learned knowledge in real life applications.			
<b>2:</b> Identify common obstacles to effective problem solving and decision making and recognize the human variable M problem solving and decision making.			
<b>3:</b> Apply concepts to enhancing personal development and organizational performance and explain the key elements of problem solving and decision making, and the barriers associated with them			

In today's increasing complexity of digital technology and modern business, customers are increasingly choosing products and services based on the quality of the experiences they have with them. To help meet these challenges, an approach known as "Design Thinking," playing a great role in finding meaningful pathways - its process and tools are increasingly being adopted in Lean Six Sigma processes and in organizational innovation initiatives. Design thinking is a human-centered, iterative problem-solving process of discovery, ideation, and experimentation that employs various design-based techniques to gain insight and yield innovative solutions for virtually any type of organizational or business challenge. A Design Thinking mindset is essential for development of Internet of Things (AT) platform, smart products, and Smart Cities. Industry practitioners of Design Thinking include Apple, Google, Samsung, Libor, Airbnb, IDEO, Nike, Procter & Gamble, Singapore Airlines, DBS Bank to name a few.

In this action-oriented workshop-oriented course, students will work in teams (5.6), guided by a facilitator to experience a customer-centric approach to problem solving through re-imagining of the end-to-end

customer experience journey. Students will develop skills such as ethnographers, visual thinkers, strategists, and storytellers through a hybrid of workshop discussions and activities. It covers building empathy through ethnographic research, generating ideas, prototyping, and testing new concepts. The goal of this course is that students acquire Design Thinking skills. This is an experiential teaming course where students learn by doing. Nowadays, Design Thinking and its tools are used by product and industrial design firms to ideate products. It is also used to solve so-called “wicked problems” — problems for which neither question nor the answer is well defined. In addition, students are expected to sharpen their Critical Reasoning and problem-solving skills through an online MOOC on Courses & Critical reasoning is a methodology for using objective and evidence-(rased analysis for evaluation of statements and arguments. It also helps understand the fallacies and barriers that prevent reaching conclusions in a logical and cohesive manner.

Students are encouraged to explore by any Open-Source Software or Freeware software’s related to (But not limited to) CAD (Computer-Aided Design), Circuit Design, PCB Design, Programming language, Robotics, Embedded System Development, Documentation) through (do-it-yourself) DIY projects.

**List of Experiments:**

1. To Understand the basic of computer architecture and organization
2. To Understand basic of Network Topologies
3. To Understand and discuss Open-source Embedded board Development and Working
4. To Understand and discuss different Sensors
5. To Understand the Spice/Circuit Software

**Textbook:**

Tim Brown Change by Design; Harper Collins (2009)

<b>Problem Solving Using C Lab</b>			
<b>Course Code:</b>	<b>IT181</b>	<b>Course Credits:</b>	<b>1</b>
<b>Course Category:</b>	<b>C-L/SEC-L</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>1U</b>
<b>No. of Labs (Hrs/Week):</b>	<b>1 (2 HRS)</b>	<b>Mid Sem. Exam Hours:</b>	
<b>Total No. of Labs:</b>	<b>10</b>	<b>End Sem. Exam Hours:</b>	<b>3</b>
<b>COURSE OBJECTIVES</b>			
1. To introduce students to the basic knowledge of programming fundamentals of C language.			
2. To impart writing skill of C programming to the students and solving problems.			
3 To impart the concepts like looping, array, functions, pointers, file, structure.			
4 Write programs to print output on the screen as well as in the files.			
5 Apply all the concepts that have been covered in the theory course.			
<b>COURSE OUTCOMES</b>			
At the end of the course the students should be able to:			
1 Recognize and understand the syntax and construction of C programming code			
2 Able to design and develop Computer programs, analyze, and interpret the concept of pointers, declarations, initialization, operations on pointers and their usage.			
3 Able to define data types and use them in simple data processing applications also he/she must be able to use the concept of array of structures.			
4 Students must be able to define union and enumeration user defined data types.			
5 Develop confidence for self-education and ability for life-long learning needed for Computer language.			

**LIST OF EXPERIMENTS:**

1. Write a C program to print your name, age, and address using basic I/O functions.
2. Write a program to perform arithmetic operations (addition, subtraction, multiplication, division, modulus) on two integers entered by the user.
3. Implement a program to check whether a given number is prime or not using if-else.
4. Write a program using a loop to print the factorial of a number.
5. Write a program to create a simple calculator using switch-case.
6. Use nested for loops to display a multiplication table up to 10x10.
7. Write a C program to add two 3x3 matrices and display the result.
8. Define a structure for students (roll, name, marks) and write a program to accept and display data for 5 students.
9. Write a function to calculate the average marks using structures and functions.
10. Use malloc () and free () to dynamically allocate memory for storing n integers and compute their sum.
11. Write a program to read a text file and count the number of characters, spaces, tabs, and lines.

<b>Electronics and Electrical Engineering Lab</b>			
<b>Course Code:</b>	<b>ICT85</b>	<b>Course Credits:</b>	<b>1</b>
<b>Course Category:</b>	<b>GE-L</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>1U</b>
<b>No. of Labs (Hrs/Week):</b>	<b>1 (2 HRS)</b>	<b>Mid Sem. Exam Hours:</b>	
<b>Total No. of Labs:</b>	<b>10</b>	<b>End Sem. Exam Hours:</b>	<b>3</b>

<b>COURSE OBJECTIVES</b>
1. Familiarize themselves with electronic lab instrumentation, such as CROs, multimeters, function generators, and power supplies.
2. Apply fundamental electrical principles to verify circuit laws and theorems through hands-on experiments.
3. Analyze and interpret behaviors of AC circuits, including resonance and power measurements in three-phase systems.
4. Explore semiconductor device characteristics, including diodes, transistors, and rectifiers, under various biasing conditions.
5. Implement analog circuit configurations using operational amplifiers for arithmetic operations and transistor configurations for amplification modes.
<b>COURSE OUTCOMES</b>
At the end of the course the students should be able to:
1. Demonstrate effective use of laboratory instruments (CRO, multimeter, function generator, power supply) and identify active/passive components for circuit analysis.
2. Verify foundational electrical theorems and laws such as KCL, KVL, and Thevenin's Theorem through experimental setups.
3. Analyze the resonance behavior of RLC circuits and measure relevant parameters, including resonance frequency and quality factor.
4. Examine diode-based circuits, including PN junction and Zener characteristics, and determine rectifier performance metrics ( $V_{rms}$ , $V_{dc}$ , ripple factor).
5. Explore operational amplifier configurations and transistor characteristics in CB, CE, and CC modes to understand analog signal processing.

**List of experiments:**

1. Study of Lab Equipment and Components: CRO, Multi-meter, Function Generator, Power Supply; Active, Passive Components, and Bread Board.
2. Study and verify Kirchhoff's Current Law (KCL) and Krichoff's Voltage Law (KVL).
3. Study and verify Thevenin's Theorem.

4. Study and verify Resonance in series and parallel R-L-C series circuit, and measurement of resonance frequencies.
5. Measurement of power in 3- three-phase circuit by the two-wattmeter method and determination of its power factor for star as well as delta-connected loads.
6. Study the PN junction diode characteristics under Forward & Reverse bias conditions and determine the static and dynamic resistance.
7. Study the Half & Full wave rectifier circuit and determine:  $V_{rms}$ ,  $V_{dc}$  and ripple factor.
8. Study and plot the characteristics of a Zener diode and its breakdown voltage.
9. Study the applications of Operational Amplifier (LM741) as an Adder and a Subtractor.
10. Study and plot the input and output transistor characteristics in Common Base (CB), Common Emitter (CE), and Common Collector (CC) configurations.

Career Skills			
<b>Course Code:</b>	<b>ICTV1</b>	<b>Course Credits:</b>	<b>2</b>
<b>Course Category:</b>	<b>VAC</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>1U</b>
<b>No. of Lectures + Tutorials (Hrs/Week):</b>	<b>02 + 00</b>	<b>Mid Sem. Exam Hours:</b>	
<b>Total No. of Lectures (L + T):</b>	<b>30</b>	<b>End Sem. Exam Hours:</b>	

COURSE OBJECTIVES
1 To assess a student's overall cognitive ability.
2. Evaluating their capacity to learn, reason logically.
3 Solve problems across various domains.
COURSE OUTCOMES
At the end of the course the students should be able to:
1. Improved problem-solving skills.
2. Enhanced critical thinking abilities.
3. Better analytical skills.
4. Better decision-making under pressure.

### UNIT I – Number System and Work Efficiency

Number System: Divisibility Rules, Remainder Theorem, Unit Digit, Series, Number of Factors, Simplification, LCM and HCF.

Time and Work: Efficiency, Ratio of Work Done, Work Done in Given Time, Combined Work of Multiple People, Individual Work Rates, and Problems Involving Days and Hours.

### UNIT II – Time and Distance

Basic Concepts, Average Speed, Relative Speed, Time and Distance Conversions, Problems Involving Uniform Motion, and Different Scenarios like Trains Crossing Each Other or a Man Walking on a Moving Train.

### UNIT III – Percentage, Profit & Loss, Interest

Percentage: Basic Percentage Calculations, Percentage Increase and Decrease, Finding Given Percentage of a Number, Percentage Relationship Between Two Numbers.

Profit and Loss: Cost Price, Selling Price, Marked Price, Profit Percentage, Loss Percentage, and Calculation of Profit or Loss.

Simple Interest: Calculating the Interest Earned on a Principal Amount at a Fixed Rate Over a Specific Period of Time, Understanding the Formula, Converting Time Units, Calculating Simple Interest, Finding the Principal Amount.

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Compound Interest: Basic Formula, Different Compounding Frequencies, Comparison with Simple Interest.

#### **UNIT IV – Logical and Analytical Reasoning**

Number Series, Alphabet Series, Analogy and Classification, Blood Relations, Direction Sense, Coding-Decoding, Ranking and Order, Syllogisms, Puzzles (Seating Arrangement and Scheduling), Statement and Conclusion, Cause and Effect, and Data Sufficiency.

#### **Text Books:**

1. Magical Book on Quicker Maths by M. Tyra
2. Quantitative Aptitude for Competitive Examinations by R.S. Aggarwal
3. A Modern Approach to Logical Reasoning by R.S. Aggarwal
4. Advance Maths by Rakesh Yadav
5. SSC Elementary and Advanced Maths BY Kiran

# **SEMESTER II**

<b>Object Oriented Programming Using Java</b>			
<b>Course Code:</b>	<b>IT102</b>	<b>Course Credits:</b>	<b>3</b>
<b>Course Category:</b>	<b>CC</b>	<b>Course (U/ P)</b>	<b>U</b>
<b>Course Year (U/ P):</b>	<b>1U</b>	<b>Course Semester (U/ P):</b>	<b>2U</b>
<b>No. of Lectures + Tutorials (Hrs/Week):</b>	<b>03+00</b>	<b>Mid Sem. Exam Hours:</b>	<b>1.5</b>
<b>Total No. of Lectures (L +T):</b>	<b>45+00</b>	<b>End Sem. Exam Hours:</b>	<b>3</b>
<b>COURSE OBJECTIVES</b>			
1. Teach principles of object-oriented programming paradigm including abstraction, encapsulation, inheritance, and polymorphism.			
2. Impart fundamentals of object-oriented programming in Java, including defining classes, invoking methods, using class libraries, etc.			
3. Familiarize the concepts of packages and interfaces			
4. Facilitate students in handling exceptions.			
5. Demonstrate the concept of string handling, multithreading and database connectivity used in GUI.			
<b>COURSE OUTCOMES</b>			
At the end of the course the students should be able to:			
1. Analyze the necessity for Object Oriented Programming paradigm over structured programming and become familiar with the fundamental concepts in OOP like encapsulation, Inheritance and Polymorphism			
2. Design and develop java programs, analyze, and interpret object-oriented data and report results			
3. Design an object-oriented system, AWT components and multithreaded processes as per needs and Specifications.			
4. Participate and succeed in competitive examinations like GATE, Engineering services, recruitment Interviews etc.			
5. Plan their career in java-based technologies like HADOOP etc.			

## **UNIT I OBJECT-ORIENTED PROGRAMMING**

Concept of object-oriented programming (OOP): abstraction, encapsulation, inheritance, polymorphism, class, benefits & application of OOP.

**Features of Java Language:** Bytecode, security, portability; platform independence, Java program structure, Java Virtual Machine (JVM) architecture, Just in Time compiler (JIT).

**Data Type & Operators:** Data Types, declaration and scope of the variable, keywords.

**Operators:** Arithmetic, relational, logical, assignment, increment/decrement, and conditional. Type conversions and casting.

## **UNIT II CONTROL STATEMENTS, CLASSES, OBJECTS AND METHODS**

**Control Statement:** if expression, nested if expression, if-else expressions, switch statement, iteration statement, loops: while, do while, for. Break and continue statement.

**Classes and Objects:** Class declaration, modifiers, adding variables and methods, creating objects, accessing class members, constructors, constructor overloading, passing arguments by value & by reference, this keyword.

**Methods:** methods overloading, visibility control, static and final keywords (variable, method, class).

### **UNIT III INHERITANCE, INTERFACES AND ARRAYS**

**Inheritance:** Introduction, types of inheritance, Super keyword, access control and inheritance, application of super, constructor and inheritance, inhibiting inheritance using final, method overriding, dynamic method dispatch, abstract methods & class.

**Interface:** Introduction, declaration interfaces, implementing interfaces, multiple interfaces implementation, inheritance of interfaces, default and static methods in interface.

**Arrays:** Introduction, declaration, accessing elements, operation on array elements, assigning array to another array, Basic array operation: traversal, search, update, two-dimensional array. Array list

### **UNIT IV PACKAGES and EXCEPTION HANDLING**

**Packages:** Introduction, defining packages, importing packages and classes into the program, path and class path, access control, packages in Java SE, Java. Lang package, system package. Javautil package, Math class, Random class, Formatting date and time in java.

**Exception Handling:** Introduction, keywords: try, catch, throw, throws, and finally block, multiple catch blocks, Unchecked and checked exceptions. Common exceptions: Arithmetic Exception, Null Pointer Exception, IO Exception

### **UNIT V STRING HANDLING, MULTITHREADING AND DATABASE CONNECTIVITY**

**String handling in java:** Introduction, Class String: methods for manipulation, comparison and searching. String Buffer and StringBuilder for mutable strings.

**Multithreading programming:** Creating threads using Thread class and Runnable interface, stopping and blocking a thread, life cycle of a thread, thread methods, thread exceptions, thread priority, thread communication using notify(), wait(), and notify all().

**Java database connectivity:** Introduction, JDBC architecture, installing mysql, mysql connector, JDBC environment set up, establishing jdbc database connection, result set interface.

#### **Text Books:**

1. Programming with JAVA, E. Balagurusawamy, Tata McGraw Hill, 1998.
2. JAVA Beginner's guide, Herbert Schildt, Tata McGraw Hill, 2007.
3. Java How to Program, Deitel & Deitel, Prentice-Hall, 1999.

<b>Digital Logic Design</b>			
<b>Course Code:</b>	<b>EC104</b>	<b>Course Credits:</b>	<b>4</b>
<b>Course Category:</b>	<b>ESC3</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>2U</b>
<b>No. of Lectures + Tutorials (Hrs/Week):</b>	<b>03+01</b>	<b>Mid Sem. Exam Hours:</b>	<b>1.5</b>
<b>Total No. of Lectures (L + T):</b>	<b>45 + 15</b>	<b>End Sem. Exam Hours:</b>	<b>3</b>
<b>COURSE OBJECTIVES</b>			
1. To understand basic number systems, codes and logical gates.			
2. To understand the concepts of Boolean algebra.			
3. To understand the use of minimization logic to solve the Boolean logic expressions.			
4. To understand the design of combinational and sequential circuits.			
5. To understand the state reduction methods for Sequential circuits			
<b>COURSE OUTCOMES</b>			
At the end of the course the students should be able to:			
1. Able to understand number systems and codes.			
2. Able to solve Boolean expressions using Minimization methods.			
3. Able to design the sequential and combinational circuits.			
4. Able to apply state reduction methods to solve sequential circuits.			
5. Able to understand the role and working of counters			

### UNIT 1 INTRODUCTION

Definition of combinational logic, Canonical forms, Generation of switching equations from truth tables, Karnaugh maps-3, 4 and 5 variables, incompletely specified functions (Don't Care terms), Simplifying Max term equations. Quine-McCluskey minimization technique- Quine- McCluskey using don't care terms, Reduced Prime Implicant Tables, Map entered variables.

### UNIT 2 ADVANCE APPROACH

General approach, Decoders-BCD decoders, Encoders. Digital multiplexers-Using multiplexers as Boolean function generators. Adders and subtractors- Cascading full adders, Look ahead carry, Binary comparators. Design methods of building blocks of combinational logics.

### UNIT 3. APPLICATIONS AND APPROACHES

Basic Bistable Element, Latches, SR Latch, Application of SR Latch, A Switch Debouncer, The S R Latch, the gated SR Latch, the gated D Latch, The Master-Slave Flip-Flops (Pulse- Triggered Flip-Flops): The Master-Slave SR Flip-Flops, The Master-Slave JK Flip- Flop, Edge Triggered Flip Flop: The Positive Edge-Triggered D Flip-Flop, Negative-Edge Triggered D Flip-Flop.

### UNIT 4 ADVANCE METHODS FOR IMPLIMENTATIONS

Characteristic Equations, Registers, Counters - Binary Ripple Counters, Synchronous Binary counters, Counters based on Shift Registers, Design of a Synchronous counters, Design of a Synchronous Mod-6 Counter using clocked JK Flip-Flops Design of a Synchronous Mod-6 Counter using clocked D, T, or SR Flip-Flop

### UNIT 5 MODELS

Introduction, Mealy and Moore Models, State Machine Notation, Synchronous Sequential Circuit Analysis and Design. Construction of state Diagrams, Counter Design.

#### Text Books:

1. Digital Design by M. Morris Mano, 5th Edition, Pearson Education, 2013.
2. Introduction to Logic Circuits & Logic Design with Verilog by Brock J. LaMeres, 2nd Edition, Springer, 2017.
3. Computer System Architecture by M. Morris Mano, 3rd Edition, Pearson Education, 1993.
4. Fundamentals of Logic Design by Charles H. Roth Jr. and Larry L. Kinney, 7th Edition, Cengage Learning, 2013.
5. Fundamentals of Digital Logic and Microcomputer Design by M. Rafiqzaman, 5th Edition, Wiley, 2005.

Applied Mathematics II			
Course Code:	MA112	Course Credits:	4
Course Category:	BCS3	Course (U/ P)	U
Course Year (U/ P):	1U	Course Semester (U/ P):	2U
No. of Lectures + Tutorials (Hrs/Week):	03+01	Mid Sem. Exam Hours:	1.5
Total No. of Lectures (L +T):	45+15	End Sem. Exam Hours:	3

**UNIT I:** Concept of probability, additive and multiplicative law of probability, total and conditional probabilities, Baye's theorem. Definition and properties of random variables, discrete and continuous random variables, probability mass and density functions, distribution functions.

**UNIT II:** Concepts of bi-variate random variables-Joint, marginal and conditional distributions. Transformations of one and two-dimensional random variables. Mathematical expectation-Definition and its properties. Variance, standard deviation, Covariance. Moment generating function- Definition and their properties.

**UNIT III:** Discrete distributions-Binomial, Poisson and geometric distributions with their properties. Continuous distributions- Uniform, Exponential and Normal distributions with their properties.

**UNIT IV:** Linear Correlation, Correlation Coefficient, Rank Correlation Coefficient, Regression. Central limit theorem.

**Text Books:**

1. Montgomery, Douglas C., and George C. Runger. "Applied Statistics and Probability for Engineers", Seventh Edition. John Wiley & Sons, 2018.
2. Sheldon Ross M., "Introduction to Probability and Statistics for Engineers and Scientists", Academic Press, 6th Edition, 2020.
3. Devore, Jay L. "Probability and Statistics for Engineering and the Sciences", 8<sup>th</sup> Edition, Cengage, 2010.
4. Scheaffer, Richard, Madhuri Mulekar, and James McClave. "Probability and Statistics for Engineers". Nelson Education, 2010.
5. M. Mood, Graybill and Boes, "Introduction to the Theory of Statistics". McGraw Hill, 3<sup>rd</sup> edition.

<b>Discrete Mathematics</b>			
<b>Course Code:</b>	<b>IT104</b>	<b>Course Credits:</b>	<b>3</b>
<b>Course Category:</b>	<b>BSC4</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>2U</b>
<b>No. of Lectures + Tutorials (Hrs/Week):</b>	<b>03 + 00</b>	<b>Mid Sem. Exam Hours:</b>	<b>1.5</b>
<b>Total No. of Lectures (L + T):</b>	<b>45 + 00</b>	<b>End Sem. Exam Hours:</b>	<b>3</b>
<b>COURSE OBJECTIVES</b>			
1. Simplify and evaluate basic logic statements including compound statements, implications, inverses, converses, and contrapositives using truth tables and the properties of logic.			
2. Express a logic sentence in terms of predicates, quantifiers, and logical connectives			
3. Apply the operations of sets and use Venn diagrams to solve applied problems; solve problems using the principle of inclusion-exclusion.			
4. Determine the domain and range of a discrete or non-discrete function, graph functions, identify one-to-one functions, perform the composition of functions, find and/or graph the inverse of a function, and apply the properties of functions to application problems.			
5. Apply rules of inference, tests for validity, proof by contradiction, proof by cases, and mathematical induction and write proofs using symbolic logic and Boolean Algebra.			
<b>COURSE OUTCOMES</b>			
At the end of the course the students should be able to:			
1. Students will be able to express a logic sentence in terms of predicates, quantifiers, and logical connectives			
2. Students will be able to apply the rules of inference, proof by contradiction, and mathematical induction			
3. Students will be able to evaluate Boolean functions and simplify expressions using the properties of Boolean algebra			
4. Students will be able to learn about predicates, quantifiers, and logical connectives			
5. Student will be able to use tree and graph algorithms to solve problems			

## UNIT I MATHEMATICAL LOGICS

Statements and notations, connectives, well-formed formulas, truth tables, tautology, equivalence implication, normal forms, predicates: predicative logic, free & bound variables, rules of inference, consistency, proof of contradiction, automatic theorem proving, Boolean Algebra: Introduction, Theorems of Boolean algebra, Algebraic manipulation of Boolean expressions. Simplification of Boolean Functions.

## UNIT II SET THEORY

Set Theory: Introduction, Combination of sets, Multi sets, ordered pairs, Set Identities, Properties of binary relations, equivalence relation, compatibility and partial ordering relations, Hasse diagram. functions: definition, types of function, inverse function, lattice and its properties, algebraic structures, semi groups, monads, groups, sub groups" homomorphism, isomorphism.

### **UNIT III ELEMENTARY COMBINATORICS**

Basis of counting, combinations & permutations, with repetitions, constrained repetitions, binomial coefficients, multinomial theorem, the principles of inclusion – exclusion, pigeon hole principles and it's application.

### **UNIT IV RECURRENCE RELATION**

Generating functions, function of sequences calculating coefficient of generating function, recurrence relations, solving recurrence relation by substitution and generating funds, characteristics roots solution of in homogeneous recurrence relation.

### **UNIT V GRAPH THEORY**

Graph theory and its applications, representation of graph (adjacency matrix and adjacency list), types of graphs, degree sequence of graph, Trees: Definition, Binary tree, spanning trees, planar graphs, bipartite graph, basic concepts isomorphism, multi graphs, euler graph and hamiltonian graph, chromatic numbers.

#### **Text Books:**

1. Discrete and Combinational Mathematics- An Applied Introduction-5th Edition Ralph. P.Grimaldi, Pearson Education
2. Discrete Mathematical Structures with applications to computer science Trembly J.P. & Manohar.P, TMH
3. Discrete Mathematics and its Applications, Kenneth H. Rosen, Fifth Edition.TMH.
4. Discrete Mathematical structures Theory and application-Malik & Sen
5. Discrete Mathematics for Computer science, Garry Haggard and others, Thomson.
6. Logic and Discrete Mathematics, Grass Man & Trembley, Person Education

Engineering Physics			
Course Code:	PH102	Course Credits:	4
Course Category:	BSC5	Course (U / P)	U
Course Year (U / P):	1U	Course Semester (U / P):	2U
No. of Lectures + Tutorials (Hrs/Week):	03 + 01	Mid Sem. Exam Hours:	1.5
Total No. of Lectures (L + T):	45 + 15	End Sem. Exam Hours:	3

**Module I: Optics Interference:** Coherent sources; Conditions for interference; Division of wavefront: Young's double-slit experiment, Fresnel's bi-prism; Division of amplitude: Uniform and wedge-shaped films; Newton's rings method **Diffraction:** Difference between interference and diffraction; Fresnel and Fraunhofer diffractions; Fraunhofer diffraction by single slit and double slit; Diffraction grating and Resolving power. **Polarization:** Polarization of light: Brewster's law and Malus law; Concept of double refraction by uni-axial crystals; Polaroids; Nicol prism; Quarter and half wave plate.

**Module II: Electromagnetic (EM) Theory:** Vector algebra; Coordinate systems, Gauss divergence theorem, Stokes theorem; Maxwell's equations: EM wave equations in differential and integral forms; Transverse nature and speed of EM waves; EM energy density and Poynting vector.

**Module III: Relativity:** Frame of reference; Special theory of relativity; Lorentz transformation; Length contraction and time dilation; Twin paradox; Doppler's effect; Mass and energy equivalence; Massless particles.

**Module IV: Quantum Mechanics:** Origin of quantum theory; Photo-electric effect; Compton Effect; Dual nature of light; de-Broglie waves; Davisson Germer experiment; Phase and group velocities; Uncertainty principle; Quantum mechanical wave function; Schrodinger wave equation; Particle in a box (1D); Tunnel effect (Qualitative).

**Module V: Solid State Physics:** Brief discussion of solids, Crystals, and bonds; Band theory of solids; X-ray diffraction (Bragg's law). **Lasers:** Introduction to Laser (He-Ne laser and Ruby laser) **Nanotechnology:** Properties of nanoparticles; Carbon nanotubes; Applications.

#### Text Books:

1. H. K. Malik & A. K. Singh, Engineering Physics, Tata McGraw Hill Education Pvt. Ltd.
2. Satya Prakash & V. Saluja, Engineering Physics, Pragati Prakashan.
3. D. J. Griffiths, Introduction to Electrodynamics, PHI Learning Pvt. Ltd.
4. Arthur Beiser, Concepts of Modern Physics, Tata McGraw-Hill Edition.
5. G. Aruldas, Engineering Physics, PHI Learning Pvt. Ltd.
6. Halliday and Resnick's, Principles of Physics, Wiley.

<b>ICT Workshop II</b>			
<b>Course Code:</b>	<b>ICT82</b>	<b>Course Credits:</b>	<b>1</b>
<b>Course Category:</b>	<b>ESC4</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>2U</b>
<b>No. of Labs (Hrs/Week):</b>	<b>1 (2 HRS)</b>	<b>Mid Sem. Exam Hours:</b>	
<b>Total No. of Labs:</b>	<b>10</b>	<b>End Sem. Exam Hours:</b>	<b>3</b>
<b>COURSE OBJECTIVES</b>			
1. Enable students to bridge the gap between theory and practice by designing, implementing, and troubleshooting real-world projects that reinforce and expand on classroom concepts.			
2. Encourage students to engage in creative exploration and iterative learning, fostering deeper analytical skills and the ability to independently address complex technical challenges.			
3. Promote teamwork, initiative, and effective time management through collaborative project work, while cultivating the autonomy and confidence needed for research, industry roles, or entrepreneurial ventures.			
<b>COURSE OUTCOMES</b>			
1. Students will be able to integrate and apply scientific or engineering principles to design, build, and test a functional DIY project that addresses a specific problem or objective.			
2. Students will develop the ability to identify challenges during the project development process, analyze root causes, and implement effective solutions using appropriate tools and techniques.			
3. Students will demonstrate the ability to work collaboratively in teams, document their project development process, and present their findings and results clearly through written reports and oral presentations.			

This course encourages students to undertake DIY (**Do-It-Yourself**) projects offers a hands-on approach to learning that significantly enhances their understanding of theoretical concepts. Unlike traditional lectures, DIY projects compel students to actively engage with materials, tools, and techniques, allowing them to directly apply the principles they've learned in class. This experiential learning fosters deeper comprehension, critical thinking, and creative problem-solving—skills that are essential in both academic and professional settings. Through trial and error, students gain a practical appreciation for the intricacies of design, implementation, and troubleshooting, which are often underemphasized in purely theoretical coursework.

Moreover, DIY lab projects cultivate a sense of ownership and initiative in students, motivating them to explore beyond standard curricular boundaries. When students are given the freedom to design and execute their own ideas, they develop a stronger sense of confidence, autonomy, and innovation. These projects also simulate real-world engineering or scientific challenges, encouraging collaboration, project planning, and time management. By bridging the gap between abstract knowledge and tangible outcomes, DIY-focused lab courses prepare students more effectively for research, industry, or entrepreneurship, making them better equipped for success in a rapidly evolving technological landscape.

**List of Experiments:**

1. Develop a digital resume or portfolio website hosted on GitHub Pages or designed using Canva.

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2. create or refine their LinkedIn profile with a professional photo, academic background, projects, skills, and certifications.
3. Students will create a GitHub account, design a professional README for their profile, and upload at least one basic project.
4. Set up a NodeMCU board, connect to Wi-Fi, and send sensor data to a web interface.
5. Record a small demo or presentation of their DIY/academic project and upload it to YouTube or SlideShare with proper description and tags.

**Textbook:**

1. "Make It: The Engineering & Design Thinking Guide for Teens" by Emily Pilloton
2. "Designing for Growth: A Design Thinking Toolkit for Managers" by Jeanne Liedtka and Tim Ogilvie

<b>Object Oriented Programming Using Java Lab</b>			
<b>Course Code:</b>	<b>IT182</b>	<b>Course Credits:</b>	<b>1</b>
<b>Course Category:</b>	<b>LC3</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>2U</b>
<b>No. of Labs (Hrs/Week):</b>	<b>1 (2 HRS)</b>	<b>Mid Sem. Exam Hours:</b>	
<b>Total No. of Labs:</b>	<b>10</b>	<b>End Sem. Exam Hours:</b>	<b>3</b>
<b>COURSE OBJECTIVES</b>			
1. Teach principles of object-oriented programming paradigm including abstraction, encapsulation, inheritance, and polymorphism.			
2. Impart fundamentals of object-oriented programming in Java, including defining classes, invoking methods, using class libraries, etc.			
3. Familiarize the concepts of packages and interfaces			
4. Facilitate students in handling exceptions.			
5. Demonstrate the concept of string handling, multithreading and database connectivity used in GUI.			
<b>COURSE OUTCOMES</b>			
At the end of the course the students should be able to:			
1. Analyze the necessity for Object Oriented Programming paradigm over structured programming and become familiar with the fundamental concepts in OOP like encapsulation, Inheritance and Polymorphism			
2. Design and develop java programs, analyze, and interpret object-oriented data and report results			
3. Design an object-oriented system, AWT components and multithreaded processes as per needs and Specifications.			
4. Participate and succeed in competitive examinations like GATE, Engineering services, recruitment Interviews etc.			
5. Plan their career in java-based technologies like HADOOP etc.			

### List of Experiments

1. Write a separate Java Code to implement each of the following data types: Variable, Constant, Arrays, Strings, Vectors, Wrappers Classes, Type Casting
2. Write a separate Java Code to implement each of the following operators:
3. Arithmetic operator, Relational operator, Logical operator, Assignment operator, Increment & Decrement operator, Conditional operator, Bitwise operator, ?: operator
4. Write a separate Java Code to implement each of the following control statements: Decision statement, Loops statement and Branch statements
5. Write a separate Java Code to implement each of the following sorting: Bubble Sort, Selection Sort, Insertion Sort, Merge Sort
6. Write a separate Java Code to implement each of the following: Class, Object, Constructors, Method, Method Overloading and Method Overriding

7. Write a separate Java Code to implement each of the following: Final variable, final class, final method, abstract class, abstract method and concrete method
8. Write a separate Java Code to implement each of the following OOP's concepts: Abstraction, Polymorphism, Encapsulation, Inheritance
9. Write a separate Java Code to implement each of the following: Exception handling with Try, Catch, Throw, Throws, Finally Multiple catch statement with the following exceptions: Arithmetic Exception, Array Out of Bounds Exception and Array Store Exception
10. Write a separate Java Code to implement the following:
  - a. Interface
  - b. Packages and how to import them

<b>Engineering Physics Lab</b>			
<b>Course Code:</b>	<b>PH104</b>	<b>Course Credits:</b>	<b>1</b>
<b>Course Category:</b>	<b>LC4</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>2U</b>
<b>No. of Labs (Hrs/Week):</b>	<b>1 (2 HRS)</b>	<b>Mid Sem. Exam Hours:</b>	
<b>Total No. of Labs:</b>	<b>10</b>	<b>End Sem. Exam Hours:</b>	<b>3</b>

### List of Experiments

1. Measurement of basic constants: Length, Weight & Time.
2. To Study of force acting on a current carrying conductor in a magnetic field and verify the Lorentz force  $F = ILB \sin \Theta$
3. To study the magnetic field variation of paired coils in a Helmholtz arrangement.
4. To study Interference and diffraction of Light using slits.
5. To calculate the wavelength of sodium light using Fresnel's Bi-prism.
6. To study the interference of light by Fresnel's Bi-prism and find the fringe width. (using laser source)
7. To determine the wavelength of sodium light by Newton's Rings.
8. To determine the Cauchy's constants using Prism and Spectrometer.
9. To find wavelength of Mercury light source by using Plane Transmission Diffraction Grating.
10. To study the Polarization of light and verify Malus's Law.
11. Study of Photoelectric effect and calculation of Planck's Constant.
12. To determine the energy band gap of a given semiconductor material using four Probe method.
13. To find the e/m ratio of electron by Thomson's method.
14. To determine the fill factor of Solar Cell.
15. To determine the specific rotation of sugar using half shade polarimeter.
16. Study of Coupled Pendulum.

Career Skills Lab			
<b>Course Code:</b>	<b>ICTV2</b>	<b>Course Credits:</b>	<b>1</b>
<b>Course Category:</b>	<b>VACH</b>	<b>Course (U / P)</b>	<b>U</b>
<b>Course Year (U / P):</b>	<b>1U</b>	<b>Course Semester (U / P):</b>	<b>2U</b>
<b>No. of Labs (Hrs/Week):</b>	<b>1 (2 HRS)</b>	<b>Mid Sem. Exam Hours:</b>	
<b>Total No. of Labs:</b>	<b>10</b>	<b>End Sem. Exam Hours:</b>	

<b>COURSE OBJECTIVES</b>
1. To improve students' communication, presentation, and interpersonal skills.
2. To develop critical thinking, leadership, and team collaboration through interactive sessions.
3. To expose students to entrepreneurial thinking and startup ecosystems.
4. To enhance self-awareness, confidence, and time management skills.
5. To prepare students for interviews, group discussions, and real-world workplace challenges.
<b>COURSE OUTCOMES</b>
At the end of the course the students should be able to:
1. Communicate effectively in group discussions and public speaking settings.
2. Demonstrate improved soft skills including confidence, articulation, and critical thinking.
3. Exhibit professional behavior in mock interviews and workplace simulations.
4. To enhance self-awareness, confidence, and time management skills.
5. To prepare students for interviews, group discussions, and real-world workplace challenges.

**List of Experiments:**

1. Conduct a group discussion session on a general or technical topic to assess communication clarity, confidence, and listening skills.
2. Organize an extempore round where each student speaks for one minute on a surprise topic to improve spontaneous thinking.
3. Conduct a mock HR interview round simulating campus recruitment conditions with personalized verbal feedback.
4. Arrange a session on body language, posture, and presentation skills using mirror practice and peer review.
5. Provide hands-on guidance to create and refine professional resumes and LinkedIn profiles.
6. Conduct a team-building exercise such as a task-based game to encourage leadership, coordination, and time management.
7. Introduce students to startup culture through a short seminar or documentary on entrepreneurship and innovation.
8. Facilitate an elevator pitch activity where each student presents a business idea in under two minutes.
9. Conduct a second round of mock interviews combining technical and HR questions based on student resumes.
10. Organize a second group discussion round to evaluate growth in communication, confidence, and articulation, followed by a detailed feedback session.
11. Conduct a professional email writing and formal communication workshop using real-life workplace scenarios.
12. Arrange a debate session on a trending topic to develop logical reasoning, articulation, and critical thinking.