



# RAGHU ENGINEERING COLLEGE

## AUTONOMOUS

(Approved by AICTE, New Delhi, Accredited by NBA (CIV,ECE,MECH,CSE), NAAC with 'A+' grade & Permanently Affiliated to JNTU-GV, Vizianagaram)

Dakamarri, Bheemunipatnam Mandal, Visakhapatnam Dist. – 531 162 (A.P.)

Ph: +91-8922-248001, 248002 Fax: + 91-8922-248011

E-mail: [principal@raghuenggcollege.com](mailto:principal@raghuenggcollege.com) website: [www.raghuenggcollege.com](http://www.raghuenggcollege.com)

### RAGHU ENGINEERING COLLEGE (AUTONOMOUS)

#### VISAKHAPATNAM

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#### INSTITUTE VISION

Envisioning to be a world class technical institution by synergizing quality education with ethical values.

#### INSTITUTE MISSION

- To encourage training and research in cutting-edge technologies.
- To develop and strengthen strategic links with the industry.
- To kindle the zeal among the students and promote their quest for academic excellence.
- To encourage extra-curricular activities along with good communication skills.

#### QUALITY POLICY

RAGHU Engineering College underscores ethical values along with innovative teaching through an interactive, activity-based pedagogy; establishes the best of infrastructural facilities, inculcates engineering temper among the students through the use of the latest Information and Communication Technologies, and strives for an efficient, responsive and transparent administration in all areas.



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| <b>Department of Computer Science and Engineering</b>  |  |
|--|--|
| <b>VISION</b>  |  |
| To generate competent professionals to become part of the industry and research organizations at the national and international levels.  |  |
| <b>MISSION</b>   |  |
| To impart high quality professional training in undergraduate level with emphasis on basic principles of computer science and Engineering and to foster leading edge research in the fast-changing field.  |  |
| To inculcate professional behavior, strong ethical values, innovative research capabilities and leadership abilities in the young minds so as to work with a commitment.   |  |
| <ul style="list-style-type: none"> <li>● M1:To impart high quality professional training at undergraduate level with emphasis on basic principles of computer science and Engineering and to foster leading edge research in the fast-changing field.</li> <li>● M2:To inculcate innovative research capabilities and leadership abilities in the young minds so as to work with a commitment.</li> <li>● M3:To inculcate professional behavior, strong ethical values in the young minds so as to work with a commitment.</li> </ul>  |  |
| <b>PROGRAMME EDUCATIONAL OBJECTIVES(PEOs)</b>  |  |
| <p><b>PEO 1:</b> To produce graduates with a strong foundation in mathematics, science, engineering fundamentals, laboratory and work-based experiences to formulate and solve engineering problems in computer science engineering domains and shall have proficiency in implementation software tools and languages.</p> <p><b>PEO 2:</b> To progressively impart training to the students for success in various engineering positions within the core areas in computer science engineering, computational or adapting to the latest trends by learning themselves.</p> <p><b>PEO 3:</b> To produce graduates having the ability to pursue advanced higher studies and research. To have professional and communication skills to function as leaders and members of multidisciplinary teams in engineering and other industries with strong work ethics, organizational skills, teamwork, and understanding of the importance of being a thorough professional.</p> |  |



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### MAPPING OF MISSION STATEMENTS WITH PEOs

| MS/PEO | PEO 1 | PEO 2 | PEO 3 |
|--------|-------|-------|-------|
| MS 1   | 3     | 2     | 2     |
| MS 2   | 2     | 3     | 2     |
| MS 3   | 2     | 2     | 3     |

1-Slight , 2- Moderate, 3- Substantial



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| PROGRAM OUTCOMES                                    |   |
|---|---|
| Graduates of Computer Science and Engineering Will: |   |
| PO 1  | <b>Engineering knowledge:</b> Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to solve complex engineering problems.   |
| PO 2  | <b>Problem analysis:</b> Identity, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.  |
| PO 3  | <b>Design/development of solutions:</b> Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety and the cultural, societal, and environmental concerns.                   |
| PO 4  | <b>Conduct investigations of complex problems:</b> Use research-based knowledge and research methods, including design of experiments, analysis, interpretation of data, and synthesis of the information to provide valid conclusions.   |
| PO 5  | <b>Modern tool usage:</b> Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling to complex engineering activities with an understanding of the limitations.   |
| PO 6  | <b>The engineer and society:</b> Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.  |
| PO 7  | <b>Environment and sustainability:</b> Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of and need for sustainable development.   |
| PO 8  | <b>Ethics:</b> Apply ethical principles and commit to professional ethics, responsibilities, and norms of the engineering practice.   |
| PO 9  | <b>Individual and team work:</b> Function effectively as an individual and as a member or leader in diverse teams and multidisciplinary settings.   |
| PO 10   | <b>Communication:</b> Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions. |
| PO 11   | <b>Project management and finance:</b> Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's work as a member and leader in a team, to manage projects and in multidisciplinary environments.   |
| PO 12   | <b>Life-long learning:</b> Recognize the need for, and have the preparation and ability to  |



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|   |   |
|---|---|
|   | engage in independent and life-long learning in the broadest context of technological change. |
| <b>PROGRAM SPECIFIC OUTCOMES (PSOs)</b>   |   |
| <b>PSO 1:</b> Apply the concepts and techniques of the Computer Science & Engineering branch and the Mathematical foundations in the significant domains to address the complex engineering problems. |   |
| <b>PSO 2:</b> Employ emerging computer languages, computer networks, database management systems and platforms in developing innovative career prospects as an entrepreneur.                          |   |
| <b>PSO 3:</b> Apply the knowledge of interdisciplinary skills, and domain-specific tools in working system processes to implement and deploy a quality-based software product to meet evolving needs. |   |

### Mapping of PEOs with POs and PSOs

| PEO/PO       | PO-1 | PO-2 | PO-3 | PO-4 | PO-5 | PO-6 | PO-7 | PO-8 | PO-9 | PO-10 | PO-11 | PO-12 | PSO-1 | PSO-2 | PSO-3 |
|--------------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|
| <b>PEO 1</b> | 3    | 3    | 3    | 3    | 2    | 2    | 2    | 2    |      | 2     |       | 3     | 3     | 2     | 2     |
| <b>PEO 2</b> | 2    | 3    | 3    | 3    | 2    | 2    | 2    | 2    | 3    | 2     | 3     | 3     | 3     | 3     | 3     |
| <b>PEO 3</b> | 3    | 2    | 2    | 3    | 2    | 2    | 2    | 3    | 3    | 3     | 3     | 3     | 3     | 3     | 3     |

1-Slight , 2- Moderate, 3- Substantial



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| (23MC601) Environmental Science   |  |     |              |   |   |                  |        |
|---|--|-----|--------------|---|---|------------------|--------|
| (Common to CSE, CSM, CSD, CSC, CSO)   |  |     |              |   |   |                  |        |
| Programme &Branch   | B.Tech & CSE   | Sem | Category     | L | T | P                | Credit |
| Prerequisites:  |  | 4   | Audit Course | 2 | 0 | 0                | 0      |
| Preamble :  | The main objectives of the course is to make student   |     |              |   |   |                  |        |
| <b>Course Learning Objectives:</b><br>The objectives of the course is to impart <ul style="list-style-type: none"><li>● Overall understanding of the natural resources</li><li>● Basic understanding of the ecosystem and its diversity</li><li>● Acquaintance on various environmental challenges induced due to unplanned anthropogenic activities</li><li>● An understanding of the environmental impact of developmental activities</li><li>● Awareness on the social issues, environmental legislation and global treaties</li></ul> |  |     |              |   |   |                  |        |
| <b>Course Contents:</b>   |  |     |              |   |   |                  |        |
| Unit-1  | <b>Multidisciplinary nature of Environmental Studies:</b><br>Definition, multidisciplinary nature, Scope and Importance of environmental studies –Global Environmental Challenges: Global warming.   |     |              |   |   | Contact Hours: 9 |        |
| Unit-2  | <b>Natural Resources:</b> Natural resources and associated problems<br><b>Forest resources</b> – Use and over – exploitation, deforestation – Timber extraction – Mining- dams<br><b>Water resources</b> – Use and over utilization of surface and ground water – conflicts over water, dams – benefits and problems |     |              |   |   | Contact Hours:9  |        |
| Unit-3  | <b>Ecosystems:</b> Concept of an ecosystem. - Structure and function of an ecosystem. - Producers, consumers and decomposers. - Energy flow in the ecosystem - Food chains, food webs and ecological pyramids.   |     |              |   |   | Contact Hours:9  |        |
| Unit-4  | <b>Biodiversity and its conservation:</b> Definition: genetic, species and ecosystem diversity- classification - Value of biodiversity -Hot-spots of biodiversity - Endangered and endemic species of India – Conservation of biodiversity   |     |              |   |   | Contact Hours:9  |        |
| Unit-5  | <b>Environmental Pollution and Social issues:</b>  |     |              |   |   | Contact Hours:9  |        |



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|   |  |   |
|---|--|---|
|   | Definition, Cause, effects and control measures of Air pollution, Water pollution, Water conservation, rain water harvesting, Environmental Protection Act -Air (Prevention and Control of Pollution) Act. -Water (Prevention and control of Pollution) Act -Wildlife Protection Act -Forest Conservation Act-. -Public awareness. |   |
|   |  | Total Hours: 45   |
| <b>Text Books:</b>  |  |   |
| 1   | Environmental Studies, K. V. S. G. Murali Krishna, VGS Publishers, Vijayawada  |   |
| 2   | Environmental Studies, R. Rajagopalan, 2 <sup>nd</sup> Edition, 2011, Oxford University Press  |   |
| 3   | Environmental Studies, P. N. Palanisamy, P. Manikandan, A. Geetha, and K. Manjula Rani; Pearson Education, Chennai   |   |
| <b>Reference Books:</b>                                       |  |   |
| 1   | Text Book of Environmental Studies, Deeshita Dave & P. Udaya Bhaskar, CengageLearning.   |   |
| 2   | A Textbook of Environmental Studies, Shaashi Chawla, TMH, New Delhi  |   |
| 3   | Environmental Studies, Benny Joseph, Tata McGraw Hill Co, New Delhi  |   |
| 4   | Perspectives in Environment Studies, Anubha Kaushik, C P Kaushik, New Age International Publishers, 2014   |   |
| <b>Web References :</b>                                       |  |   |
| 1   |  |   |
| 2   |  |   |
| Preamble :  |  | <b>After completion of the course, students will be able to</b> |
| <b>COURSE OUTCOMES:</b>                                       |  | <b>BT Mapped (Highest Level)</b>                                |
| Upon completion of the course, students shall have ability to |  |   |
| <b>CO 1</b>   | The natural resources and their importance for the sustenance of the life and recognize the need to conserve the natural resources   | Understand  |
| <b>CO 2</b>   | The concepts of the ecosystem and its function in the environment. The need for protecting the producers and consumers in various ecosystems and their role in the food web  | Understand  |
| <b>CO 3</b>   | The biodiversity of India and the threats to biodiversity and conservation practices to protect the biodiversity   | Understand  |
| <b>CO 4</b>   | Various attributes of the pollution and their impacts and measures to reduce or control the pollution along with waste management practices  | Understand  |
| <b>CO 5</b>   | Social issues both rural and urban environment and the possible means to combat the challenges. The environmental legislations of India and the first global initiatives towards sustainable development.  | Understand  |





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### Mapping of Cos with POs and PSOs

| COs/POs   | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PSO1 | PSO2 | PSO3 |
|---|------|------|------|------|------|------|------|------|------|-------|-------|-------|------|------|------|
| CO 1  |      |      |      |      |      |      |      |      |      |       |       |       |      |      |      |
| CO 2  |      |      |      |      |      |      |      |      |      |       |       |       |      |      |      |
| CO 3  |      |      |      |      |      |      |      |      |      |       |       |       |      |      |      |
| CO 4  |      |      |      |      |      |      |      |      |      |       |       |       |      |      |      |
| CO 5  |      |      |      |      |      |      |      |      |      |       |       |       |      |      |      |
| 1 – Slight, 2 – Moderate, 3 – Substantial, BT- Bloom's Taxonomy |      |      |      |      |      |      |      |      |      |       |       |       |      |      |      |

### ASSESSMENT PATTERN – THEORY

| TEST                | Remembering (K1)% | Understanding (K2)% | Applying (K3)% | Analyzing (K4)% | Evaluating (K5)% | Creating (K6)% | Total% |
|---------------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|--------|
| MID-1               | 25                | 30                  | 30             | 15              |                  |                | 100    |
| MID-2               | 25                | 30                  | 30             | 15              |                  |                | 100    |
| SEE                 | 30                | 35                  | 25             | 5               |                  |                | 100    |
| *± 3% may be varied |                   |                     |                |                 |                  |                |        |

(Signature)  
Head of the Department  
(Seal/Stamp)

(Signature)  
Principal  
(Seal/Stamp)