

**R15**
**B.Tech III-II Semester (CSE)**

S. No.	Course Code	Subject	L	T	P	C
1.	15A05601	Compiler Design	3	1	-	3
2.	15A05602	Data Warehousing & Mining	3	1	-	3
3.	15A05603	Design Patterns	3	1	-	3
4.	15A05604	Design and Analysis of Algorithms	3	1	-	3
5.	15A05605	Web and Internet Technologies	3	1	-	3
6.	15A05606 15A05607 15A05608 15A01608	<b>CBCC-I</b> a. Artificial Intelligence b. Linux Environment System c. System Applications & Product (SAP) d. Intellectual Property Rights	3	1	-	3
7.	15A05609	Web and Internet Technologies Laboratory	-	-	4	2
8.	15A05610	Data Warehousing & Mining Laboratory	-	-	4	2
9.	15A52602	Advanced English Language Communication Skills(AELCS) Laboratory (Audit Course)	-	-	2	-
10.	15A05611	Comprehensive Online Examination-II	-	-	-	1
<b>Total:</b>			<b>18</b>	<b>06</b>	<b>10</b>	<b>23</b>

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**15A05601 COMPILER DESIGN****Course Objectives:**

This course is a *de facto* capstone course in Computer Science, as it combines skills in software design, programming, data structures and algorithms, theory of computing, documentation, and machine architecture to produce a functional compiler.

- Realize that computing science theory can be used as the basis for real applications
- Introduce the major concept areas of language translation and compiler design.
- Learn how a compiler works
- Know about the powerful compiler generation tools and techniques, which are useful to the other non-compiler applications
- Know the importance of optimization and learn how to write programs that execute faster

**Course Outcomes**

- Able to design a compiler for a simple programming language
- Able to use the tools related to compiler design effectively and efficiently
- Ability to write optimized code

**Unit - I**

**Introduction:** Language processors, The Structure of a Compiler, the science of building a compiler

**Lexical Analysis:** The Role of the lexical analyzer, Input buffering, Specification of tokens, Recognition of tokens, The lexical analyzer generator Lex, Design of a Lexical Analyzer generator

**Unit II**

**Syntax Analysis:** Introduction, Context Free Grammars, Writing a grammar, TOP Down Parsing, Bottom Up Parsing, Introduction to LR Parsing: Simple LR, More Powerful LR Parsers, Using ambiguous grammars, Parser Generators

**UNIT III**

**Syntax Directed Translation:** Syntax Directed Definitions, Evaluation orders for SDD's, Application of SDT, SDT schemes, Implementing L-attribute SDD's.

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**Intermediate Code Generation:** Variants of syntax trees, three address code, Types and declarations, Translations of expressions, Type checking, control flow statements, backpatching, switch statements, intermediate code for procedure.

**UNIT IV**

**Run Time Environment :** storage organization, , Stack allocation of space, Access to non-local data on stack , Heap management

**Symbol Table:** Introduction, symbol table entries, operations on the symbol table, symbol table organizations, non block structured language, block structured language.

**UNIT V**

**Code Generation:** Issues in the design of a code generator, The Target language, Basic blocks and flow graphs, optimization of basic blocks, a simple code generator, register allocation and assignment, optimal code generation for expressions, dynamic programming code generation.

**Code Optimization:** Introduction, where and how to optimize, principle source of optimization, function preserving transformations, loop optimizations, global flow analysis, machine dependent optimization

**Text Books :**

1. "Compilers Principles, Techniques and Tools", Second Edition, Alfred V. Aho, Monica S. Lam, Ravi Sethi, Jeffrey D. Ullman., Pearson, 2014.
2. "Compiler Construction", K.V.N Sunitha, Pearson, 2013

**Reference Books :**

1. "Compiler Design", K. Muneeswaran., Oxford University Press, 2012
2. "Engineering A Compiler", Second Edition, Keith D. Cooper & Linda Torczon., MK(Morgan Kaufmann) (ELSEVIER)
3. "Compilers Principles and Practice", Parag H. Dave, Himanshu B. Dave., PEARSON
4. "Compiler Design", Sandeep Saxena, Rajkumar Singh Rathore., S.Chand publications
5. "Compiler Design", Santanu Chattopadhyay., PHI
6. "Principals of Compiler Design", Nadhni Prasad, Elsevier

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**15A05602 DATA WAREHOUSING & MINING****Course Objectives:**

- To know the basic concepts and principles of data warehousing and data mining
- Learn pre-processing techniques and data mining functionalities
- Learn and create multidimensional models for data warehousing
- Study and evaluate performance of Frequent Item sets and Association Rules
- Understand and Compare different types of classification and clustering algorithms

**Course Outcomes:**

- Understand the basic concepts of data warehouse and data Mining
- Apply pre-processing techniques for data cleansing
- Analyze and evaluate performance of algorithms for Association Rules
- Analyze Classification and Clustering algorithms

**UNIT I**

Introduction: Fundamentals of data mining, Data Mining Functionalities, Classification of Data Mining systems, Data Mining Task Primitives, Integration of a Data Mining System with a Database or a Data Warehouse System, Major issues in Data Mining. Data Preprocessing: Need for Preprocessing the Data, Data Cleaning, Data Integration and Transformation, Data Reduction, Discretization and Concept Hierarchy Generation.

**UNIT II**

Data Warehouse and OLAP Technology for Data Mining: Data Warehouse, Multidimensional Data Model, Data Warehouse Architecture, Data Warehouse Implementation, Further Development of Data Cube Technology, From Data Warehousing to Data Mining. Data Cube Computation and Data Generalization: Efficient Methods for Data Cube Computation, Further Development of Data Cube and OLAP Technology, Attribute-Oriented Induction.

**UNIT III**

Mining Frequent Patterns, Associations and Correlations: Basic Concepts, Efficient and Scalable Frequent Itemset Mining Methods, Mining various kinds of Association Rules, From Association Mining to Correlation Analysis, Constraint-Based Association Mining,

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Classification and Prediction: Issues Regarding Classification and Prediction, Classification by Decision Tree Induction, Bayesian Classification, Rule-Based Classification, Classification by Back propagation, Support Vector Machines, Associative Classification, Lazy Learners, Other Classification Methods, Prediction, Accuracy and Error measures, Evaluating the accuracy of a Classifier or a Predictor, Ensemble Methods

**UNIT IV**

Cluster Analysis Introduction :Types of Data in Cluster Analysis, A Categorization of Major Clustering Methods, Partitioning Methods, Hierarchical Methods, Density-Based Methods, Grid-Based Methods, Model-Based Clustering Methods, Clustering High-Dimensional Data, Constraint-Based Cluster Analysis, Outlier Analysis.

**UNIT V**

Mining Streams, Time Series and Sequence Data: Mining Data Streams, Mining Time-Series Data, Mining Sequence Patterns in Transactional Databases, Mining Sequence Patterns in Biological Data, Graph Mining, Social Network Analysis and Multi relational Data Mining, Mining Object, Spatial, Multimedia, Text and Web Data: Multidimensional Analysis and Descriptive Mining of Complex Data Objects, Spatial Data Mining, Multimedia Data Mining, Text Mining, Mining the World Wide Web.

**TEXT BOOKS:**

1. Data Mining: Concepts and Techniques, Jiawei Han and Micheline Kamber, Morgan Kaufmann Publishers, Elsevier, Second Edition, 2006.
2. Introduction to Data Mining – Pang-Ning Tan, Michael Steinbach and Vipin Kumar, Pearson Education.

**REFERENCES:**

1. Data Mining Techniques, Arun K Pujari, Second Edition, Universities Press.
2. Data Warehousing in the Real World, Sam Aanhory & Dennis Murray Pearson EdnAsia.
3. Insight into Data Mining, K.P.Soman, S.Diwakar, V.Ajay, PHI, 2008.

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**15A05603 DESIGN PATTERNS****Course Objectives:**

- To understand design patterns and their underlying object oriented concepts.
- To understand implementation of design patterns and providing solutions to real world software design problems.
- To understand patterns with each other and understanding the consequences of combining patterns on the overall quality of a system.

**Course Outcomes:**

- Know the underlying object oriented principles of design patterns.
- Understand the context in which the pattern can be applied.
- Understand how the application of a pattern affects the system quality and its tradeoffs.

**UNIT-I****Introduction to Design Patterns**

Design Pattern Definition, Design Patterns in Small Talk MVC, Describing Design Patterns, Catalog of Design Patterns, Organizing the Catalog, Solving of Design Problems using Design Patterns, Selection of a Design Pattern, Use of Design Patterns.

**UNIT-II****Designing A Document Editor: A Case Study**

Design problems, Document structure, Formatting, Embellishing the User Interface, Supporting Multiple Look and Feel standards, Supporting Multiple Window Systems, User Operations, Spelling Checking and Hyphenation.

Creational Patterns: Abstract Factory, Builder, Factory Method, Prototype, Singleton, Discussion of Creational Patterns.

**UNIT-III**

**Structural Patterns-1:** Adapter, Bridge, Composite.

**Structural Patterns-2:** Decorator, Façade, Flyweight, Proxy, Discuss of Structural Patterns.

**UNIT-IV**

**Behavioral Patterns-1:** Chain of Responsibility, Command, Interpreter, Iterator.

**Behavioral Patterns-2:** Mediator, Memento, Observer.

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**R15****UNIT-V**

Behavioral Patterns-2(cont'd): State, Strategy, Template Method, Visitor, Discussion of Behavioral Patterns.

What to Expect from Design Patterns, A Brief History, The Pattern Community An Invitation, A Parting Thought.

**TEXT BOOK :**

1. Design Patterns By Erich Gamma, Pearson Education

**REFERENCE BOOKS:**

1. Pattern's in JAVA Vol-I By Mark Grand, Wiley DreamTech.
2. Pattern's in JAVA Vol-II By Mark Grand, Wiley DreamTech.
3. JAVA Enterprise Design Patterns Vol-III By Mark Grand, Wiley DreamTech.
4. Head First Design Patterns By Eric Freeman-Oreilly-sp
5. Design Patterns Explained By Alan Shalloway, Pearson Education.
6. Pattern Oriented Software Architecture, F. Buschmann & others, John Wiley & Sons.

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**15A05604 DESIGN AND ANALYSIS OF ALGORITHMS****Course Objectives:**

- To know the importance of the complexity of a given algorithm.
- To study various algorithm design techniques.
- To utilize data structures and/or algorithmic design techniques in solving new problems.
- To know and understand basic computability concepts and the complexity classes P, NP, and NP-Complete.
- To study some techniques for solving hard problems.

**Course Outcomes:**

- Analyze the complexity of the algorithms
- Use techniques divide and conquer, greedy, dynamic programming, backtracking, branch and bound to solve the problems.
- Identify and analyze criteria and specifications appropriate to new problems, and choose the appropriate algorithmic design technique for their solution.
- Able to prove that a certain problem is NP-Complete.

**UNIT I****Introduction:** What is an Algorithm, Algorithm specification, Performance analysis.**Divide and Conquer:** General method, Binary Search, Finding the maximum and minimum, Merge sort, Quick Sort, Selection sort, Strassen's matrix multiplication.**UNIT II****Greedy Method:** General method, Knapsack problem, Job Scheduling with Deadlines, Minimum cost Spanning Trees, Optimal storage on tapes, Single-source shortest paths.**Dynamic programming:** General Method, Multistage graphs, All-pairs shortest paths, Optimal binary search trees, 0/1 knapsack, The traveling sales person problem.**UNIT III****Basic Traversal and Search Techniques:** Techniques for binary trees, Techniques for Graphs,

Connected components and Spanning trees, Bi-connected components and DFS

**Back tracking:** General Method, 8 – queens problem, Sum of subsets problem, Graph coloring and Hamiltonian cycles, Knapsack Problem.



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**R15****UNIT IV**

**Branch and Bound:** The method, Travelling salesperson, 0/1 Knapsack problem, Efficiency Considerations.

**Lower Bound Theory:** Comparison trees, Lower bounds through reductions – Multiplying triangular matrices, inverting a lower triangular matrix, computing the transitive closure.

**UNIT V**

**NP – Hard and NP – Complete Problems:** NP Hardness, NP Completeness, Consequences of being in P, Cook's Theorem, Reduction Source Problems, Reductions: Reductions for some known problems

**Text Books:**

1. "Fundamentals of Computer Algorithms", Ellis Horowitz, S. Satraj Sahani and Rajasekhran, 2nd edition, University Press.2014,
2. "Design and Analysis of Algorithms", Parag Himanshu Dave, Himanshu Bhalchandra Dave, Pearson Education, Second Edition, 2009.

**Reference Books:**

1. "Introduction to Algorithms", second edition, T.H.Cormen, C.E.Leiserson, R.L.Rivest and C.Stein, PHI Pvt. Ltd./ Pearson Education.
2. "Introduction to Design and Analysis of Algorithms A strategic approach", R.C.T.Lee, S.S.Tseng, R.C.Chang and T.Tsai, Mc Graw Hill.
3. "Data structures and Algorithm Analysis in C++", Allen Weiss, Second edition, Pearson education.
4. "Design and Analysis of algorithms", Aho, Ullman and Hopcroft, Pearson education.
5. "Algorithms" – Richard Johnson baugh and Marcus Schaefer, Pearson Education

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**15A05605 WEB AND INTERNET TECHNOLOGIES**
**Course Objectives:**

- To introduce client side scripting with Javascript and DHTML
- To introduce server side programming with Java servlets, JSP and PHP.
- To learn the basic web concepts and Internet protocols

**Course Outcomes:**

- Ability to create dynamic and interactive web sites
- Gain knowledge of client side scripting using java script and DHTML.
- Demonstrate understanding of what is XML and how to parse and use XML data
- Able to do server side programming with Java Servlets, JSP and PHP.
- Able to design rich client presentation using AJAX.

**UNIT I**

Introduction to Web Technologies: Introduction to Web servers like Apache 1.1, IIS XAMPP(Bundle Server), WAMP(Bundle Server), Handling HTTP Request and Response, installations of above servers, HTML and CSS: HTML 5.0 , XHTML, CSS 3.

**UNIT II**

**Java Script:** An introduction to JavaScript–JavaScript DOM Model-Date and Objects,- Regular Expressions- Exception Handling-Validation-Built-in objects-Event Handling-DHTML with JavaScript. **Servlets:** Java Servlet Architecture- Servlet Life Cycle- Form GET and POST actions- Session Handling- Understanding Cookies.

**Installing and Configuring Apache Tomcat Web Server;**- DATABASE CONNECTIVITY: JDBC perspectives, JDBC program example - **JSP:** Understanding Java Server Pages-JSP Standard Tag Library(JSTL)-Creating HTML forms by embedding JSP code.

**UNIT III**

Introduction to PHP: The problem with other Technologies (Servlets and JSP), Downloading, installing, configuring PHP, Programming in a Web environment and The anatomy of a PHP Page.

Overview of PHP Data types and Concepts: Variables and data types, Operators, Expressions and Statements, Strings, Arrays and Functions.

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PHP Advanced Concepts: Using Cookies, Using HTTP Headers, Using Sessions, Authenticating users, Using Environment and Configuration variables, Working with Date and Time.

**UNIT IV**

Creating and Using Forms: Understanding Common Form Issues, GET vs. POST, Validating form input, Working with multiple forms, and Preventing Multiple Submissions of a form.

XML: Basic XML- Document Type Definition XML Schema DOM and Presenting XML, XML Parsers and Validation, XSL and XSLT Transformation, News Feed (RSS and ATOM).

**UNIT V**

AJAX: Ajax Client Server Architecture-XML Http Request Object-Call Back Methods; Web Services: Introduction- Java web services Basics – Creating, Publishing, Testing and Describing a Web services (WSDL)-Consuming a web service, Database Driven web service from an application – SOAP.

**TEXT BOOKS:**

1. Beginning PHP and MySQL, 3<sup>rd</sup> Edition, Jason Gilmore, Apress Publications (Dream tech.).
2. PHP 5 Recipes A problem Solution Approach Lee Babin, Nathan A Good, Frank M.Kromann and Jon Stephens.
3. Deitel and Deitel and Nieto, "Internet and World Wide Web - How to Program", Prentice Hall, 5<sup>th</sup> Edition, 2011.
4. Herbert Schildt, "Java-The Complete Reference", Eighth Edition, Mc Graw Hill Professional, 2011.

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15A05606	ARTIFICIAL INTELLIGENCE (CBCC-I)			

**Course Objectives:**

To learn the basics of designing intelligent agents that can solve general purpose problems, represent and process knowledge, plan and act, reason under uncertainty and can learn from experiences.

**Course Outcomes:**

- Select a search algorithm for a problem and estimate its time and space complexities.
- Possess the skill for representing knowledge using the appropriate technique for a given problem
- Possess the ability to apply AI techniques to solve problems of game playing, expert systems, machine learning and natural language processing.

**UNIT I****PROBLEM SOLVING**

Introduction – Agents – Problem formulation – uninformed search strategies – heuristics – informed search strategies – constraint satisfaction

**UNIT II****LOGICAL REASONING**

Logical agents – propositional logic – inferences – first-order logic – inferences in firstorder logic – forward chaining – backward chaining – unification – resolution

**UNIT III****PLANNING**

Planning with state-space search – partial-order planning – planning graphs – planning and acting in the real world

**UNIT IV****UNCERTAIN KNOWLEDGE AND REASONING**

Uncertainty – review of probability - probabilistic Reasoning – Bayesian networks – inferences in Bayesian networks – Temporal models – Hidden Markov models.

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**R15****UNIT V**  
**LEARNING**

Learning from observation - Inductive learning – Decision trees – Explanation based learning –Statistical Learning methods - Reinforcement Learning

**TEXT BOOK:**

1. S. Russel and P. Norvig, "Artificial Intelligence – A Modern Approach", Second Edition, Pearson Education, 2003.

**REFERENCES:**

1. David Poole, Alan Mackworth, Randy Goebel, "Computational Intelligence : a logical approach", Oxford University Press, 2004.
2. G. Luger, "Artificial Intelligence: Structures and Strategies for complex problem solving", Fourth Edition, Pearson Education, 2002.
3. J. Nilsson, "Artificial Intelligence: A new Synthesis", Elsevier Publishers, 1998.

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**15A05607 LINUX ENVIRONMENT SYSTEM  
(CBCC-I)****Course Objectives:****The student should be made to:**

- Understand the Multiuser, Multiprocessing, Multitasking, and multiprogramming environment.
- Learn the various flavors and installation types of Linux operating system.
- Experiences the installation and configuration status of Linux system.
- Learn the file system and various commands of Linux environment system.

**Course Outcomes:**

- Able to describe and use the LINUX operating system.
- Able to describe and use the fundamental LINUX system tools and utilities.
- Able to describe and write shell scripts in order to perform basic shell programming.
- Able to describe and understand the LINUX file system.

**UNIT- I**

**INTRODUCTION TO LINUX OPERATING SYSTEM:** Introduction and Types of Operating Systems, Linux Operating System, Features, Architecture Of Linux OS and Shell Interface, Linux System Calls, Linux Shared Memory Management, Device and Disk Management in Linux, Swap space and its management. File System and Directory Structure in Linux. Multi-Processing, load sharing and Multi-Threading in Linux, Types of Users in Linux, Capabilities of Super Users and equivalents.

**UNIT -II**

**INSTALLING LINUX AS A SERVER :** Linux and Linux Distributions ; Major differences between various Operating Systems (on the basis of: Single Users vs Multiusers vs Network Users; Separation of the GUI and the Kernel; Domains; Active Directory;).

**INSTALLING LINUX IN A SERVER CONFIGUARTION :** Before Installation; Hardware; Server Design ;Dual-Booting Issues; Modes of Installation; Installing Fedora Linux; Creating a Boot Disk; Starting the Installation; GNOME AND KDE : The History of X Windows; The Downside; Enter GNOME; About GNOME ; Starting X Windows and GNOME: GNOME Basics: The GNOME Configuration Tool.

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R15**UNIT-III**

**INSTALLING SOFTWARE :** The Fedora Package Manager; Installing a New Package using dpkg and RPM; Querying a Package; Uninstalling a Package using dpkg and RPM; Compiling Software; Getting and Unpacking the Package; Looking for Documentation; Configuring the Package; Compiling Your Package; Installing the Package, Driver Support for various devices in linux.

**MANAGING USERS:** Home Directories ;Passwords; Shells; Startup Scripts; Mail; User Databases; The / etc /passwd File; The / etc / shadow File; The / etc /group File; User Management Tools; Command-Line User Management; User LinuxConf to Manipulate Users and Groups; SetUID and SetGID Programs.

**UNIT IV**

**THE COMMAND LINE :** An Introduction to BASH, KORN, C, A Shell etc. ; BASH commands: Job Control; Environment Variables; Pipes; Redirection; Command-Line Shortcuts; Documentation Tools; The man Command; the text info System; File Listings; Owner ships and permissions; Listing Files; File and Directory Types; Change Ownership; Change Group; Change Mode ; File Management and Manipulation; Process Manipulation; Miscellaneous Tools; Various Editors Available like: Vi and its modes, Pico, Joe and emacs, , Su Command.

**BOOTING AND SHUTTING DOWN:** LILO and GRUB; Configuring LILO; Additional LILO options; Adding a New Kernel to Boot ; Running LILO; The Steps of Booting; Enabling and disabling Services.

**UNIT-V**

**FILE SYSTEMS:** The Makeup File Systems; Managing File Systems; Adding and Partitioning a Disk; Network File Systems; Quota Management;

**CORE SYSTEM SERVICES:** The init Service; The inetd and xinetd Processes; The syslogd Daemon; The cron Program.

**PRINTING :** The Basic of lpd; Installing LPRng; Configuring /etc/printcap; The /ETC/lpd.perms File; Clients of lpd, Interfacing Printer through Operating System.

**Text Books:**

1. [Linux Administration : A Beginner's Guide](#) by Steve Shah , Wale Soyinka, ISBN 0072262591 (0-07-226259-1), McGraw-Hill Education.
2. [Unix Shell Programming](#), Yashavant P. Kanetkar, BPB Publications, 2003.
3. UNIX Concepts and Applications by Sumitabha Das Tata McGraw-Hill, 2006.
4. Operating System Concepts 8<sup>th</sup> edition, by Galvin Wiley Global Education, 2012.

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**R15****References:**

1. Unix operating system, by [Grace Todino](#), [John Strang](#), [Jerry D. Peek](#) Oreily publications 1993.
2. Operating System Concepts 8<sup>th</sup> edition, by Galvin Wiley Global Education, 2012.

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**15A05608 SYSTEM APPLICATIONS & PRODUCT (SAP)  
(CBCC-I)****Course Objectives:**

1. Understand the role of enterprise systems in supporting business processes.
2. Identify key integration points between financial accounting and other processes.
3. Understand the role of the credit management process in fulfillment.
4. Analyze the key concepts associated with material planning.

**Course Outcomes:**

1. Adopt and apply an integrated perspective to business processes
2. Effectively use SAP® ERP to execute the key steps in the procurement process.
3. Ability to use SAP ERP to extract meaningful information about the production process.
4. Extract and evaluate meaningful information about the material planning process using the SAP ERP system.

**Unit 1:**

**Introduction to Business Processes:** The Functional Organizational Structure, Business Processes, Global Bike Incorporated (GBI). **Introduction to Enterprise Systems:** Enterprise Systems, Data in an Enterprise System, Reporting. **Introduction to Accounting:** Organizational Data, Master Data, Key Concepts, Processes, Reporting.

**Unit 2:**

**The Procurement Process:** Organizational Data, Master Data, Key Concepts, Process, Reporting.

**Unit 3:**

**The Fulfillment Process:** Organizational Data, Master Data, Process, Credit Management Process, Reporting.

**Unit 4:**

**The Production Process:** Master Data, Process, Reporting. **Inventory and Warehouse Management Processes:** Inventory Management, Organizational Data in warehouse Management, Master Data in Warehouse Management, Processes in Warehouse Management, Reporting.

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**R15****Unit 5:**

**The Material Planning Process:** Master Data, Process, Reporting, **Process Integration:** Procurement, Fulfillment, and IWM Processes, Procurement, Fulfillment, Production, and IWM Processes.

**Text Book:**

1. "Integrated Business Processes with ERP systems" Simha R.Magal, Jeffery word, JOHN WILEY & SON S, INC.

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**15A01608 INTELLECTUAL PROPERTY RIGHTS  
(CBCC-I)**
**Course Objectives:**

*This course introduces the student to the basics of Intellectual Property Rights, Copy Right Laws Trade Marks and Issues related to Patents. The overall idea of the course is to help and encourage the student for startups and innovations.*

**Course Outcomes:**

*On completion of this course, the student will have an understanding of the following:*

- Intellectual Property Rights and what they mean*
- Trade Marks and Patents and how to register them*
- Laws Protecting the Trade Marks and Patents*
- Copy Right and laws related to it.*

**UNIT – I**

Introduction To Intellectual Property: Introduction, Types Of Intellectual Property, International Organizations, Agencies And Treaties, Importance Of Intellectual Property Rights.

**UNIT – II**

Trade Marks : Purpose And Function Of Trade Marks, Acquisition Of Trade Mark Rights, Protectable Matter, Selecting And Evaluating Trade Mark, Trade Mark Registration Processes.

**UNIT – III**

Law Of Copy Rights : Fundamental Of Copy Right Law, Originality Of Material, Rights Of Reproduction, Rights To Perform The Work Publicly, Copy Right Ownership Issues, Copy Right Registration, Notice Of Copy Right, International Copy Right Law.

Law Of Patents : Foundation Of Patent Law, Patent Searching Process, Ownership Rights And Transfer

**UNIT – IV**

Trade Secrets : Trade Secrete Law, Determination Of Trade Secrete Status, Liability For Misappropriations Of Trade Secrets, Protection For Submission, Trade Secrete Litigation.

Unfair Competition : Misappropriation Right Of Publicity, False Advertising.

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**R15****UNIT – V**

New Developments Of Intellectual Property: New Developments In Trade Mark Law ;  
Copy Right Law, Patent Law, Intellectual Property Audits.

International Overview On Intellectual Property, International – Trade Mark Law, Copy  
Right Law, International Patent Law, International Development In Trade Secrets Law.

**TEXT BOOKS & REFERENCES:**

1. Intellectual Property Rights, Deborah. E. Bouchoux, Cengage Learning.
2. Intellectual Property Rights– Unleashmy The Knowledge Economy, Prabuddha  
Ganguli, Tate Mc Graw Hill Publishing Company Ltd.,

[www.FirstRanker.com](http://www.FirstRanker.com)

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**15A05609 WEB AND INTERNET TECHNOLOGIES LABORATORY**
**Course Objectives:**

- To introduce client side scripting with Javascript and DHTML
- To introduce server side programming with Java servlets, JSP and PHP.
- To learn the basic web concepts and Internet protocols

**Course Outcomes:**

- Ability to create dynamic and interactive web sites.
  - Gain knowledge of client side scripting using java script and DHTML.
  - Demonstrate understanding of what is XML and how to parse and use XML data
  - Able to do server side programming with Java Servelets, JSP and PHP.
1. To create a simple student bio-data form using html5 . it should contain the following name (text box), address (multiline text box),gender (radio button male,female),skill sets known (check boxes – c,c++,java,C#etc), extra curricular activities (text box), nationality (combobox) ,submit and reset button.
  2. To create an html page with different types of frames such as floating frame, navigation frame & mixed frame.
  3. Design the webpage by applying the different styles using inline, external & internal style sheets.
  4. Write a java script program to read .XML file and display data in a neat format.
  5. To write a Javascript program to define a user defined function for sorting the values in an array. Use HTML5 for user interface.
  6. To create an html page to demonstrate exception handling in javascript  
 Create an html page named as "exception.html" and do the following.
    - i. within the script tag write code to handle exception
      - a) define a method RunTest() to get any string values(str) from the user and call the method Areletters(str).
      - b) In Areletters(str) method check whether str contain only alphabets (a-z, A-Z), if not throw exception.
      - c) Define a exception method Input Exception(str) to handle the exception thrown by the above method.
    - ii. Within the body tag define a script tag to call Runttest() method define.

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7. Write a jsp servlet program to implement the single text field calculator.
8. Write a jsp servlet program to demonstrate session handling using
  - url rewriting
  - hidden formfield
  - cookies
  - sessions
9. To create a php program to demonstrate the different predefined function in array, Math, Data & Regular Expression.

Procedure:

- Create php file named as Regularexpression.php
  - for demonstrating the method for handling various strings with regular expression Array.php
  - for demonstrating the methods for handling the array values Math\_function.php
  - to demonstrate the predefined in math objects. Date\_time.php to demonstrate the predefined function in date subject
10. Write a program in PHP for a simple email processing with attachment using forms
  11. Write a program for PHP for a login script ; create a login database and store username and password
  12. Write a program in PHP to add, update and delete using student database
  13. Create a DTD to describe a library. Library has one or more books, members and staffs.
    - Each book has BookID(Attribute), Title, one or more Authors, Publisher Year of Publication, ISBN and Price.
    - Each Member has MemberID(Attribute), Name, Address, Phone number.
    - Each Staff has StaffID(Attribute), Name, Address, Phone number.
    - Each Author has AuthorID(Attribute), Name, Address, Phone number.
    - Each Publisher has PublisherID(Attribute), Name, Address, Phone number.
    - Use it in a XML document.
  14. Create a DTD to describe a Computer. A computer has following details,
    - Type of computer (this is an attribute), Which can be Desktop PC, Laptop, Palm Top, Server, Minicomputer or mainframe)
    - A Monitor with Serial Number (Attribute), Make, Model, Year of manufacture, Size, Type (which is either colour or monochrome)
    - A keyboard with Serial Number (Attribute), Make, Model, Year of manufacture, No of keys, Type (which is either Standard or Enhanced or Multimedia)
    - A mouse with Serial Number (Attribute), Make, Model, Year of manufacture, No of buttons, Scroll wheel (which is yes or no), Type (Which is Ball or Optical)

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- A Mother board with Serial Number (Attribute), Make, Model, Year of manufacture, No of USB ports, No of IDE slots, No of SATA hubs, No of PCI slots, Display Type(Which is VGA or HDMI), Number of Processor slots, Type of Processors supported (must be a list), Type of RAM supported (Which is either SD or DDR1 or DDR2 or RD), Maximum Capacity of RAM, Form Factor (which is either AT or Baby AT), On Board sound card (Which is yes or no)
- A Microprocessor with Serial Number (Attribute), Make, Model, Year of manufacture, speed (in GHz), No of Cores (Single, Dual, Quad)
- A power supply with Serial Number (Attribute), Make, Model, Year of manufacture, Type (AT, ATX), Wattage
- One or more hard disks, each Hard disk must have Serial Number (Attribute), Make, Model, Year of manufacture, capacity and type (Which is IDE or SATAI or SATAII, SCSI)
- One or more RAM SIMM, with Serial Number (Attribute), Make, Model, Year of manufacture, Type (which must be SD, DDRI, DDRII, RD), capacity, operating frequency.  
Use it in a XML document.

15. Create a Schema to describe a Computer. Use the previous question's details and show an instance XML document.

16. Create a Schema to describe a library. Library has one or more - books, members and staffs.

- Each book has BookID(Attribute), Title, one or more Authors, Publisher Year of Publication, ISBN and Price.
- Each Member has MemeberID(Attribute), Name, Address, Phone number.
- Each Staff has StaffID(Attribute), Name, Address, Phone number.
- Each Author has AuthorID(Attribute), Name, Address, Phone number.
- Each Publisher has PublisherID(Attribute), Name, Address, Phone number.  
Use the above DTD in a sample XML document.

17. Create a DTD to describe a bank that has one or more customers, accounts or Employee.

- Each Customer has a Customer ID, Name and address.
- Each account has an account ID, BranchID, CustomerID, AccountType and Balance.
- Each Employee has aEmpID, Name, Designation, DOJ, Salary and Address.

Use this DTD in a XML file.

18. Create Schema describe a bank that has one or more customers, accounts or depositors. Use the previous questions details. Also show a sample instance XML document.

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**15A05610 DATA WAREHOUSING & MINING LABORATORY****Course Objectives:**

Learn how to build a data warehouse and query it (using open source tools like Pentaho Data Integration and Pentaho Business Analytics), Learn to perform data mining tasks using a data mining toolkit (such as open source WEKA), Understand the data sets and data preprocessing, Demonstrate the working of algorithms for data mining tasks such as association rule mining, classification, clustering and regression, Exercise the data mining techniques with varied input values for different parameters.

**Course Outcomes:**

- Ability to build Data Warehouse and Explore WEKA
- Ability to perform data preprocessing tasks and Demonstrate performing association rule mining on data sets
- Ability to perform classification, clustering and regression on data sets
- Ability to design data mining algorithms

**Data Warehousing****Experiments:****Build Data Warehouse and Explore WEKA**

- Build a Data Warehouse/Data Mart (using open source tools like Pentaho Data Integration tool, Pentaho Business Analytics; or other data warehouse tools like Microsoft-SSIS, Informatica, Business Objects, etc.).
  - Identify source tables and populate sample data
  - Design multi-dimensional data models namely Star, snowflake and Fact constellation schemas for any one enterprise (ex. Banking, Insurance, Finance, Healthcare, Manufacturing, Automobile, etc.).
  - Write ETL scripts and implement using data warehouse tools
  - Perform various OLAP operations such as slice, dice, roll up, drill up and pivot
  - Explore visualization features of the tool for analysis like identifying trends etc.



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- B. Explore WEKA Data Mining/Machine Learning Toolkit
- (i). Downloading and/or installation of WEKA data mining toolkit,
  - (ii). Understand the features of WEKA toolkit such as Explorer, Knowledge Flow interface, Experimenter, command-line interface.
  - (iii). Navigate the options available in the WEKA (ex. Select attributes panel, Preprocess panel, Classify panel, Cluster panel, Associate panel and Visualize panel)
  - (iv). Study the arff file format
  - (v). Explore the available data sets in WEKA.
  - (vi). Load a data set (ex. Weather dataset, Iris dataset, etc.)
  - (vii). Load each dataset and observe the following:
    - i. List the attribute names and they types
    - ii. Number of records in each dataset
    - iii. Identify the class attribute (if any)
    - iv. Plot Histogram
    - v. Determine the number of records for each class.
    - vi. Visualize the data in various dimensions

**Perform data preprocessing tasks and Demonstrate performing association rule mining on data sets**

- A. Explore various options available in Weka for preprocessing data and apply (like Discretization Filters, Resample filter, etc.) on each dataset
- B. Load each dataset into Weka and run Aprori algorithm with different support and confidence values. Study the rules generated.
- C. Apply different discretization filters on numerical attributes and run the Apriori association rule algorithm. Study the rules generated. Derive interesting insights and observe the effect of discretization in the rule generation process.

**Demonstrate performing classification on data sets**

- A. Load each dataset into Weka and run Id3, J48 classification algorithm. Study the classifier output. Compute entropy values, Kappa statistic.
- B. Extract if-then rules from the decision tree generated by the classifier, Observe the confusion matrix and derive Accuracy, F-measure, TPrate, FPrate, Precision and Recall values. Apply cross-validation strategy with various fold levels and compare the accuracy results.
- C. Load each dataset into Weka and perform Naïve-bayes classification and k-Nearest Neighbour classification. Interpret the results obtained.
- D. Plot RoC Curves

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- E. Compare classification results of ID3, J48, Naïve-Bayes and k-NN classifiers for each dataset, and deduce which classifier is performing best and poor for each dataset and justify.

**Demonstrate performing clustering on data sets**

- A. Load each dataset into Weka and run simple k-means clustering algorithm with different values of k (number of desired clusters). Study the clusters formed. Observe the sum of squared errors and centroids, and derive insights.
- B. Explore other clustering techniques available in Weka.
- C. Explore visualization features of Weka to visualize the clusters. Derive interesting insights and explain.

**Demonstrate performing Regression on data sets**

- A. Load each dataset into Weka and build Linear Regression model. Study the clusters formed. Use Training set option. Interpret the regression model and derive patterns and conclusions from the regression results.
- B. Use options cross-validation and percentage split and repeat running the Linear Regression Model. Observe the results and derive meaningful results.
- C. Explore Simple linear regression technique that only looks at one variable

**Resource Sites:**

- 1. <http://www.pentaho.com/>
- 2. <http://www.cs.waikato.ac.nz/ml/weka/>

**Data Mining****Task 1: Credit Risk Assessment****Description:**

The business of banks is making loans. Assessing the credit worthiness of an applicant is of crucial importance. You have to develop a system to help a loan officer decide whether the credit of a customer is good, or bad. A bank's business rules regarding loans must consider two opposing factors. On the one hand, a bank wants to make as many loans as possible. Interest on these loans is the banks profit source. On the other hand, a bank cannot afford to make too many bad loans. Too many bad loans could lead to the collapse of the bank. The bank's loan policy must involve a compromise: not too strict, and not too lenient.

To do the assignment, you first and foremost need is some knowledge about the world of credit. You can acquire such knowledge in a number of ways.

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1. Knowledge Engineering. Find a loan officer who is willing to talk. Interview her and try to represent her knowledge in the form of production rules.
2. Books. Find some training manuals for loan officers or perhaps a suitable textbook on finance. Translate this knowledge from text form to production rule form.
3. Common sense. Imagine yourself as a loan officer and make up reasonable rules which can be used to judge the credit worthiness of a loan applicant.
4. Case histories. Find records of actual cases where competent loan officers correctly judged when, and when not to, approve a loan application.

**The German Credit Data:**

Actual historical credit data is not always easy to come by because of confidentiality rules. Here is one such dataset, consisting of 1000 actual cases collected in Germany. [credit dataset \(original\)](#) Excel [spreadsheet](#) version of the German credit data.

In spite of the fact that the data is German, you should probably make use of it for this assignment. (Unless you really can consult a real loan officer !)

A few notes on the German dataset

- DM stands for Deutsche Mark, the unit of currency, worth about 90 cents Canadian (but looks and acts like a quarter).
- Owns\_telephone. German phone rates are much higher. So fewer people own telephones.
- Foreign\_worker. There are millions of these in Germany (many from Turkey). It is very hard to get German citizenship if you were not born of German parents.
- There are 20 attributes used in judging a loan applicant. The goal is to classify the applicant into one of two categories, good or bad.

**Subtasks: (Turn in your answers to the following tasks)**

1. List all the categorical (or nominal) attributes and the real-valued attributes separately.
2. What attributes do you think might be crucial in making the credit assessment ? Come up with some simple rules in plain English using your selected attributes.
3. One type of model that you can create is a Decision Tree - train a Decision Tree using the complete dataset as the training data. Report the model obtained after training.
4. Suppose you use your above model trained on the complete dataset, and classify credit good/bad for each of the examples in the dataset. What % of examples can you

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classify correctly? (This is also called testing on the training set) Why do you think you cannot get 100 % training accuracy?

5. Is testing on the training set as you did above a good idea? Why or Why not ?

6. One approach for solving the problem encountered in the previous question is using cross-validation? Describe what is cross-validation briefly. Train a Decision Tree again using cross-validation and report your results. Does your accuracy increase/decrease? Why?

7. Check to see if the data shows a bias against "foreign workers" (attribute 20), or "personal-status" (attribute 9). One way to do this (perhaps rather simple minded) is to remove these attributes from the dataset and see if the decision tree created in those cases is significantly different from the full dataset case which you have already done. To remove an attribute you can use the preprocess tab in Weka's GUI Explorer. Did removing these attributes have any significant effect?

8. Another question might be, do you really need to input so many attributes to get good results? Maybe only a few would do. For example, you could try just having attributes 2, 3, 5, 7, 10, 17 (and 21, the class attribute (naturally)). Try out some combinations. (You had removed two attributes in problem 7. Remember to reload the arff data file to get all the attributes initially before you start selecting the ones you want.)

9. Sometimes, the cost of rejecting an applicant who actually has a good credit (case 1) might be higher than accepting an applicant who has bad credit (case 2). Instead of counting the misclassifications equally in both cases, give a higher cost to the first case (say cost 5) and lower cost to the second case. You can do this by using a cost matrix in Weka. Train your Decision Tree again and report the Decision Tree and cross-validation results. Are they significantly different from results obtained in problem 6 (using equal cost)?

10. Do you think it is a good idea to prefer simple decision trees instead of having long complex decision trees? How does the complexity of a Decision Tree relate to the bias of the model?

11. You can make your Decision Trees simpler by pruning the nodes. One approach is to use Reduced Error Pruning. Try reduced error pruning for training your Decision Trees using cross-validation (you can do this in Weka) and report the Decision Tree you obtain? Also, report your accuracy using the pruned model. Does your accuracy increase?

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12.(Extra Credit): How can you convert a Decision Trees into "if-then-else rules". Make up your own small Decision Tree consisting of 2-3 levels and convert it into a set of rules. There also exist different classifiers that output the model in the form of rules - one such classifier in Weka is rules. PART, train this model and report the set of rules obtained. Sometimes just one attribute can be good enough in making the decision, yes, just one ! Can you predict what attribute that might be in this dataset ? OneR classifier uses a single attribute to make decisions (it chooses the attribute based on minimum error). Report the rule obtained by training a one R classifier. Rank the performance of j48, PART and oneR.

**Task Resources:**

- [Andrew Moore's Data Mining Tutorials](#) (See tutorials on Decision Trees and Cross Validation)
- [Decision Trees](#) (Source: Tan, MSU)
- [Tom Mitchell's book slides](#) (See slides on Concept Learning and Decision Trees)
- Weka resources:
  - o [Introduction to Weka](#) (html version) (download [ppt](#) version)
  - o [Download Weka](#)
  - o [Weka Tutorial](#)
  - o [ARFF format](#)
  - o [Using Weka from command line](#)

**Task 2: Hospital Management System**

Data Warehouse consists Dimension Table and Fact Table.

REMEMBER The following

Dimension

The dimension object (Dimension):

\_ Name

\_ Attributes (Levels) , with one primary key

\_ Hierarchies

One time dimension is must.

About Levels and Hierarchies

Dimension objects (dimension) consist of a set of levels and a set of hierarchies defined over those levels. The levels represent levels of aggregation. Hierarchies describe parent-child relationships among a set of levels.

For example, a typical calendar dimension could contain five levels. Two hierarchies can be defined on these levels:

H1: YearL > QuarterL > MonthL > WeekL > DayL

H2: YearL > WeekL > DayL

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The hierarchies are described from parent to child, so that Year is the parent of Quarter, Quarter the parent of Month, and so forth.

About Unique Key Constraints

When you create a definition for a hierarchy, Warehouse Builder creates an identifier key for each level of the hierarchy and a unique key constraint on the lowest level (Base Level)

Design a Hospital Management system data warehouse (TARGET) consistig of Dimensions Patient, Medicine, Supplier, Time. Where measures are ' NO UNITS', UNIT PRICE.

Assume the Relational database (SOURCE) table schemas as follows

TIME (day, month, year),

PATIENT (patient\_name, Age, Address, etc.,)

MEDICINE ( Medicine\_Brand\_name, Drug\_name, Supplier, no\_units, Unit\_Price, etc.,)

SUPPLIER :( Supplier\_name, Medicine\_Brand\_name, Address, etc., )

If each Dimension has 6 levels, decide the levels and hierarchies, Assume the level names suitably.

Design the Hospital Management system data warehouse using all schemas. Give the example 4-D cube with assumption names.

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**15A52602      ADVANCED ENGLISH LANGUAGE COMMUNICATION  
SKILLS (AELCS) LAB (Audit Course)**

### **1. Introduction**

With increased globalization and rapidly changing industry expectations, employers are looking for the wide cluster of skills to cater to the changing demand. The introduction of the Advanced Communication Skills Lab is considered essential at 3<sup>rd</sup> year level. At this stage, the students need to prepare themselves for their careers which may require them to listen to, read, speak and write in English both for their professional and interpersonal communication in the globalised context.

The proposed course should be a laboratory course to enable students to use 'good' English and perform the following:

- Gathering ideas and information and to organise ideas relevantly and coherently.
- Engaging in debates.
- Participating in group discussions.
- Facing interviews.
- Writing project/research reports/technical reports.
- Making oral presentations.
- Taking part in social and professional communication.

### **2 OBJECTIVES:**

This Lab focuses on using multi-media instruction for language development to meet the following targets:

- To improve the students' fluency in English, through a well-developed vocabulary and enable them to listen to English spoken at normal conversational speed by educated English speakers and respond appropriately in different socio-cultural and professional contexts.
- Further, they would be required to communicate their ideas relevantly and coherently in writing.
- To prepare all the students for their placements.

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**R15****3. SYLLABUS:**

The following course content to conduct the activities is prescribed for the Advanced English Communication Skills (AECS) Lab:

**UNIT-I: COMMUNICATION SKILLS**

1. Reading Comprehension
2. Listening comprehension
3. Vocabulary Development
4. Common Errors

**UNIT-II: WRITING SKILLS**

1. Report writing
2. Resume Preparation
3. E-mail Writing

**UNIT-III: PRESENTATION SKILLS**

1. Oral presentation
2. Power point presentation
3. Poster presentation

**UNIT-IV: GETTING READY FOR JOB**

1. Debates
2. Group discussions
3. Job Interviews

**UNIT-V: INTERPERSONAL SKILLS**

1. Time Management
2. Problem Solving & Decision Making
3. Etiquettes

**4. LEARNING OUTCOMES:**

- Accomplishment of sound vocabulary and its proper use contextually
- Flair in Writing and felicity in written expression.
- Enhanced job prospects.
- Effective Speaking Abilities



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R15**5. MINIMUM REQUIREMENT:**

The Advanced English Communication Skills (AECS) Laboratory shall have the following infra-structural facilities to accommodate at least 60 students in the lab:

- Spacious room with appropriate acoustics.
- Round Tables with movable chairs
- Audio-visual aids
- LCD Projector
- Public Address system
- P – IV Processor, Hard Disk – 80 GB, RAM–512 MB Minimum, Speed – 2.8 GHZ
- T. V, a digital stereo & Camcorder
- Headphones of High quality

**6. SUGGESTED SOFTWARE:**

The software consisting of the prescribed topics elaborated above should be procured and G

1. **Walden Infotech: Advanced English Communication Skills Lab**
2. **K-VAN SOLUTIONS-Advanced English Language Communication Skills lab**
3. **DELTA's key to the Next Generation TOEFL Test: Advanced Skills Practice.**
4. **TOEFL & GRE( KAPLAN, AARCO & BARRONS, USA, Cracking GRE by CLIFFS)**
5. **Train2success.com**

**7. BOOKS RECOMMENDED:**

1. **Objective English for Competitive Exams**, Hari Mohana Prasad, 4<sup>th</sup> edition, Tata Mc Graw Hill.
2. **Technical Communication** by Meenakshi Raman & Sangeeta Sharma, O U Press 3<sup>rd</sup> Edn. 2015.
3. **Essay Writing for Exams**, Audrone Raskauskiene, Irena Ragaisiene & Ramute Zemaitiene, OUP, 2016
4. **Soft Skills for Everyone**, Butterfield Jeff, Cengage Publications, 2011.
5. **Management Shapers Series** by Universities Press (India) Pvt Ltd., Himayatnagar, Hyderabad 2008.
6. **Campus to Corporate**, Gangadhar Joshi, Sage Publications, 2015
7. **Communicative English**, E Suresh Kumar & P. Sreehari, Orient Blackswan, 2009.
8. **English for Success in Competitive Exams**, Philip Sunil Solomon OUP, 2015