## Program Outcomes (PO's)

At the end of the program, students will be able to:

- 1. Independently carry out research /investigation and development work to solve practical problems.
- 2. Write and present a substantial technical report/document.
- 3. Demonstrate a degree of mastery over the area of computer Networks and Information Security.

## **Program Specific Outcomes (PSOs)**

After successful completion of the program, students will be able to:

1. Develop solutions to real world problems in the emerging areas of Computer Networks and Cyber Security.

Systematically investigate and provide network and security solutions in multi-disciplinary domains.

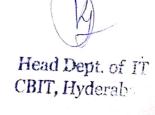
| S. No. | Subject Code     | Subject Name                    | Course Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------|------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | h(CNIS), I Semes |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1      | 19MT C101        | Computational Number<br>Theory  | <ol> <li>Apply number theory concepts to cryptography.</li> <li>Solve some of the divisor problems.</li> <li>Understand the importance of Euler's phi function in RSA crypto system.</li> <li>Appreciate the importance of larger primes in coding theory.</li> <li>Apply the theory of congruences to derive some of powerful theorems in number theory.</li> </ol>                                                                                                                |
| 2      | 19IT C103        | . Advanced Algorithms           | <ol> <li>Analyse time and space complexities of algorithms.</li> <li>Select suitable algorithmic strategy for solving real world problems.</li> <li>Design solutions using appropriate data structures for a given problem.</li> <li>Formulate solutions to problems on network flows, text data and computational geometry.</li> <li>Understand number theory and cryptographic computations.</li> </ol>                                                                           |
| 3.     | 19ME C103        | Research Methodology and<br>IPR | <ol> <li>Define research problem, review and asses the quality of literature from various sources</li> <li>Improve the style and format of writing a report for technical paper/ Journal report, understand and develop various research designs</li> <li>Collect the data by various methods: observation, interview, questionnaires</li> <li>Analyze problem by statistical techniques: ANOVA, F-test, Chi-square</li> <li>Understand apply for patent and copyrights.</li> </ol> |

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| 4   | 19IT E106 | Ethical Hacking                       | <ol> <li>Understand the Cyber Laws and the impact of hacking.</li> <li>Demonstrate how to prepare and conduct a physical penetration.</li> <li>Understand ethics behind hacking and vulnerability disclosure.</li> <li>Exploit the vulnerabilities related to computer system and networks using state of the art tools and technologies.</li> <li>Understand the core concepts related to malware, hardware and software</li> </ol>                     |
|-----|-----------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5   | 19IT E112 | Computational Intelligence            | vulnerabilities and their causes.  1. Solve problems using State-Space Search and Control Strategies.  2. Apply inference methods in propositional logic to prove statements.  3. Understand expert systems and probabilistic reasoning models.  4. Apply classification and clustering techniques on data sets and understand the working of neural networks.  5. Understand syntax and semantics of the                                                |
| 6   | 19EG A101 | English for Research Paper<br>Writing | <ol> <li>Interpret the nuances of research paper writing.</li> <li>Differentiate the research paper format and citation of sources.</li> <li>To review the research papers and articles in a scientific manner.</li> <li>Avoid plagiarism and be able to develop their writing skills in presenting the research work.</li> <li>Create a research paper and acquire the knowledge of how and where to publish their original research papers.</li> </ol> |
| . 7 | 19IT C105 | Advanced Algorithms Lab               | <ol> <li>Implement tree structures.</li> <li>Solve computational problems using different design techniques.</li> <li>Apply appropriate techniques for solving a given problem using Graphs.</li> <li>Perform Pattern Matching for text data.</li> <li>Implement Cryptographic techniques to ensure security</li> </ol>                                                                                                                                  |
| 8   | 19IT E118 | Computational Intelligence<br>Lab     | <ol> <li>Construct intelligent agent to play games.</li> <li>Build intelligent agent for search.</li> <li>Making optimization and inference algorithm for model learning.</li> <li>Implement Machine learning algorithms in a structured environment.</li> <li>Implement string operations using package NLTK.</li> </ol>                                                                                                                                |

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| M. Tech(CNIS), II Semester of 2019-20 |          |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------|----------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9                                     | 19ITC101 | Cryptography and Network<br>Security | <ol> <li>Understand Security Requirements for various organizations.</li> <li>Implement symmetric and asymmetric cryptography algorithms.</li> <li>Describe Hash functions and digital signatures for Data Integrity.</li> <li>Learn various aspects of key management and IP Security.</li> <li>Identify Security Protocols and methods to provide solutions for a specific Security Problem.</li> </ol>        |
| 10                                    | 19ITC102 | Adhoc and Sensor Networks            | 1. Understand the operating principles of cellular networks, wireless LANs and PANs. 2. Illustrate routing and transport layer protocols over wireless networks. 3. Comprehend characteristics, applications and routing protocols for MANETs. 4. Analyse TCP and QoS solutions for adhoc networks. 5. Describe the architecture of wireless sensor networks, MAC layer support and routing protocols in MANETs. |
| 11                                    | 19ITE101 | Biometric Security                   | 1. Demonstrate the knowledge of physical, biological science and engineering principles underlying the biometric systems.  2. Understand biometric systems at the component level.  3. Identify issues associated with the design and implementation of biometric systems.  4. Describe multi biometric systems.  5. Understand the role of biometrics in ensuring security                                      |
| . 12                                  | 19ITE113 | Data Science                         | <ol> <li>Understand programming in Python.</li> <li>Work with packages Numpy, Pandas and various file formats.</li> <li>Apply pre-processing on raw data.</li> <li>Visualise data and understand inferential statistics.</li> <li>Apply machine learning algorithms for data analysis.</li> <li>Ability to analyse and critically examine</li> </ol>                                                             |
| 13                                    | 19CE A01 | Disaster Mitigation and Management   | existing programs in disaster management regarding vulnerability, risk and capacity at different levels 2. Ability to understand and choose the appropriate activities and tools and set up priorities to build a coherent and adapted disaster management plan                                                                                                                                                  |



| ,   |       |                    |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|     |       |                    | •                        | 3. Ability to understand various                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1   |       |                    |                          | mechanisms and consequences of human induced disasters for the participate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|     |       |                    |                          | industrial and consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|     |       |                    |                          | induced disasters for the participatory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|     | ler i |                    |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|     |       | •                  |                          | 4. To understand disaster management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|     |       |                    |                          | 4. To understand the impact on various elements affected by the disc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1.  |       |                    |                          | elements affected by the disaster and to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|     |       |                    |                          | suggest and apply appropriate measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|     |       |                    |                          | for the same                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|     | -     |                    | ·                        | 5. Develop                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|     |       |                    |                          | 5. Develop an awareness of the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|     |       |                    |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|     |       |                    |                          | The sould so the s |
|     |       |                    |                          | operations for formal and relief                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|     | .     |                    |                          | operations for formulating effective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|     |       |                    |                          | indidgement plans 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|     |       |                    |                          | and validity participates.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| -   |       |                    |                          | approaches/strategies and their                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|     |       |                    |                          | application in disaster management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|     |       |                    |                          | 1. Apply basic specification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|     |       | ,                  | ,                        | Apply basic cryptographic techniques.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|     |       |                    |                          | 2. Generate cipner text using Symmetric                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|     |       |                    | `                        | ReyAlgorithms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 1   | 14    | 19ITC104           | Cryptography and Network | 3. Implement UseAsymmetric                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|     |       |                    | Security Lab             | KeyCryptographyAlgorithms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1   |       |                    | Lab                      | 4 Generate Digital Signatures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|     |       |                    |                          | 4. Generate Digital Signatures using                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1   |       | ,                  |                          | standard algorithms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|     |       |                    |                          | 5. Implement hash functions to ensure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| -   |       |                    |                          | Data Integrity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| -   |       |                    |                          | 1. Identify appropriate data structures for                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|     |       |                    | ·                        | storing and processing the data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|     |       |                    |                          | 2 Work with multiple binds of data and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|     |       |                    |                          | 2. Work with multiple kinds of data and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|     |       |                    | İ                        | various file formats.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|     |       |                    |                          | 3. Preprocess raw data and visualize the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|     | 1,5   | 19ITE119           | Data Science Lab         | data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|     |       |                    |                          | 4. Apply supervised and unsupervised                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| - 1 |       |                    |                          | algorithms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|     |       |                    |                          | 5. Provide solutions to real world problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|     | •     |                    |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|     |       |                    |                          | using machine learning algorithms.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|     |       |                    |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|     |       |                    |                          | Formulate a specific problem and give                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|     |       |                    |                          | solution.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|     |       |                    |                          | 2. Develop model/models either                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|     |       |                    |                          | theoretical/practical/numerical form.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|     |       |                    | Mini Project with        | 2. Calve interpret/correlate the results and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|     | 16    | 19ITC106           | Seminar                  | 3. Solve, interpret/correlate the results and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|     | •     |                    | Seminar                  | discussions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|     |       |                    |                          | 4. Conclude the results obtained.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|     |       |                    |                          | 5. Write the documentation in standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|     |       |                    |                          | format.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|     |       |                    |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|     | M. Te | ch(CNIS), III Seme | ester of 2019-20         | 1. Enumerate common pitfalls in the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| ·ŀ  |       |                    |                          | 1. Chumerate common pictars in the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|     | •     | ,                  |                          | creation and evaluation of new Intrusion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|     |       |                    | Intrusion Detection      | Detection Systems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|     | 17    | 19IT E107          | (Program Elective-V)     | 2 Comprehend Intrusion Detection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|     | 1,    |                    | (Program Elective-v)     | principles and approaches in order to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|     | •     |                    |                          | improve the security posture of an                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| .   |       |                    |                          | Improve the security person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1   |       |                    | 1                        | •                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



|          |                   |                          | enterprise.                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------|-------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A        |                   |                          | 3. Undores                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|          |                   |                          | 3. Understand TCP dump and examine IP                                                                                                                                                                                                                                                                                                                                                                                                         |
|          |                   |                          | neader.                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|          |                   |                          | 4. Examine network +                                                                                                                                                                                                                                                                                                                                                                                                                          |
|          |                   |                          | threats that generate we                                                                                                                                                                                                                                                                                                                                                                                                                      |
|          |                   |                          | flows.                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| -        |                   |                          | 5. Implement models to monitor the                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1 .      |                   |                          | security of the system.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1.       |                   |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|          |                   |                          | To understand the basic concepts of business application.                                                                                                                                                                                                                                                                                                                                                                                     |
|          |                   |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|          |                   |                          | 2. Identify the application of business                                                                                                                                                                                                                                                                                                                                                                                                       |
|          |                   |                          | and the and the angles                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 18       | 19CSO101          | Business Analytics (Open | business data                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|          | 13030101          | Elective)                | 3. Become familiar with various metrics,                                                                                                                                                                                                                                                                                                                                                                                                      |
|          |                   |                          | measures used in business analytics                                                                                                                                                                                                                                                                                                                                                                                                           |
|          |                   |                          | 4. Illustrate various descriptive, predictive                                                                                                                                                                                                                                                                                                                                                                                                 |
|          |                   |                          | and prescriptive methods and techniques                                                                                                                                                                                                                                                                                                                                                                                                       |
|          |                   |                          | Model the business data using various                                                                                                                                                                                                                                                                                                                                                                                                         |
|          |                   |                          | husiness analytical mathed as a                                                                                                                                                                                                                                                                                                                                                                                                               |
|          | •                 |                          | business analytical methods and                                                                                                                                                                                                                                                                                                                                                                                                               |
|          |                   | ·                        | techniques                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|          |                   |                          | 1. Students will be exposed to self-learning                                                                                                                                                                                                                                                                                                                                                                                                  |
|          |                   |                          | various topics.                                                                                                                                                                                                                                                                                                                                                                                                                               |
|          |                   |                          | 2. Students will learn to survey the                                                                                                                                                                                                                                                                                                                                                                                                          |
|          |                   |                          | literature such as books, national/                                                                                                                                                                                                                                                                                                                                                                                                           |
|          |                   |                          | international refereed journals and                                                                                                                                                                                                                                                                                                                                                                                                           |
|          | '                 |                          | contact resource persons for the selected                                                                                                                                                                                                                                                                                                                                                                                                     |
| . 19     | 19IT C107         | Dissertation Phase-I     | topic of research.                                                                                                                                                                                                                                                                                                                                                                                                                            |
|          |                   |                          | 3. Students will learn to write technical                                                                                                                                                                                                                                                                                                                                                                                                     |
|          |                   | ·                        | reports.                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|          |                   |                          | 4. Students will develop oral and written                                                                                                                                                                                                                                                                                                                                                                                                     |
|          |                   |                          | communication skills to present.                                                                                                                                                                                                                                                                                                                                                                                                              |
|          |                   |                          | 5. Student will defend their work in front of                                                                                                                                                                                                                                                                                                                                                                                                 |
|          |                   |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|          |                   |                          | technically qualified audience.                                                                                                                                                                                                                                                                                                                                                                                                               |
| M. Te    | ch(CNIS), IV Seme | ester of 2019-20         |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|          |                   |                          | 1. Students will be able to use different                                                                                                                                                                                                                                                                                                                                                                                                     |
|          | ŀ                 | 1                        | ماطو مط الثين لمسم مستنسل سال بالسام مط الثين المسلم                                                                                                                                                                                                                                                                                                                                                                                          |
| 1        | 1                 |                          | experimental techniques and will be able                                                                                                                                                                                                                                                                                                                                                                                                      |
|          |                   |                          | to use different software/                                                                                                                                                                                                                                                                                                                                                                                                                    |
|          |                   |                          | to use different software/                                                                                                                                                                                                                                                                                                                                                                                                                    |
|          |                   |                          | to use different software/computational/analytical tools.                                                                                                                                                                                                                                                                                                                                                                                     |
|          | ·                 |                          | to use different software/ computational/analytical tools.  2. Students will be able to design and                                                                                                                                                                                                                                                                                                                                            |
|          |                   |                          | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/                                                                                                                                                                                                                                                                                                            |
|          |                   |                          | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.                                                                                                                                                                                                                                                                                        |
|          |                   |                          | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.  3. Students will be able to conduct tests or                                                                                                                                                                                                                                          |
|          |                   | •                        | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.  3. Students will be able to conduct tests or existing set ups/equipments and draw                                                                                                                                                                                                     |
| .50      | 19IT C108         | Dissertation Phase-II    | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.  3. Students will be able to conduct tests or existing set ups/equipments and draw                                                                                                                                                                                                     |
| . 20     | 19IT C108         | Dissertation Phase-II    | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.  3. Students will be able to conduct tests or existing set ups/equipments and draw logical conclusions from the results after                                                                                                                                                          |
| . 20     | 19IT C108         | Dissertation Phase-II    | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.  3. Students will be able to conduct tests or existing set ups/equipments and draw logical conclusions from the results after analyzing them.                                                                                                                                          |
| . '20    | 19IT C108         | Dissertation Phase-II    | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.  3. Students will be able to conduct tests or existing set ups/equipments and draw logical conclusions from the results after analyzing them.  4. Students will be able to either work in a                                                                                            |
| . '20    | 19IT C108         | Dissertation Phase-II    | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.  3. Students will be able to conduct tests or existing set ups/equipments and draw logical conclusions from the results after analyzing them.  4. Students will be able to either work in a research environment or in an industrial                                                   |
| . '20    | 19IT C108         | Dissertation Phase-II    | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.  3. Students will be able to conduct tests or existing set ups/equipments and draw logical conclusions from the results after analyzing them.  4. Students will be able to either work in a research environment or in an industrial environment.                                      |
| ·20<br>· | 19IT C108         | Dissertation Phase-II    | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.  3. Students will be able to conduct tests or existing set ups/equipments and draw logical conclusions from the results after analyzing them.  4. Students will be able to either work in a research environment or in an industrial environment.                                      |
| ·20      | 19IT C108         | Dissertation Phase-II .  | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.  3. Students will be able to conduct tests or existing set ups/equipments and draw logical conclusions from the results after analyzing them.  4. Students will be able to either work in a research environment or in an industrial environment.  5. Students will be conversant with |
| . 20     | 19IT C108         | Dissertation Phase-II    | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.  3. Students will be able to conduct tests or existing set ups/equipments and draw logical conclusions from the results after analyzing them.  4. Students will be able to either work in a research environment or in an industrial environment.  5. Students will be conversant with |
| . 20     | 19IT C108         | Dissertation Phase-II .  | to use different software/ computational/analytical tools.  2. Students will be able to design and develop an experimental set up/ equipment/test rig.  3. Students will be able to conduct tests or existing set ups/equipments and draw logical conclusions from the results after analyzing them.  4. Students will be able to either work in a research environment or in an industrial environment.                                      |



Head Dept. of T CBIT. Hvderahae