|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Syllabus** | **Curriculum** | **Deployment Strategy and****Tool** | **Cross-cutting issues****integrated** | **PO, PSO and CO** | **Attainment Verification** |
| 1. |  COMPUTER ORGANIZATION | * The computer organization is concerned with the structure and behaviour of digital computers. The main objective of this subject to understand the overall basic computer hardware structure, including the peripheral devices
* Computer architecture deals with the design of computers, data storage devices, and networking components that store and run programs, transmit data, and drive interactions between computers, across networks, and with users.
* Computer Organization and Architecture is the study of internal working, structuring and implementation of a computer system. ... Organization of computer system is the way of practical implementation which results in realization of architectural specifications of a computer system.
 | 1. Chalk and

Talk method1. PPT
 | * Business

 Ethics* Human

 values | PO1:Engineering KnowledgePO2:Problem AnalysisPO3:Design/Development Of Solutions |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  | PSO1:Professional SkillsPSO2:Problem Solving Skill |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  | CO1:Acquire the knowledge of o The basic structure of computers, assembly language, machine instruction, Addressing Modes, Input/output Organization, Memory system organization and Basic Processing Unit. o Multiprocessors and Clusters. CO2:Develop a subroutine using assembly level Instructions for a given problem. Co3:Evaluate the memory systems with various performance parameters CO4:Apply the appropriate algorithm to perform arithmetic operations. CO5:Analyze hardware multithreading, performance of uniprocessor and multiprocessor systems.  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

