|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Syllabus** | **Curriculum** | **Deployment Strategy and****Tool** | **Cross-cutting issues****integrated** | **PO, PSO and CO** | **Attainment Verification** |
| 1. | JAVA AND J2EE | 1. JEE (advance Java) provides libraries to understand the concept of Client-Server architecture for web- based applications. We can also work with web and application servers such as Apache Tomcat and Glassfish Using these servers, we can understand the working of HTTP protocol. It cannot be done in core Java.
2. Advance java is used for web based application and enterprise application. Advanced java & nbsp; is two tier architecture i.e., client and server. Advance java programming covers swings, socket, awt, thread concept as well as collection object and classess.
3. Advanced java course consist JDBC, HTML, Servlet, JSP and JSTL. Using JDBC concept you can learn database concepts in depth and perform all CRUD operations easily. Using HTML you can develop static web pages. Using Servlet and JSP you can develop dynamic web pages.
 | 1. Chalk and

Talk method1. PPT
 | * Business

 Ethics* Human

 values | PO1:Engineering KnowledgePO2:Problem AnalysisPO3:Design/Development Of SolutionsPO4:Conduct Investigations Of Complex ProblemsPO5:Modern Tool UsagePO12: Life-longLearning. |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  | PSO1:Professional Skills |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |  |
|  |  | **CO1** Interpret the need for advanced Java concepts like enumerations and collections indeveloping modular and efficient programs**CO2** Build client-server applications and TCP/IP socket programs**CO3** Illustrate database access and details for managing information using the JDBC API**CO4** Describe how servlets fit into Java-based web application architecture |
|  |  |  |
|  |  |  |

