|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No** | **Syllabus** | **Curriculum** | **Deployment Strategy and****Tool** | **Cross-cutting issues****integrated** | **PO, PSO and CO** | **Attainment Verification** |
| 1. |  DESIGN AND ANALYSIS OF ALGORITHMS  | * Algorithm analysis is an important part of a broader computational complexity theory, which provides theoretical estimates for the resources needed by any algorithm which solves a given computational problem. These estimates provide an insight into reasonable directions of search for efficient algorithms.
* Algorithms are used in every part of computer science. They form the field's backbone. In computer science, an algorithm gives the computer a specific set of instructions, which allows the computer to do everything, be it running a calculator or running a rocket.
* When solving a problem, choosing the right approach is often the key to arriving at the best solution. In psychology, one of these problem-solving approaches is known as an algorithm. An algorithm is a defined set of step-by-step procedures that provides the correct answer to a particular problem.
 | 1. Chalk and

Talk method1. PPT
 | * Business

 Ethics* Human

 values | PO1:Engineering KnowledgePO2:Problem AnalysisPO3:Design/Development Of SolutionsPO4:Conduct Investigations Of Complex ProblemsPO12: Life-longLearning. |  |
|  |  |
|  |  |
|  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |  |
|  |  | PSO1:Professional SkillsPSO2:Problem Solving Skill |
|  |  |
|  |  |
|  |  |
|  |  | CO1:Understand the performance analysis of algorithms by applying asymptotic notations.CO2:Describe computational solution to well-known problems using divide and conquer method. CO3:Analyse the performance of various greedy algorithms.CO4:Design and analyse dynamic-programming algorithms.CO5:Estimate the computational complexity of different algorithms. |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

