Details of Activities Conducted that Inculcate Values Necessary to Render Students into Responsible Citizens

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PRINCIPAL

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The Oxford College of Engineering
Bommanahalli, Hosur Road
Bengaluru-560 068

CHILDREN'S EDUCATION SOCIETY (Regd.)
THE OXFORD COLLEGE OF ENGINEERING
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Summary on the Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institution offers a range of programmes to educate staff members and students on principles, rights, and duties related to their constitutional responsibilities.

(i) **Respect to National Flag**- Students and staff participate in National flag hoisting on Independence Day, and Republic Day.

(ii) **Service before Self-** The college organises NSS camps. It carries out a range of social outreach programmes to increase public knowledge of societally relevant issues. Blood donation and health camps are arranged for the benefit of the general population. From a humanist standpoint, the students receive first-rate instruction and preparation to become law-abiding citizens.

(iii) **Environmental Preservation**- The college's motto is "Let's keep our campus clean and go green." Additionally, Swachh Bharat Abhiyan initiatives are organised for students to foster an environmental consciousness and foster sustainable growth. Solar power generation is another campus endeavor aimed at partially offsetting the college's electricity use.

(iv) **Cultural Harmony** – Students at the college come from a variety of cultural backgrounds, and the administration encourages the institution to celebrate a number of religious and cultural holidays. Students' overall development and tolerance for different religions reach its zenith when they take part in each other's celebrations.

(v) **Rights to equality and freedom**– A grievance redressal cell and an anti-ragging commission are just two of the numerous programmes the college has created to address issues and assist students in internalizing the highest standards of morality. To educate students, gender sensitization events are held. Students serve in the IQAC, Students Council, and other committees. It has given students a good platform to bring up any grievances with the administration for prompt resolution.

(vi) **Cleanliness Initiatives**- Plastic and tobacco products are prohibited on our campus. The campus uses extremely little plastic, and when it comes to limiting environmental contamination, biodegradable plastic is used. The government's Swachh Bharat initiatives are supported by ongoing awareness efforts that emphasise the necessity of removing all plastic from campuses. Paper usage is minimal. Email is employed in the communication process.

(vii) **Expert Talks**- Eminent people are invited to render talks so as to enable students be responsive towards constitutional obligations and inculcate human values, to be socially responsible citizens.

(viii) **Constitutional Obligations**- many activities pertaining to Swachh Bharat Abhiyan, Jal Shakthi Abhiyan, Jaljatiya Gaurav Diwas, International Yoga Day, International Women's Day, world Health Day & world Heritage Day are conducted with reference to constitutional obligations by students and staff in the college.

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Indian Constitution, Syllabus, Outcome

The Oxford College of Engineering in Bangalore has integrated a number of courses into its curriculum, some of which aim to improve professional competencies while others aim to instil general competencies such as social ethical values, human values, environmental sensitivity, and so on, resulting in students' holistic development. Ethics in education aids in educational system administration and assures that these behaviours benefit human well-being. The college has worked hard to provide students with value-based education to help them comprehend moral principles and professional ethics, with the purpose of strengthening values to make them better citizens. Students in all engineering programmes are required to take a number of in order to learn and apply human values and professional ethics. Gender equality protects women and girls. It is required for economic progress. The college maintains a Women's Grievance Cell and a Grievance Redressal Cell to provide students with counselling, promote gender equity among students, and handle issues concerning the safety and security of female students, employees, and instructors. Seminars, workshops, guest lectures, industry visits, and field trips were among the events planned for students from all programmes to enhance understanding of environmental and sustainability issues.

S. No	Year /Semester	Name of the Program	Name of the Course	Course Code	Cross Cutting issues
1	3rd Year/5th Sem	Department of Biotechnology	Bio-Business and Entrepreneurship	18BT51	Professional Ethics
2	2nd Year/3rd and 4th Sem	Department of Information Science & Engineering	Constitution of India and Professional Ethics	21CIP37/47	Professional Ethics
3	1st Year/1st Sem	Department of Mechanical Engineering	Indian Constitution	BICOK107-207	Professional Ethics
4	2nd Year/4th Sem	Department of Mechanical Engineering	Universal Human Values II: Understanding, Harmony and Ethical Human Conduct	21UHV49	Professional Ethics
5	2nd Year/3rd and 4th Sem	Department of Computer Science & Engineering	Constitution of India and Professional Ethics	21CIP37/47	Professional Ethics
6	2nd Year/3rd and 4th	Department of Electrical and Communication	Constitution of India and Professional Ethics	21CIP37/47	Professional Ethics

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	sem	Engineering			
7	1st Year/1st sem	Department of Artificial Intelligence and Machine Learning	Indian Constitution	BICOK107-207	Professional Ethics
8	2nd Year/4th sem	Department of Artificial Intelligence and Machine Learning	Universal Human Values II: Understanding, Harmony and Ethical Human Conduct	21UHV49	Professional Ethics
9	2nd Year/3rd and 4th sem	Department of Artificial Intelligence and Machine Learning	Constitution of India and Professional Ethics	21CIP37/47	Professional Ethics
10	2nd Year/3rd sem	Department of Mechatronics	Trends in Digital Manufacturing	21MT382	Professional Ethics
11	2nd Year/4th sem	Department of Mechatronics	Universal Human Values II: Understanding, Harmony and Ethical Human Conduct	21UHV49	Professional Ethics
12	1st Year/1st Sem	Department of Civil Engineering	Innovation and Design Thinking	BIDTK158/258	Professional Ethics
13	1st Year/2nd Sem	Department of Civil Engineering	Indian Constitution	BICOK207	Professional Ethics
14	1st Year/1st sem	Department of Electrical & Electronics Engineering	baLake Kannada	BKBKK107-207	Professional Ethics
15	1st Year/2nd Sem	Department of Electrical & Electronics Engineering	Indian Constitution	BICOK207	Professional Ethics
16	2nd Year/3rd and 4th sem	Department of Electrical & Electronics Engineering	Constitution of India and Professional Ethics	21CIP37/47	Professional Ethics
17	1st Year/1st Sem	Department of Business Administration	Entrepreneurship Development	22MBA12	Professional Ethics

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18	2nd Year/3rd Sem	Department of Business Administration	Emerging Exponential Technologies	20MBA301	Professional Ethics
19	2nd Year/4th Sem	Department of Business Administration	Organisational Leadership	20MBAHR401	Professional Ethics
20	2nd Year/4th Sem	Department of Business Administration	Intenational Human Resource Management	20MBAHR403	Professional Ethics
21	2nd Year/3rd Sem	Master of Computer Applications	Software Project Management	20MCA354	Professional Ethics
22	1st Year/2nd Sem	Master of Computer Applications	User Interface Design	22MCA254	Professional Ethics
23	1st Year/1st sem	Department of Mechanical Engineering	Indian Constitution	BICOK107-207	Gender
24	1st Year/1st sem	Department of Artificial Intelligence and Machine Learning	Indian Constitution	BICOK107-207	Gender
25	2nd Year/3rd and 4th sem	Department of Artificial Intelligence and Machine Learning	Constitution of India and Professional Ethics	21CIP37/47	Gender
26	1st Year/2nd Sem	Department of Civil Engineering	Indian Constitution	BICOK207	Gender
27	1st Year/2nd Sem	Department of Electrical & Electronics Engineering	Indian Constitution	BICOK207	Gender
28	2nd Year/4th Sem	Department of Business Administration	Organisational Leadership	20MBAHR401	Gender
29	2nd Year/4th Sem	Department of Business Administration	Intenational Human Resource Management	20MBAHR403	Gender
30	1st Year/1st sem	Department of Biotechnology	Scientific Foundations of Health	BSFHK158/258	Human Values
31	2nd	Department of	Social Connect and	21SCR36	Human Values

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	Year/3rd sem	Biotechnology	Responsibilities		
32	2nd Year/3rd and 4th sem	Department of Information Science & Engineering	Constitution of India and Professional Ethics	21CIP37/47	Human Values
33	2nd Year/4th sem	Department of Information Science & Engineering	Universal Human Values II: Understanding, Harmony and Ethical Human Conduct	21UHV49	Human Values
34	1st Year/1st sem	Department of Mechanical Engineering	Innovation and Design Thinking	BIDTK158/258	Human Values
35	2nd Year/4th sem	Department of Mechanical Engineering	Universal Human Values II: Understanding, Harmony and Ethical Human Conduct	21UHV49	Human Values
36	1st Year/1st sem	Department of Mechanical Engineering	Indian Constitution	BICOK107-207	Human Values
37	2nd Year/3rd and 4th sem	Department of Computer Science & Engineering	Constitution of India and Professional Ethics	21CIP37/47	Human Values
38	2nd Year/4th sem	Department of Computer Science & Engineering	Universal Human Values II: Understanding, Harmony and Ethical Human Conduct	21UHV49	Human Values
39	2nd Year/3rd and 4th sem	Department of Electrical and Communication Engineering	Constitution of India and Professional Ethics	21CIP37/47	Human Values
40	1st Year/1st sem	Department of Artificial Intelligence and Machine Learning	Indian Constitution	BICOK107-207	Human Values
41	1st Year/1st sem	Department of Artificial Intelligence and Machine Learning	Innovation and Design Thinking	BIDTK158/258	Human Values
42	2nd Year/4th	Department of Artificial	Universal Human Values II: Understanding,	21UHV49	Human Values

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	sem	Intelligence and Machine Learning	Harmony and Ethical Human Conduct		
43	1st Year/1st sem	Department of Artificial Intelligence and Machine Learning	Scientific Foundations of Health	BSFHK158/258	Human Values
44	2nd Year/3rd and 4th sem	Department of Artificial Intelligence and Machine Learning	Constitution of India and Professional Ethics	21CIP37/47	Human Values
45	2nd Year/4th sem	Department of Mechatronics	Universal Human Values II: Understanding, Harmony and Ethical Human Conduct	21UHV49	Human Values
46	1st Year/2nd Sem	Department of Civil Engineering	Indian Constitution	BICOK207	Human Values
47	2nd Year/4th Sem	Department of Civil Engineering	Universal Human Values II: Understanding, Harmony and Ethical Human Conduct	21UHV49	Human Values
48	1st Year/2nd Sem	Department of Electrical & Electronics Engineering	Indian Constitution	BICOK207	Human Values
49	1st Year/1st sem	Department of Electrical & Electronics Engineering	Scientific Foundations of Health	BSFHK158/258	Human Values
50	3rd Year/5th sem	Department of Electrical & Electronics Engineering	Management and Entrepreneurship	18EE51	Human Values
51	2nd Year/3rd sem	Department of Electrical & Electronics Engineering	Social Connect and Responsibilities	21SCR36	Human Values
52	2nd Year/3rd and 4th sem	Department of Electrical & Electronics Engineering	Constitution of India and Professional Ethics	21CIP37/47	Human Values

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53	1st Year/1st Sem	Department of Business Administration	Principles of Management and Organisational Behaviour	22MBA11	Human Values
54	1st Year/1st Sem	Department of Business Administration	Marketing Management	22MBA15	Human Values
55	1st Year/1st Sem	Department of Business Administration	Business Communication	22MBA16	Human Values
56	2nd Year/4th Sem	Department of Business Administration	Personal Growth and Interpersonal Effectiveness	20MBAHR402	Human Values
57	2nd Year/3rd Sem	Master of Computer Applications	Software Project Management	20MCA354	Human Values
58	1st Year/2nd Sem	Master of Computer Applications	User Interface Design	22MCA254	Human Values
59	3rd Year/5th sem	Department of Biotechnology	Bio-Business and Entrepreneurship	18BT51	Environment and Sustainability
60	3rd Year/5th sem	Department of Biotechnology	Environmental Studies	18CIV59	Environment and Sustainability
61	3rd Year/5th Sem	Department of Information Science & Engineering	Environmental Studies	18CIV59	Environment and Sustainability
62	3rd Year/5th sem	Department of Mechanical Engineering	Environmental Studies	18CIV59	Environment and Sustainability
63	3rd Year/5th Sem	Department of Computer Science & Engineering	Environmental Studies	18CIV59	Environment and Sustainability
64	3rd Year/5th Sem	Department of Electrical and Communication Engineering	Environmental Studies	21CIV57	Environment and Sustainability
65	3rd Year/5th sem	Department of Mechatronics	Environmental Studies	18CIV59	Environment and Sustainability
66	3rd	Department of	Environmental Studies	18CIV59	Environment

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	Year/5th Sem	Civil Engineering			& Sustainability
67	3rd Year/6th Sem	Department of Civil Engineering	Environmental Engineering Laboratory	18CVL67	Environment & Sustainability
68	3rd Year/5th sem	Department of Electrical & Electronics Engineering	Environmental Studies	18CIV59	Environment and Sustainability
69	4th Year/7th sem	Department of Electrical & Electronics Engineering	Introduction to Electric Vehicles	18AU745	Environment and Sustainability
70	1st Year/2nd Sem	Department of Business Administration	Research Methodology and IPR	22MBA23	Environment and Sustainability

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Professional Ethics

Department of Biotechnology

BIO-BUSINESS AND ENTREPRENEURSHIP			
Course Code	18BT51	CIE Marks	40
Teaching Hours/Week (L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives:
- To learn about the project management,
- To explore entrepreneurship
- To understand IPR and its implications

Module-1

BIO ENTERPREUNERSHIP:

Introduction to bio-business, from the Indian context, SWOT analysis of bio-business. Ownership, Development of Entrepreneurship; Stages in entrepreneurial process; Role of entrepreneurs in Economic Development; Entrepreneurship in India; Entrepreneurship - its barriers. Small scale industries: Definition; Characteristics; Need and rationale; Objectives; Scope; Market Feasibility Study; Technical Feasibility Study; Financial Feasibility Study & Social Feasibility Study. Global bio business and industry future trends.

Module-2

ENTREPRENEURSHIP OPPORTUNITY IN AGRI BIOTECHNOLOGY:
Business opportunity, Essential requirement, marketing, strategies, schemes, challenges and scope-with case study on Plant cell and tissue culture technique, polyhouse culture. Herbal bulk drug production, Nutraceuticals, value added herbal products. Bioethanol production using Agri waste, Algal source. Integration of system biology for agricultural applications. Biosensor development in Agri management

Module-3

ENTREPRENEURSHIP OPPORTUNITY IN INDUSTRIAL BIOTECHNOLOGY: Business opportunity, Essential requirement, marketing strategies, schemes, challenges and scope-with case study- Pollution monitoring and Bioremediation for Industrial pollutants, Pesticides, Herbicides etc. Integrated compost production- microbe enriched compost.Bio pesticide/insecticide production. Fermented products-probiotic and prebiotics. Stem cell production, stem cell bank, contract research. Production of monoclonal/polyclonal antibodies, Single cell protein and secondary metabolite production.Contact research in microbial genomics.

Module-4

PROJECT MANAGEMENT, INTELLECTUAL PROPERTY, TECHNOLOGY MANAGEMENT AND STARTUP SCHEMES:
Building Biotech business challenges in Indian context-biotech partners (BICEPS, BIRAC, DBT, Incubation centers. Etc.,), operational biotech parks in India. Indian Company act for Bio business-schemes and subsidies. Meaning of Project; Project Identification; Project Selection; Project Report; Need and Significance of Report; Contents; Formulation; Guidelines by Planning Commission for Project report; Network Analysis; Errors of Project Report; Project Appraisal. Identification of business opportunities: Market Feasibility Study; Technical Feasibility Study; Financial Feasibility Study & Social Feasibility Study. Patent expiry and Entrepreneurship opportunity, Principles of Technology leasing, licensing and transfer, Startup schemes in Indian government, Business incubation support schemes, Successful start-ups-case study.

Module-5

REGULATORY AFFAIRS, BIOETHICS & BIO-SAFETY:
Regulatory affairs in Bio business-regulatory bodies and their regulations (ex.FDA, EU, DSIR, AYUSH,

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Department of Information Science & Engineering

Constitution of India and Professional Ethics (CIP)

Course Code	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
Total Hours of Pedagogy	02 Hours/Week	Total Marks	100
Credits	01	Exam Hours	01 Hours

Course objectives: This course will enable the students

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module – 1

Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Module – 2

FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building.

Module – 3

Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Module – 4

State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.

Module-5

Professional Ethics Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics.

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Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.

Course outcome (Course Skill Set) :

At the end of the course the student will be able to :

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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Department of Mechanical Engineering

26.10.2022

Theory - 01 Credit Course

BICOK107-207

Indian Constitution

Course Title:	Indian Constitution		
Course Code:	BICOK107-207	CIE Marks	50
Course Type (Theory/Practical /Integrated)		SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives :

The course **INDIAN CONSTITUTION (22 ICO17 / 27)** will enable the students,

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

(ii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	**(03 hours of pedagogy)**

Indian Constitution: Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly.

Module-2	**(03 hours of pedagogy)**

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	**(03 hours of pedagogy)**

Directive Principles of State Policy (DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

Module-4	**(03 hours of pedagogy)**

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	**(03 hours of pedagogy)**

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)

At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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IV Semester

UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT			
Title of the subject			
Course Code	21UHV49	CIE Marks	50
Teaching Hours /Week (L:T:P:S)	2:0:0	SEE Marks	50
Total Hours of Pedagogy	20	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:
This introductory course input is intended:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

This course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.

2. The course is in the form of 20 lectures (discussions)

3. It is free from any dogma or value prescriptions.

4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.

5. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.

6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Module-1		
Introduction to Value Education (4 hours)		
Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education) Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations		
Teaching-Learning Process	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos	

1

Department of Computer Science & Engineering

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Constitution of India and Professional Ethics (CIP)

Course Code	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
Total Hours of Pedagogy	02 Hours/Week	Total Marks	100
Credits	01	Exam Hours	01 Hours

Course objectives: This course will enable the students

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i)   Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

   Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module – 1

Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Module – 2

FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building.

Module – 3

Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Module – 4

State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.

Module-5

Professional Ethics Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics. Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.

Course outcome (Course Skill Set) :

At the end of the course the student will be able to :

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.

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CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

Department of Electrical and Communication Engineering

Constitution of India and Professional Ethics (CIP)

Course Code	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
Total Hours of Pedagogy	02 Hours/Week	Total Marks	100
Credits	01	Exam Hours	01 Hours

Course objectives: This course will enable the students

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

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(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module – 1

Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Module – 2

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Module – 3

Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Module – 4

State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.

Module-5

Professional Ethics Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics.

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Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.

Course outcome (Course Skill Set) :

At the end of the course the student will be able to :

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
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Department of Artificial Intelligence and Machine Learning

26.10.2022

Theory - 01 Credit Course   **BICOK107-207**

Indian Constitution

Course Title:		Indian Constitution		
Course Code:			CIE Marks	50
Course Type (Theory/Practical /Integrated)	BICOK107-207		SEE Marks	50
			Total Marks	100
Teaching Hours/Week (L:T:P:S)	1:0:0:0		Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours		Credits	01

Course objectives :

The course **INDIAN CONSTITUTION (22 ICO17 / 27)** will enable the students,

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

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(ii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Indian Constitution: Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly.

Module-2	(03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	(03 hours of pedagogy)

Directive Principles of State Policy (DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

Module-4	(03 hours of pedagogy)

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	(03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)

At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
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IV Semester

UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT				
Title of the subject			
Course Code	21UHV49	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:0:0	SEE Marks	50
Total Hours of Pedagogy	20	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:
This introductory course input is intended:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

This course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

Teaching-Learning Process (General Instructions)
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.

2. The course is in the form of 20 lectures (discussions)

3. It is free from any dogma or value prescriptions.

4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.

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6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Module-1

Introduction to Value Education (4 hours)

Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)

Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations

Teaching-Learning Process	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

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Constitution of India and Professional Ethics (CIP)

Course Code	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
Total Hours of Pedagogy	02 Hours/Week	Total Marks	100
Credits	01	Exam Hours	01 Hours

Course objectives: This course will enable the students

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

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Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module – 1

Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Module – 2

FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building.

Module – 3

Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Module – 4

State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.

Module-5

Professional Ethics Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics. Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.

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Course outcome (Course Skill Set) :

At the end of the course the student will be able to :

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
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Department of Mechatronics

Trends in Digital Manufacturing			
Course Code	21MT382	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	0:2:0:0	SEE Marks	50
Total Hours of Pedagogy	16	Total Marks	100
Credits	1	Exam Hours	1

Course Learning Objectives:

CLO 1. To understand the basic design process and Product life cycle

CLO 2. To know the steps involved in Computer sided design

CLO 3. To understand basics of Additive manufacturing

CLO 4. To gain knowledge on different additive manufacturing techniques

CLO 5. To know the process of Reverse Engineering

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. Using different ICT tools in teaching
2. Encourage collaborative(Group)Learning in the class
3. Ask at least three HOTS (Higher-order Thinking)questions in the class, which promotes critical thinking
4. Adopt Problem Based Learning(PBL),which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.

Module-1

Design processes and methods, Introduction to CAD/CAM/CAE technologies and product lifecycle management (PLM).

Teaching-Learning Process	1. Chalk and talk method, 2. PowerPoint Presentation, 3. Videos

Module-2

Computer Aided Design (CAD): applications of computers in design, software configuration, functions of graphics package, constructing the geometry.

Teaching-Learning Process	1. Chalk and talk method, 2. PowerPoint Presentation, 3. Videos

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Module-3

Additive manufacturing- General methodology, stages and components of the process. Main technologies, principles and applications. Strengths, weaknesses, challenges, and limitations of additive manufacturing technologies.

Teaching-Learning Process	1. Chalk and talk method,
	2. PowerPoint Presentation,
	3. Videos

Module-4

Additive manufacturing processes: Photo polymerization, material jetting, binder jetting, material extrusion, Powder bed sintering techniques, sheet lamination, direct energy deposition techniques, applications of AM.

Teaching-Learning Process	1. Chalk and talk method,
	2. PowerPoint Presentation,
	3. Videos

Module-5

Reverse Engineering-applications and selection of reverse engineering systems. Hardware and software involved.

Teaching-Learning Process	1. Chalk and talk method,
	2. PowerPoint Presentation,
	3. Videos

Course outcome (Course Skill Set)

At the end of the course the student will be able to:

CO 1. To understand the meaning of digital manufacturing, and different techniques involved in it

CO 2. To describe the digital manufacturing techniques in reverse engineering

CO 3. To apply the knowledge of additive manufacturing process in choosing particular method.

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IV Semester

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Title of the subject			
Course Code	21UHV49	CIE Marks	50
Teaching Hours /Week (L:T:P: S)	2:0:0	SEE Marks	50
Total Hours of Pedagogy	20	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

This introductory course input is intended:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

This course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

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These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.

2. The course is in the form of 20 lectures (discussions)

3. It is free from any dogma or value prescriptions.

4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.

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6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Module-1

Introduction to Value Education (4 hours)

Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)

Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations

Teaching-Learning Process	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

1

CHILDREN'S EDUCATION SOCIETY (Regd.)
THE OXFORD COLLEGE OF ENGINEERING
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Approved by A.I.C.T.E. New Delhi.
Recognised by UGC Under Section 2(f)
Bommanahalli, Hosur Road, Bangalore - 560 068.
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E-mail: engprincipal@theoxford.edu Web: www.theoxfordengg.org

Department of Civil Engineering

I Semester

<table>
<tr><td colspan="4" align="center">**INNOVATION and DESIGN THINKING**</td></tr>
<tr><td>Course Code</td><td>**BIDTK158/258**</td><td>CIE Marks</td><td>50</td></tr>
<tr><td>Teaching Hours/Week (L: T:P: S)</td><td>1:0:0</td><td>SEE Marks</td><td>50</td></tr>
<tr><td>Total Hours of Pedagogy</td><td>15</td><td>Total Marks</td><td>100</td></tr>
<tr><td>Credits</td><td>01</td><td>Exam Hours</td><td>01</td></tr>
</table>

Course Category: Foundation
Preamble: This course provides an introduction to the basic concepts and techniques of engineering and reverses engineering, the process of design, analytical thinking and ideas, basics and development of engineering drawing, application of engineering drawing with computer aide.
Course objectives:
- To explain the concept of design thinking for product and service development
- To explain the fundamental concept of innovation and design thinking
- To discuss the methods of implementing design thinking in the real world.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain concepts
3. Encourage collaborative (Group Learning) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develops thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

<table>
<tr><td colspan="2" align="center">**Module-1**</td></tr>
<tr><td colspan="2">**PROCESS OF DESIGN**
Understanding Design thinking
Shared model in team-based design – Theory and practice in Design thinking – Explore presentation signers across globe – MVP or Prototyping</td></tr>
<tr><td>**Teaching-Learning Process**</td><td>Introduction about the design thinking: Chalk and Talk method
Theory and practice through presentation
MVP and Prototyping through live examples and videos</td></tr>
<tr><td colspan="2" align="center">**Module-2**</td></tr>
<tr><td colspan="2">**Tools for Design Thinking**
Real-Time design interaction capture and analysis – Enabling efficient collaboration in digital space – Empathy for design – Collaboration in distributed Design</td></tr>
<tr><td>**Teaching-Learning**</td><td>Case studies on design thinking for real-time interaction and analysis</td></tr>
</table>

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| Process | Simulation exercises for collaborated enabled design thinking |
| | Live examples on the success of collaborated design thinking |

Module-3

Design Thinking in IT

Design Thinking to Business Process modelling – Agile in Virtual collaboration environment – Scenario based Prototyping

| Teaching-Learning Process | Case studies on design thinking and business acceptance of the design |
| | Simulation on the role of virtual eco-system for collaborated prototyping |

Module-4

DT For strategic innovations

Growth – Story telling representation – Strategic Foresight - Change – Sense Making - Maintenance Relevance – Value redefinition - Extreme Competition – experience design - Standardization – Humanization - Creative Culture – Rapid prototyping, Strategy and Organization – Business Model design.

Teaching-Learning Process	Business model examples of successful designs
	Presentation by the students on the success of design
	Live project on design thinking in a group of 4 students

Module-5

Design thinking workshop

Design Thinking Work shop Empathize, Design, Ideate, Prototype and Test

| Teaching-Learning Process | 8 hours design thinking workshop from the expect and then presentation by the students on the learning from the workshop |

Course Outcomes:

Upon the successful completion of the course, students will be able to:

CO Nos.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Appreciate various design process procedure	K2
CO2	Generate and develop design ideas through different technique	K2
CO3	Identify the significance of reverse Engineering toUnderstand products	K2
CO4	Draw technical drawing for design ideas	K3

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26.10.2022

Theory - 01 Credit Course   **BICOK107-207**

Indian Constitution

Course Title:	Indian Constitution		
Course Code:	BICOK107-207	CIE Marks	50
Course Type (Theory/Practical /Integrated)		SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives :

The course **INDIAN CONSTITUTION (22 ICO17 / 27)** will enable the students,

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

(ii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Indian Constitution: Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly.

Module-2	(03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	(03 hours of pedagogy)

Directive Principles of State Policy(DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

Module-4	(03 hours of pedagogy)

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	(03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)

At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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Department of Electrical & Electronics Engineering

BKBKK107-207

Theory - 01 Credit Course

ಬಳಕೆ ಕನ್ನಡ - baLake Kannada (Kannada for Usage)

ಕನ್ನಡ ಕಲಿಕೆಗಾಗಿ ವಿಗದಿಪಡಿಸಿದ ಪಠ್ಯಪುಸ್ತಕ - (Prescribed Textbook to Learn Kannada)

Course Title:	ಬಳಕೆ ಕನ್ನಡ		
Course Code:	**BKBKK107**-207	CIE Marks	50
Course Type (Theory/Practical /Integrated	Theory	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives : ಬಳಕೆ ಕನ್ನಡ ಪಠ್ಯ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು:

The course (22KBK17/27) will enable the students,

1. To Create the awareness regarding the necessity of learning local language for comfortable and healthy life.
2. To enable learners to Listen and understand the Kannada language properly.
3. To speak, read and write Kannada language as per requirement.
4. To train the learners for correct and polite conservation.
5. To know about Karnataka state and its language, literature and General information about this state.

ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವ್ಯವಸ್ಥೆ (Teaching-Learning Process - General Instructions) :

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. ಬಳಕೆ ಕನ್ನಡವನ್ನು ತರಗತಿಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಬೋಧಿಸಲು ವಿಟಿಯು ಸೂಚಿಸಿರುವ ಪಠ್ಯಪುಸ್ತಕವನ್ನು ಉಪಯೋಗಿಸಬೇಕು.

2. ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ತಯಾರಿಸಲು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಉತ್ತೇಜಿಸುವುದು ಮತ್ತು ತರಗತಿಯಲ್ಲಿ ಅವುಗಳನ್ನು ಚರ್ಚಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುವುದು.

3. ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿ ಪುಸ್ತಕವನ್ನು ತರಗತಿಯಲ್ಲಿ ಬಳಸುವಂತೆ ನೋಡಿಕೊಳ್ಳುವುದು ಮತ್ತು ಪ್ರತಿ ಪಾಠ ಮತ್ತು ಪ್ರವಚನಗಳ ಮೂಲ ಅಂಶಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಪೂರಕ ಚಟುವಟಿಕೆಗಳಿಗೆ ತೊಡಗಿಸತಕ್ಕದ್ದು.

4. ಡಿಜಿಟಲ್ ತಂತ್ರಜ್ಞಾನದ ಮುಖಾಂತರ ಇತ್ತೀಚೆಗೆ ಡಿಜಿಟಲೀಕರಣ ಗೊಂಡಿರುವ ಭಾಷೆ ಕಲಿಕೆಯ ವಿಧಾನಗಳನ್ನು ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ಮುಖಾಂತರ ಚರ್ಚಿಸಲು ಕ್ರಮಕೈಗೊಳ್ಳುವುದು. ಇದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ತರಗತಿಯಲ್ಲಿ ಹೆಚ್ಚು ಏಕಾಗ್ರತೆಯಿಂದ ಪಾಠ ಕೇಳಲು ಮತ್ತು ಅಧ್ಯಯನದಲ್ಲಿ ತೊಡಗಲು ಅನುಕೂಲವಾಗುತ್ತದೆ.

5. ಭಾಷಾಕಲಿಕೆಯ ಪ್ರಯೋಗಾಲಯದ ಮುಖಾಂತರ ಬಹುಬೇಗ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಕಲಿಯಲು ಅನುಕೂಲವಾಗುವಂತೆ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳನ್ನು ಮತ್ತು ಕ್ರಿಯಾ ಯೋಜನೆಗಳನ್ನು ರೂಪಿಸುವುದು.

Module - 1
(03 hours of pedagogy)

1. Introduction, Necessity of learning a local language. Methods to learn the Kannada language.
2. Easy learning of a Kannada Language: A few tips. Hints for correct and polite conservation. Listening

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Module - 2
(03 hours of pedagogy)

1. ನಾಮಪದಗಳ ಸಂಬಂಧಾರ್ಥಕ ರೂಪಗಳು, ಸಂದೇಹಾಸ್ಪದ ಪ್ರಶ್ನೆಗಳು ಮತ್ತು ಸಂಬಂಧವಾಚಕ ನಾಮಪದಗಳು - **Possessive forms of nouns, dubitive question and Relative nouns**
2. ಗುಣ, ಪರಿಮಾಣ ಮತ್ತು ವರ್ಣಬಣ್ಣ ವಿಶೇಷಣಗಳು, ಸಂಖ್ಯಾವಾಚಕಗಳು **Qualitative, Quantitative and Colour Adjectives, Numerals**

3. ಕಾರಕ ರೂಪಗಳು ಮತ್ತು ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು –ಸಪ್ತಮಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ – (ಆ, ಆದು, ಅದ್ದ, ಅಲ್ಲಿ) –**Predictive Forms, Locative Case**

Module - 3
(03 hours of pedagogy)

1. ಚತುರ್ಥಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯದ ಬಳಕೆ ಮತ್ತು ಸಂಖ್ಯಾವಾಚಕಗಳು - **Dative Cases, and Numerals**
2. ಸಂಖ್ಯಾಗುಣವಾಚಕಗಳು ಮತ್ತು ಬಹುವಚನ ನಾಮರೂಪಗಳು –**Ordinal numerals and Plural markers**
3. ನ್ಯೂನ/ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾಪದಗಳು & ವರ್ಣ ಗುಣವಾಚಕಗಳು –**Defective/Negative Verbs & Colour Adjectives**

Module- 4
(03 hours of pedagogy)

1. ಅಪ್ಪಣೆ / ಒಪ್ಪಿಗೆ, ನಿರ್ದೇಶನ, ಪ್ರೋತ್ಸಾಹ ಮತು ಒತ್ತಾಯ ಆರ್ಥರೂಪ ಪದಗಳು ಮತ್ತು ವಾಕ್ಯಗಳು **Permission, Commands, encouraging and Urging words (Imperative words and sentences)**
2. ಸಾಮಾನ್ಯ ಸಂಭಾಷಣೆಗಳಲ್ಲಿ ದ್ವಿತೀಯ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು ಸಂಭವನೀಯ ಪ್ರಕಾರಗಳು **Accusative Cases and Potential Forms used in General Communication**

3. "ಇರು ಮತ್ತು ಇರಲ್ಲ" ಸಹಾಯಕ ಕ್ರಿಯಾಪದಗಳು, ಸಂಭಾವ್ಯಸೂಚಕ ಮತ್ತು ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾ ಪದಗಳು - Helping Verbs "iru and iralla", Corresponding Future and Negation Verbs
4. ಹೋಲಿಕೆ (ತರತಮ) , ಸಂಬಂಧ ಸೂಚಕ, ವಸ್ತು ಸೂಚಕ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು ನಿಷೇಧಾರ್ಥಕ ಪದಗಳ ಬಳಕೆ- Comparitive, Relationship, Identification and Negation Words

Module - 5
(03 hours of pedagogy)

1. ಕಾಲ ಮತ್ತು ಸಮಯದ ಹಾಗೂ ಕ್ರಿಯಾಪದಗಳ ವಿವಿಧ ಪ್ರಕಾರಗಳು –Different types of Tense, Time and Verbs
2. ದ್, -ತ್, - ತು, - ಇತು, - ಆಗಿ, - ಅಲ್ಲ, - ಗ್, -ಕ್, ಇದೆ, ಕ್ರಿಯಾ ಪ್ರತ್ಯಯಗಳೊಂದಿಗೆ ಭೂತ, ಭವಿಷ್ಯತ್ ಮತ್ತು ವರ್ತಮಾನ ಕಾಲ ವಾಕ್ಯ ರಚನೆ - Formation of Past, Future and Present Tense Sentences with Verb Forms

3. Kannada Vocabulary List :ಸಂಭಾಷಣೆಯಲ್ಲಿ ದಿನೋಪಯೋಗಿ ಕನ್ನಡ ಪದಗಳು -Kannada Words in Conversation

Course outcome (Course Skill Set)
ಬಳಕೆ ಕನ್ನಡ ಪಠ್ಯ ಕಲಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಗುವ ಅನುಕೂಲಗಳು ಮತ್ತು ಫಲಿತಾಂಶಗಳು:

At the end of the course the student will be able to:

CO1	To understand the necessity of learning of local language for comfortable life.
CO2	To speak, read and write Kannada language as per requirement.
CO3	To communicate (converse) in Kannada language in their daily life with kannada speakers.
CO4	To Listen and understand the Kannada language properly.
CO5	To speak in polite conservation.

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Indian Constitution

Course Title:	Indian Constitution			
Course Code:	**BICOK107-207**	CIE Marks		50
Course Type (Theory/Practical /Integrated)		SEE Marks		50
		Total Marks		100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours		01 Theory
Total Hours of Pedagogy	15 hours	Credits		01

Course objectives :

The course **INDIAN CONSTITUTION (22ICO17 / 27)** will enable the students,

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

(ii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Indian Constitution: Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly.

Module-2	(03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	(03 hours of pedagogy)

Directive Principles of State Policy (DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

Module-4	(03 hours of pedagogy)

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	(03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)

At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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Constitution of India and Professional Ethics (CIP)

Course Code	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
Total Hours of Pedagogy	02 Hours/Week	Total Marks	100
Credits	01	Exam Hours	01 Hours

Course objectives: This course will enable the students

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module - 1

Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Module - 2

FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building.

Module - 3

Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Module - 4

State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.

Module-5

Professional Ethics: Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics. Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.

Course outcome (Course Skill Set) :
At the end of the course the student will be able to :

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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Department of Business Administration

ENTREPRENEURSHIP DEVELOPMENT			
Course Code	**22MBA12**	**CIE Marks**	**50**
Teaching Hours/Week (L:P:SDA)	**4:0:0**	**SEE Marks**	**50**
Total Hours of Pedagogy	**50**	**Total Marks**	**100**
Credits	**04**	**Exam Hours**	**03**

Course Learning objectives:
- To develop and strengthen entrepreneurial qualities and motivation among students.
- To impart basic entrepreneurial skills and understandings to run a business efficiently and effectively.
- To provide insights to students on entrepreneurship opportunities, sources of funding and institutions supporting entrepreneurs.
- To make students understand the ways of starting a company of their own.

Module-1   (7 Hours)

Introduction to Entrepreneur & Entrepreneurship: Meaning of entrepreneur - Evolution of the concept - Functions of an Entrepreneur - Types of Entrepreneurs - Intrapreneur- an emerging class - Concept of Entrepreneurship -Entrepreneurial Culture - Stages in entrepreneurial process.
Creativity and Innovation: The role of creativity , The innovation Process , Sources of New Ideas , Methods of Generating Ideas , Creative Problem Solving , Entrepreneurial Process.

Module-2   (9 Hours)

Developing Business Model: Importance of Business Model , Starting a small-scale industry - Components of an Effective Business Model, Osterwalder Business Model Canvas.
Business Planning Process: Meaning of business plan - Business plan process - Advantages of business planning - Final Project Report with Feasibility Study - preparing a model project report for starting a new venture.
 Lab Component and assignment: Designing a Business Model Canvas

Module-3 (9 Hours)

 Managing and Growing New Venture: Preparing for the new venture launch - early management decisions, Managing early growth of the new venture- new venture expansion strategies and issues.
 Getting Financing or Funding for the New Venture: Estimating the financial needs of a new venture and preparation of a financial plan, Sources of Personal Financing, Preparing to Raise Debt or Equity Financing, Business Angels, Venture Capital, Initial Public Offering, Commercial Banks, Other Sources of Debt Financing, Leasing. Forms of business organization: Sole Proprietorship , Partnership , Limited liability partnership - Joint Stock Companies and Cooperatives.

Module-4 (9 Hours)

Entrepreneurship Development and Government: Role of Central Government and State Government in promoting Entrepreneurship - Introduction to various incentives, subsidies and grants - Export Oriented Units - Fiscal and Tax concessions available- Start Up India scheme. Women Entrepreneurs, Reasons for low women Entrepreneurs, Prospects for Women Entrepreneurs, Strategies to motivate entrepreneurship amongst women.
Institutions supporting Entrepreneurs: A brief overview of financial institutions in India - SIDBI - NABARD - IDBI - SIDCO - Indian Institute of Entrepreneurship - DIC - Single Window - Latest Industrial Policy of Government of India.

Module-5   (7 Hours)

Process of Company Incorporation; process of registration of a private limited company, a public limited company, a partnership; Characteristics of a limited liability partnership; Four stages of Start Up, Intellectual property protection and Ethics: Patents , Copyright - Trademark- Geographical indications , Ethical and social responsibility and challenges.

Module-6   (9 Hours)

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Emerging Trends in Entrepreneurship Development; Digital Entrepreneurship , meaning, scope and opportunities.Social Entrepreneur , Meaning of Social Entrepreneur, Motivation for a Social Entrepreneur; Supporting and Evaluating Social Entrepreneurship in India. Rural Entrepreneur , Meaning of Rural Entrepreneur, Potential opportunities for Rural entrepreneurship in India

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

a) Tests (for 25Marks) and

b) Assignments, presentations, Quiz, Simulation, Experimentation, Mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.

- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full question from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.

Suggested Learning Resources: Books

1. The Dynamics of Entrepreneurial Development and Management, Vasant Desai, Himalaya Publishing House, 2010.
2. Entrepreneurship, Donald F. Kuratko and Richard M. Hodgetts, South-Western, 2012.
3. Entrepreneurship Development, Gupta S.L., Arun Mittal, International Book House, 2012.
4. Management and Entrepreneurship Development, Sudha G. S, Indus Valley Publication, 2009

Web links and Video Lectures (e-Resources):

- https://youtu.be/rbmz5VEW90A
- https://www.youtube.com/watch?v=CnStAWc7iOw
- https://www.youtube.com/watch?v=RLQivEQUgUc

Note: The aforesaid links and study material are suggestive in nature, they may be used with due regards to copy rights, patenting and other IPR rules.

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III SEMESTER
CORE COURSES

EMERGING EXPONENTIAL TECHNOLOGIES			
Course Code	20MBA301	CIE Marks	40
Teaching Hours/Week	3:0:2	SEE Marks	60
Credits	04	Exam Hours	03

Objective of the Course:
1. To understand the emerging technologies applicable in field of Management.
2. To study data science as a tool for decision making in Management
3. To understand the concept of AI, IOT and AR.
4. To study other emerging technologies in Management.

Module -1 Introduction to Emerging Technologies	**9 hours**

Evolution of technologies; Introduction to Industrial revolution; Historical background of the Industrial Revolution; Introduction to Fourth industrial revolution (IR 4.0); Role of data for Emerging technologies; Enabling devices and networks for emerging technologies (programmable devices); Human to Machine Interaction; Future trends in emerging technologies.

Module -2 Data Science	**7 hours**

Overview for Data Science; Definition of data and information; Data types and representation; Data Value Chain; Data Acquisition; Data Analysis; Data Curating; Data Storage; Data Usage; Basic concepts of Big Data.

Module -3 Artificial Intelligence(AI)	**9 hours**

Concept of AI, meaning of AI, History of AI, Levels of AI, Types of AI, Applications of AI in Agriculture, Health, Business (Emerging market), Education, AI tools and platforms (eg: scratch/object tracking).

Module -4 Internet of Things (IoT)	**9 hours**

Overview of IOT; meaning of IOT; History of IOT; Advantages of IOT; Challenges of IOT; IOT working process; Architecture of IOT; Devices and network; Applications of IOT at Smart home; Smart grid; Smart city; Wearable devices; Smart farming; IOT tools and platforms; Sample application with hands on activity.

Module-5 Augmented Reality (AR) and Virtual Reality (VR)	**9 hours**

Introduction to AR, Virtual reality (VR), Augmented Reality (AR) vs mixed reality (MR), Architecture of AR systems. Application of AR systems (education, medical, assistance, entertainment) workshop oriented hands demo.

Module-6 Ethics, Professionalism and Other Emerging Technologies	**7 hours**

Technology and ethics, Digital privacy, Accountability and trust, Treats and challenges.
Other Technologies: Block chain technology, Cloud and quantum computing, Autonomic computing, Computer vision, Cyber security, Additive manufacturing (3D Printing)

Course Outcomes:
By the end of this course the student will able to:
1. Identify different emerging technologies
2. Select appropriate technology and tools for a given task
3. Identify necessary inputs for application of emerging technologies
4. Understand the latest developments in the area of technology to support business

Practical Component:
- Big data analysis using an analytical tool
- Study the Application of AI in any one field and prepare a Report
- Study the Ethical practices of a Company
- 3D model Printing by Group or team
- Exposing the students to usage of IoT

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HUMAN RESOURCE SPECIALISATION COURSES

ORGANISATIONAL LEADERSHIP

Course Code	20MBAHR401	CIE Marks	40
Teaching Hours/Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course Objectives

1. The student will be able to describe and Identify the application of Leadership styles and practices followed in the Organisation
2. The student will be able to describe and explain in her/his own words, the relevance and importance of various Leadership practices and style followed in the Organisation
3. The student will be able to apply and solve the workplace problems through Leadership practices
4. The student will be able to classify and categories different Leadership practices and styles followed in the Organisation
5. The student will be able to create and reconstruct Leadership required to manage the Human Resources in the Organisation
6. The student will be able to appraise and judge the practical applicability of Leadership practices followed in the Organisation

Module-1 Introduction	**5 hours**

Concept of Leadership, Ways of Conceptualizing Leadership, Definition and Components, Leadership Described, Trait Versus Process Leadership, Assigned Versus Emergent Leadership. Leadership and Power, Leadership and Coercion, Leadership and Management.

Module -2 Model of Leadership - Part A	**7 hours**

Trait Approach
Description, Intelligence, Self-Confidence, Determination, Integrity, Sociability, Five-Factor Personality Model and Leadership, Emotional Intelligence, How Does the Trait Approach Work?
Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Skills Approach
Description, Three-Skill Approach, Technical Skill, Human Skill, Conceptual Skill, Summary of the Three-Skill Approach, Skills Model, Competencies, Individual Attributes, Leadership, Outcomes, Career Experiences, Environmental Influences, Summary of the Skills Model, How Does the Skills Approach Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Behavioral Approach
Description, The Ohio State Studies, The University of Michigan Studies, Blake and Mouton's Managerial (Leadership) Grid, Authority–Compliance (9,1), Country-Club Management (1,9) Impoverished Management (1,1), Middle-of-the-Road Management (5,5), Team Management (9,9), Paternalism/Maternalism, Opportunism, How Does the Behavioral Approach Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Situational Approach
Description, Leadership Styles, Development Levels, How Does the Situational Approach Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Module -3 Model of Leadership - Part B	**7 hours**

Path–Goal Theory
Description, Leader Behaviors, Directive Leadership, Supportive Leadership, Participative Leadership, Achievement-Oriented Leadership, Follower Characteristics, Task Characteristics How Does Path–Goal Theory Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Leader–Member Exchange Theory
Description, Early Studies, Later Studies, Leadership Making, How Does LMX Theory Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Transformational Leadership
Description, Transformational Leadership Defined, Transformational Leadership and Charisma, A Model of Transformational Leadership, Transformational Leadership Factors, Transactional Leadership Factors, Non-leadership Factor, Other Transformational Perspectives Bennis and Nanus, Kouzes and Posner, How Does the Transformational Approach Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Authentic Leadership

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Description, Authentic Leadership Defined, Approaches to Authentic Leadership, Practical Approach, Theoretical Approach, How Does Authentic Leadership Theory Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Psychodynamic Approach

Description, The Clinical Paradigm, History of the Psychodynamic Approach, Key Concepts and Dynamics Within the Psychodynamic Approach,

1. Focus on the Inner Theatre
2. Focus on the Leader-Follower Relationships

Social Defense Mechanisms, Mirroring and Idealizing, Identification With the Aggressor

3. Focus on the Shadow Side of Leadership Narcissism

How Does the Psychodynamic Approach Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Module -4 Leadership Instrument	7 hours

Description, Culture Defined, Related Concepts, Ethnocentrism, Prejudice, Dimensions of Culture, Uncertainty Avoidance, Power Distance, Institutional Collectivism, In-Group, Collectivism, Gender Egalitarianism, Assertiveness, Future Orientation, Performance Orientation, Humane Orientation, Clusters of World Cultures, Characteristics of Clusters, Anglo, Confucian Asia, Eastern Europe, Germanic Europe, Latin America, Latin Europe, Middle East, Nordic Europe, Southern Asia, Sub-Saharan Africa, Leadership Behavior and Culture, Clusters, Eastern Europe Leadership Profile, Latin America Leadership Profile, Latin Europe Leadership Profile, Confucian Asia Leadership Profile, Nordic Europe Leadership Profile, Anglo Leadership Profile, Sub-Saharan Africa Leadership Profile, Southern Asia Leadership Profile, Germanic Europe Leadership Profile, Middle East Leadership Profile, Universally Desirable and Undesirable Leadership Attributes, Strengths, Criticisms, Application, Case Studies on Leadership Instrument

Module -5 Ethical Leadership	7 hours

Description, Ethics Defined ;Level 1. Preconventional Morality ;Level 2. Conventional Morality; Level 3. Postconventional Morality; Ethical Theories, Centrality of Ethics to Leadership, Heifetz's Perspective on Ethical Leadership; Burns's Perspective on Ethical Leadership, The Dark Side of Leadership, Principles of Ethical Leadership, Ethical Leaders Respect Others, Ethical Leaders Serve Others, Ethical Leaders Are Just, Ethical Leaders Are Honest, Ethical Leaders Build CommModuley, Strengths, Criticisms, Application, Case Studies, Leadership Instrument.

Module – 6 Leadership Practices	7 hours

Select Case of Successful Leadership Practices; TATA Group; Reliance; Infosys; WIPRO; and Organisations which are listed as Fortune Companies. Survey Report analysis of NHRD; NIPM; CII; FICCI; Conference Board; CCL - Centre of Creative Leadership.

Course Outcomes:
1. Understand the fundamental concepts and principles, theories of Organizational Leadership.
2. Analyze the organizational leadership style, approaches and traits, its impact on the followers by using leadership theories and instruments.
3. Developing better insight in understanding the leadership traits that influence them to work effectively in group.
4. Demonstrate their ability to apply of their knowledge in organizational leadership.

Practical Components:
- Meet any Leader- Organisation or Academic and ask 10 questions related to Leadership. Than analysis the type of leadership style adopted.
- Meet 4-5 Leaders from different roles and compare - contrast the different style son leadership.
- Meet Gender specific leaders and try analysing who makes the best leader in which type of set-up.

Note: Faculty can either identify the organizations/ leaders/job profile or students can be allowed to choose the same.

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INTERNATIONAL HUMAN RESOURCES MANAGEMENT

Course Code	20MBAHR403	CIE Marks	40
Teaching Hours/Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course Objectives
1. The student will be able to describe and Identify the application of IHRM in managing and developing an Organisation
2. The student will be able to describe and explain in her/his own words, the relevance and importance of IHRM in managing and developing an Organisation
3. The student will be able to apply and solve the workplace problems involving International issues
4. The student will be able to classify and categorise different Laws related to IHRM
5. The student will be able to create and reconstruct HRM System to be adopted in the Organisation related to International employees
6. The student will be able to appraise and judge the practical applicability of various strategy and approaches in managing International Organisation

Module-1 Introduction	**7 hours**

Meaning and Definition IHRM: Evolution, Challenges, Objectives, IHRM Versus Single Nation-centric HRM IHRM: Approaches Emergence of Global HR Manager IHRM;Culture and Cross-Cultural Management- Introduction, Studies on culture in management Positivist views: 'Culture and values' Interpretive views: 'Culture and meanings' Critical views: 'Culture and power''; Comparative Human Resource Management - Globalisation and HRM, The importance of context, Differences in HRM practice; Approaches to International Human Resource Management - Review of IHRM approaches, The concept of HRM, Are IHRM models applicable to other contexts? What factors affect HRM approaches internationally? What are the implications of change for IHRM approaches?

Module -2 IHRM Policies and Practices - Part A	**7 hours**

Managing Knowledge in Multinational Firms: Introduction, Different types of knowledge, Factors influencing knowledge sharing How to stimulate knowledge sharing Gaining access to external knowledge, Knowledge retention From the management of knowledge to innovation
Training and Development: Developing Global Leaders and Expatriates
Training and Development: Domestic Versus International Organisations International Training Management: Basic Concepts and Models Leadership Training and Development in International Organisations Technology in International Training Management.

Module -3 IHRM Policies and Practices - Part B	**7 hours**

Global Performance Management
Introduction, Key components of PMSs Factors affecting PMSs Culture and PMSs, PMSs in six leading economies: China, India, Japan, South Korea, UK and USA, PMS for expatriates
Total Rewards in the International Context
Recap: differentiating between PCNs, TCNs and HCNs Introduction: the current state of total rewards Complexities faced by IHR managers, International total rewards objectives for the MNC Newer forms of international assignments, Key components of global total rewards programs. Approaches to international compensation Repatriation issues, International trends in global total rewards.

Module -4 International Assignments And Employment Practices	**5 hours**

Introduction Staffing policies, Motives for international transfers, Alternative forms of international assignments. The international assignment process Dimensions of international assignment success
Multinational Companies and the Host Country Environment Introduction, Varieties of host country environments, Sustainability of divergent, employment arrangements Understanding how MNCs act in diverse host country, environments Host country effects on IHRM practices of MNC subsidiaries

Module -5 Employment Practices	**7 hours**

Regulation and Multinational Corporations: The Changing Context of Global Employment Relations
Importance of regulation and political context, Political agendas to de-regulate, Political and institutional drivers of de-regulation, Problems with de-regulation in a global context. Human Resource Management in Cross-Border Mergers and Acquisitions. Cultural differences and cross-border M&A performance, Managing cross-border integration: the HRM implications.

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Module – 6 Diversity Management and CSR	7 hours

Equal opportunities, Diversity Management, Work–life balance: practices and discourses; International Culture Management: Model Organisational Culture and Innovation, Models of Culture, Hofstede's Four, Cultural Dimensions, Trompenaar's Seven Cultural Dimensions, Globe's Nine Cultural Dimensions, Edgar Schein's Model of Culture Deal and Kennedy's Culture Model, Schneider's Culture Model, Cameron and Quinn's Model of Culture Charles Handy's Model of Culture Denison's Model of Culture, Profile of Organisational Culture in International Organizations Managing International Culture. Corporate Social Responsibility and Sustainability through Ethical HRM practices. Ethics and corporate social responsibility International labour standards.

Course Outcomes:
1. Gain conceptual knowledge and practical experience in understanding the HR concepts globally.
2. Comprehend and correlate the strategic approaches to HR aspects amongst PCN's, TCN's and HCN's.
3. Develop knowledge and apply the concepts of HR in global perspective
4. Have a better insight of HR concepts, policies and practices by critically analysing the impact of contemporary issues globally.

Practical Components:
- A visit to Organisation and interact with HR Manager and list out the roles played by HR manager.
- Meet Recruitment Manager and ask- 10 questions one asks during Interview.
- Meet Training and Development Manager and list out various training given to employees; basis of training program; Need analysis.
- Visit any Service Organisation and observe HR functions; List them.

CO-PO MAPPING

CO	PO				
	PO1	PO2	PO3	PO4	PO5
CO1	X		X		X
CO2	X		X		X
CO3	X	X	X		
CO4	X		X	X	X

Question paper pattern:
The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 60.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

Textbooks

Sl No	Title of the book	Name of the Author/s	Publisher Name	Edition and year
1	International Human Resource Management	Srinivas R. Kandula	Sage Publication India Pvt. Ltd.	2018
2	International Human Resource Management	Anne-Wil Harzing, Ashly H. Pinnington	Sage Publication India Pvt. Ltd.	4/e, 2015
3	Diversity at Work	Arthur P Brief	Cambridge University Press	2008

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Master of Computer Applications

Choice Based Credit System(CBCS)
Semester: III
CIE Marks:40
Course Code:20MCA354
SEE Marks:60
Contact Periods (L:T:P):3-0-0
Exam Hours:03

Software Project Management

Course Out Comes:
CO1:Apply the practices and methods for successful software project management
CO2:Identify techniques for requirements, policies and decision making for effective resource management
CO3:Illustrate the evaluation techniques for estimating cost, benefits, schedule and risk
CO4:Devise a framework for software project management plan for activities, risk, monitoring and control
CO5:Design a framework to manage people

Module-1 INTRODUCTIONTOSOFTWAREPROJECTMANAGEMENT
Introduction, Why is Software Project Management important? What is a Project?,
Contract Management, Activities Covered by Software Project Management, Plans,
Methods and Methodologies, Some ways of categorizing software projects,
Stakeholders, Setting Objectives, Business Case, Project Success and Failure, What is Management?
Management Control, Traditional versus Modern Project Management Practices

Module-2 PROJECTEVALUATION&FINANCE Evaluation of
Individual Projects, Cost Benefit Evaluation Techniques, Risk Evaluation,
Programme Management, Managing allocation of Resources within Programmes,
Financial Accounting – An overview – Accounting concepts, Principles & Standards,
Ledger posting, Trial balance, Profit and Loss account Balance sheet

Module-3 ACTIVITYPLANNING Objectives of Activity Planning, When to
Plan, Project Schedules, Sequencing and
Scheduling Activities, Network Planning Models, Forward Pass – Backward Pass,
Identifying critical path, Activity Float, Shortening Project Duration, Activity on Arrow Networks
Risk Management, Nature of Risk, Categories of Risk, A framework for dealing with Risk, Risk
Identification, Risk analysis and prioritization, risk planning and risk monitoring

Module-4 MONITORINGANDCONTROL
Creating the Framework, Collecting the Data, Review, Project Termination Review,
Visualizing Progress, Cost Monitoring, Earned Value Analysis, Prioritizing Monitoring,
Getting Project Back To Target, Change Control, Software Configuration Management

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Module-5 MANAGINGPEOPLEANDWORKINGINTEAMS

Introduction,UnderstandingBehavior,OrganizationalBehavior:A Background, SelectingtheRightPersonfortheJob,InstructionintheBestMethods,Motivation, TheOldham– HackmanJobCharacteristicsModel,Stress–HealthandSafety

WorkingInTeams,BecomingaTeam,DecisionMaking,Leadership. Textbooks 1.BobHughes, MikeCotterell, RajibMall, "Software Project Management", Fifth Edition,TataMcGrawHill,2011. 2."AccountingforManagement"JawaharLal,5 thEdition,WheelerPublications,Delhi. References 1.JackMarchewka," Information Technology-Project Management", Wiley Student Version,4 thEdition,2013.

2.JamesPLewis,"ProjectPlanning,Scheduling&Control",McGrawHill,5 thEdition, 2011. 3.Pankaj Jalote," Software Project Management in Practise", Pearson Education, 2002

Choice Based Credit System

Semester: II

CIE Marks:50

Course code:22MCA254

SEE Marks:50

Contact Hours (L:T:P): 3:0:0

Exam Hours:3

User Interface Design

Course Outcomes: At the end of the course, students will be able to

CO1:Analyse the new technologies that provide interactive devices and interfaces.

CO2: Apply the guidelines to develop the UID and evaluate for the given problem.

CO3: Apply the development methodologies with an analysis of the social impact and legal issuesUnderstand Direct Manipulation and Virtual Environment

CO4: Discuss the command, natural languages and issues in design for maintaining QoS

CO5: Demonstrate techniques for information search and visualization for the given problem.

Module-1 Introduction Usability of Interactive Systems: Introduction, Usability Goals and Measures, Usability Motivation, Universal Usability, Goals for our profession. Guideline, principles, and theories: Introduction, Guidelines, principles, Theories.

Module-2 Development Processes Managing Design Processes: Introduction, Organizational Design to support Usability, The Four Pillars of Design, Development methodologies: Ethnographic Observation, Participatory Design, Scenario Development, Social Impact statement for Early Design Review, Legal Issues. Evaluating Interface Design Introduction, Expert Reviews, Usability Testing and Laboratories, Survey Instruments, Acceptance tests, Evaluation during Active Use, Controlled Psychologically Oriented Experiments

Module-3 Direct Manipulation and Virtual Environments: Introduction, Examples of Direct Manipulation, Discussion of direct manipulation, 3D Interfaces, Tele-operation, Virtual and Augmented Reality Menu Selection, Form Filling and Dialog Boxes: Introduction, Task-Related

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Menu Organization, Single Menus, Combination of Multiple Menus, Content Organization, Fast Movement Through Menus, Data Entry With Menus, Form Filling, Dialog Boxes and Alternatives, Audio Menus and Menus for Small Displays

Module-4 Command and Natural Languages Introduction, Command-organization functionality strategies and structure, Naming and Abbreviations, Natural Language in computing. Interaction Devices: Introduction, Keyboards and Keypads, Pointing Devices, Speech and Auditory interfaces, Displays-Small and Large Design Issues Quality of Service: Introduction, Models of Response-Time Impacts, Expectations and Attitudes, User Productivity, Variability in Response time, Frustrating Experiences Balancing Function and Fashion: Introduction, Error Messages, Nonanthropomorphic Design, Display design, web page design, Window Design, Color

Module-5 User Documentation and Online Help : Introduction, Online versus paper documentation, Reading from paper versus Displays, Shaping the content of the Manuals, Accessing the Documentation, Online Tutorials and animated demonstrations, Online Communities for User Assistance, The Development Process. Information Search and Visualization Introduction, Search in Textual Documents and Database Querying, Multimedia document searches, Advanced filtering and Search Interfaces, Information Visualization: Introduction, Data type by task taxonomy, Challenges for information visualization.

Textbooks 1.BenShneiderman, Plaisant, Cohen, Jacobs: Designing the User Interface, 5th Edition, Pearson ,Education, 2010. References 1 Alan Dix, Janet Finalay, Gregory D AbiwdmRusselBealel: Human-Computer Interaction, III Edition, Pearson , Education, 2008. 2 Eberts: User Interface Design, Prentice Hall, 1994 3 Wilber O Galitz: The Essential Guide to User Interface Design- An Introduction to GUI Design, Principles and Techniques, Wiley-Dreamtech India Pvt Ltd, 2011 Optimization Technique

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Gender

Department of Mechanical Engineering

26.10.2022

BICOK107-207

Theory - 01 Credit Course
Indian Constitution

Course Title:	Indian Constitution		
Course Code:		CIE Marks	50
Course Type (Theory/Practical /Integrated)	BICOK107-207	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives :
The course **INDIAN CONSTITUTION (22 ICO17 / 27)** will enable the students,
1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.
(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.
(ii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Indian Constitution: Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly.

Module-2	(03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	(03 hours of pedagogy)

Directive Principles of State Policy (DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

Module-4	(03 hours of pedagogy)

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	(03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)
At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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Department of Artificial Intelligence and Machine Learning

26.10.2022

Theory - 01 Credit Course
Indian Constitution

BICOK107-207

Course Title:	Indian Constitution		
Course Code:		CIE Marks	50
Course Type (Theory/Practical /Integrated)	BICOK107-207	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives :

The course **INDIAN CONSTITUTION (22ICO17 / 27)** will enable the students,

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

(ii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Indian Constitution: Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly.

Module-2	(03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	(03 hours of pedagogy)

Directive Principles of State Policy (DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

Module-4	(03 hours of pedagogy)

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	(03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)

At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
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CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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25112022 OK

III/IV Semester

Constitution of India and Professional Ethics (CIP)

Course Code	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
Total Hours of Pedagogy	02 Hours/Week	Total Marks	100
Credits	01	Exam Hours	01 Hours

Course objectives: This course will enable the students
1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process
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Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module - 1
Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Module - 2
FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building.

Module - 3
Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Module - 4
State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.

Module-5
Professional Ethics: Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics. Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.

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Department of Civil Engineering

26.10.2022

BICOK107-207

Theory - 01 Credit Course
Indian Constitution

Course Title:	Indian Constitution		
Course Code:	BICOK107-207	CIE Marks	50
Course Type (Theory/Practical /Integrated)		SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives :

The course **INDIAN CONSTITUTION (22 ICO17 / 27)** will enable the students,

1. To know about the basic structure of Indian Constitution.
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3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

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(iii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

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Module-2	(03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	(03 hours of pedagogy)

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Module-4	(03 hours of pedagogy)

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	(03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)

At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
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Department of Electrical & Electronics Engineering

26.10.2022

Theory - 01 Credit Course

BICOK107-207

Indian Constitution

Course Title:	Indian Constitution		
Course Code:	BICOK107-207	CIE Marks	50
		SEE Marks	50
Course Type (Theory/Practical /Integrated)		Total Marks	100
Teaching Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives :

The course **INDIAN CONSTITUTION (22 ICO17 / 27)** will enable the students,

1. To know about the basic structure of Indian Constitution.
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Module-1	(03 hours of pedagogy)

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Module-2	(03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	(03 hours of pedagogy)

Directive Principles of State Policy (DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

Module-4	(03 hours of pedagogy)

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	(03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)

At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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Department of Business Administration

HUMAN RESOURCE SPECIALISATION COURSES

ORGANISATIONAL LEADERSHIP

Course Code	20MBAHR401	CIE Marks	40
Teaching Hours/Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course Objectives
1. The student will be able to describe and Identify the application of Leadership styles and practices followed in the Organisation
2. The student will be able to describe and explain in her/his own words, the relevance and importance of various Leadership practices and style followed in the Organisation
3. The student will be able to apply and solve the workplace problems through Leadership practices
4. The student will be able to classify and categories different Leadership practices and styles followed in the Organisation
5. The student will be able to create and reconstruct Leadership required to manage the Human Resources in the Organisation
6. The student will be able to appraise and judge the practical applicability of Leadership practices followed in the Organisation

Module-1 Introduction	**5 hours**

Concept of Leadership, Ways of Conceptualizing Leadership, Definition and Components, Leadership Described, Trait Versus Process Leadership, Assigned Versus Emergent Leadership. Leadership and Power, Leadership and Coercion, Leadership and Management.

Module -2 Model of Leadership - Part A	**7 hours**

Trait Approach
Description, Intelligence, Self-Confidence, Determination, Integrity, Sociability, Five-Factor Personality Model and Leadership, Emotional Intelligence, How Does the Trait Approach Work?
Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Skills Approach
Description, Three-Skill Approach, Technical Skill, Human Skill, Conceptual Skill, Summary of the Three-Skill Approach, Skills Model, Competencies, Individual Attributes, Leadership, Outcomes, Career Experiences, Environmental Influences, Summary of the Skills Model, How Does the Skills Approach Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Behavioral Approach
Description, The Ohio State Studies, The University of Michigan Studies, Blake and Mouton's Managerial (Leadership) Grid, Authority–Compliance (9,1), Country-Club Management (1,9) Impoverished Management (1,1), Middle-of-the-Road Management (5,5), Team Management (9,9), Paternalism/Maternalism, Opportunism, How Does the Behavioral Approach Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Situational Approach
Description, Leadership Styles, Development Levels, How Does the Situational Approach Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Module -3 Model of Leadership - Part B	**7 hours**

Path–Goal Theory
Description, Leader Behaviors, Directive Leadership, Supportive Leadership, Participative Leadership, Achievement-Oriented Leadership, Follower Characteristics, Task Characteristics How Does Path–Goal Theory Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Leader–Member Exchange Theory
Description, Early Studies, Later Studies, Leadership Making, How Does LMX Theory Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Transformational Leadership
Description, Transformational Leadership Defined, Transformational Leadership and Charisma, A Model of Transformational Leadership, Transformational Leadership Factors, Transactional Leadership Factors, Non-leadership Factor, Other Transformational Perspectives Bennis and Nanus, Kouzes and Posner, How Does the Transformational Approach Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Authentic Leadership

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Description, Authentic Leadership Defined, Approaches to Authentic Leadership, Practical Approach, Theoretical Approach, How Does Authentic Leadership Theory Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Psychodynamic Approach

Description, The Clinical Paradigm, History of the Psychodynamic Approach, Key Concepts and Dynamics Within the Psychodynamic Approach,

1. Focus on the Inner Theatre
2. Focus on the Leader-Follower Relationships

Social Defense Mechanisms, Mirroring and Idealizing, Identification With the Aggressor

3. Focus on the Shadow Side of Leadership Narcissism

How Does the Psychodynamic Approach Work? Strengths, Criticisms, Application, Case Studies, Leadership Instrument

Module -4 Leadership Instrument	7 hours

Description, Culture Defined, Related Concepts, Ethnocentrism, Prejudice, Dimensions of Culture, Uncertainty Avoidance, Power Distance, Institutional Collectivism, In-Group, Collectivism, Gender Egalitarianism, Assertiveness, Future Orientation, Performance Orientation, Humane Orientation, Clusters of World Cultures, Characteristics of Clusters, Anglo, Confucian Asia, Eastern Europe, Germanic Europe, Latin America, Latin Europe, Middle East, Nordic Europe, Southern Asia, Sub-Saharan Africa, Leadership Behavior and Culture, Clusters, Eastern Europe Leadership Profile, Latin America Leadership Profile, Latin Europe Leadership Profile, Confucian Asia Leadership Profile, Nordic Europe Leadership Profile, Anglo Leadership Profile, Sub-Saharan Africa Leadership Profile, Southern Asia Leadership Profile, Germanic Europe Leadership Profile, Middle East Leadership Profile, Universally Desirable and Undesirable Leadership Attributes, Strengths, Criticisms, Application, Case Studies on Leadership Instrument

Module -5 Ethical Leadership	7 hours

Description, Ethics Defined ;Level 1. Preconventional Morality ;Level 2. Conventional Morality; Level 3. Postconventional Morality; Ethical Theories, Centrality of Ethics to Leadership, Heifetz's Perspective on Ethical Leadership; Burns's Perspective on Ethical Leadership, The Dark Side of Leadership, Principles of Ethical Leadership, Ethical Leaders Respect Others, Ethical Leaders Serve Others, Ethical Leaders Are Just, Ethical Leaders Are Honest, Ethical Leaders Build CommModuley, Strengths, Criticisms, Application, Case Studies, Leadership Instrument.

Module – 6 Leadership Practices	7 hours

Select Case of Successful Leadership Practices; TATA Group; Reliance; Infosys; WIPRO; and Organisations which are listed as Fortune Companies. Survey Report analysis of NHRD; NIPM; CII; FICCI; Conference Board; CCL - Centre of Creative Leadership.

Course Outcomes:
1. Understand the fundamental concepts and principles, theories of Organizational Leadership.
2. Analyze the organizational leadership style, approaches and traits, its impact on the followers by using leadership theories and instruments.
3. Developing better insight in understanding the leadership traits that influence them to work effectively in group.
4. Demonstrate their ability to apply of their knowledge in organizational leadership.

Practical Components:
- Meet any Leader- Organisation or Academic and ask 10 questions related to Leadership. Than analysis the type of leadership style adopted.
- Meet 4-5 Leaders from different roles and compare - contrast the different style son leadership.
- Meet Gender specific leaders and try analysing who makes the best leader in which type of set-up.

Note: Faculty can either identify the organizations/ leaders/job profile or students can be allowed to choose the same.

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INTERNATIONAL HUMAN RESOURCES MANAGEMENT

Course Code	20MBAHR403	CIE Marks	40
Teaching Hours/Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course Objectives

1. The student will be able to describe and Identify the application of IHRM in managing and developing an Organisation
2. The student will be able to describe and explain in her/his own words, the relevance and importance of IHRM in managing and developing an Organisation
3. The student will be able to apply and solve the workplace problems involving International issues
4. The student will be able to classify and categorise different Laws related to IHRM
5. The student will be able to create and reconstruct HRM System to be adopted in the Organisation related to International employees
6. The student will be able to appraise and judge the practical applicability of various strategy and approaches in managing International Organisation

Module-1 Introduction	**7 hours**

Meaning and Definition IHRM: Evolution, Challenges, Objectives, IHRM Versus Single Nation-centric HRM IHRM: Approaches Emergence of Global HR Manager IHRM;Culture and Cross-Cultural Management-Introduction, Studies on culture in management Positivist views: 'Culture and values' Interpretive views: 'Culture and meanings' Critical views: 'Culture and power"; Comparative Human Resource Management - Globalisation and HRM, The importance of context, Differences in HRM practice; Approaches to International Human Resource Management - Review of IHRM approaches, The concept of HRM, Are IHRM models applicable to other contexts? What factors affect HRM approaches internationally? What are the implications of change for IHRM approaches?

Module -2 IHRM Policies and Practices - Part A	**7 hours**

Managing Knowledge in Multinational Firms: Introduction, Different types of knowledge, Factors influencing knowledge sharing How to stimulate knowledge sharing Gaining access to external knowledge, Knowledge retention From the management of knowledge to innovation
Training and Development: Developing Global Leaders and Expatriates
Training and Development: Domestic Versus International Organisations International Training Management: Basic Concepts and Models Leadership Training and Development in International Organisations Technology in International Training Management.

Module -3 IHRM Policies and Practices - Part B	**7 hours**

Global Performance Management
Introduction, Key components of PMSs Factors affecting PMSs Culture and PMSs, PMSs in six leading economies: China, India, Japan, South Korea, UK and USA, PMS for expatriates
Total Rewards in the International Context
Recap: differentiating between PCNs, TCNs and HCNs Introduction: the current state of total rewards Complexities faced by IHR managers, International total rewards objectives for the MNC Newer forms of international assignments, Key components of global total rewards programs. Approaches to international compensation Repatriation issues, International trends in global total rewards.

Module -4 International Assignments And Employment Practices	**5 hours**

Introduction Staffing policies, Motives for international transfers, Alternative forms of international assignments. The international assignment process Dimensions of international assignment success
Multinational Companies and the Host Country Environment Introduction, Varieties of host country environments, Sustainability of divergent, employment arrangements Understanding how MNCs act in diverse host country, environments Host country effects on IHRM practices of MNC subsidiaries

Module -5 Employment Practices	**7 hours**

Regulation and Multinational Corporations: The Changing Context of Global Employment Relations
Importance of regulation and political context, Political agendas to de-regulate, Political and institutional drivers of de-regulation, Problems with de-regulation in a global context. Human Resource Management in Cross-Border Mergers and Acquisitions. Cultural differences and cross-border M&A performance, Managing cross-border integration: the HRM implications.

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Module – 6 Diversity Management and CSR	7 hours

Equal opportunities, Diversity Management, Work–life balance: practices and discourses; International Culture Management: Model Organisational Culture and Innovation, Models of Culture, Hofstede's Four, Cultural Dimensions, Trompenaar's Seven Cultural Dimensions, Globe's Nine Cultural Dimensions, Edgar Schein's Model of Culture Deal and Kennedy's Culture Model, Schneider's Culture Model, Cameron and Quinn's Model of Culture Charles Handy's Model of Culture Denison's Model of Culture, Profile of Organisational Culture in International Organizations Managing International Culture. Corporate Social Responsibility and Sustainability through Ethical HRM practices. Ethics and corporate social responsibility International labour standards.

Course Outcomes:
1. Gain conceptual knowledge and practical experience in understanding the HR concepts globally.
2. Comprehend and correlate the strategic approaches to HR aspects amongst PCN's, TCN's and HCN's.
3. Develop knowledge and apply the concepts of HR in global perspective
4. Have a better insight of HR concepts, policies and practices by critically analysing the impact of contemporary issues globally.

Practical Components:
- A visit to Organisation and interact with HR Manager and list out the roles played by HR manager.
- Meet Recruitment Manager and ask- 10 questions one asks during Interview.
- Meet Training and Development Manager and list out various training given to employees; basis of training program; Need analysis.
- Visit any Service Organisation and observe HR functions; List them.

CO-PO MAPPING

CO	PO				
	PO1	PO2	PO3	PO4	PO5
CO1	X		X		X
CO2	X		X		X
CO3	X	X	X		
CO4	X		X	X	X

Question paper pattern:
The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 60.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks.
- Each full question will have sub question covering all the topics under a Module.
- The students will have to answer five full questions; selecting four full question from question number one to seven and question number eight is compulsory.
- 100 percent theory in the SEE.

Textbooks

Sl No	Title of the book	Name of the Author/s	Publisher Name	Edition and year
1	International Human Resource Management	Srinivas R. Kandula	Sage Publication India Pvt. Ltd.	2018
2	International Human Resource Management	Anne-Wil Harzing, Ashly H. Pinnington	Sage Publication India Pvt. Ltd.	4/e, 2015
3	Diversity at Work	Arthur P Brief	Cambridge University Press	2008

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Human Values

Department of Biotechnology

Course Title:	Scientific Foundations of Health		
Course Code:	BSFHK158/258	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives
The course Scientific Foundations of Health (22SFH18/28) will enable the students,
1. To know about Health and wellness (and its Beliefs) & It's balance for positive mindset.
2. To Build the healthy lifestyles for good health for their better future.
3. To Create a Healthy and caring relationships to meet the requirements of good/social/positive life.
4. To learn about Avoiding risks and harmful habits in their campus and outside the campus for their bright future
5. To Prevent and fight against harmful diseases for good health through positive mindset

Teaching-Learning Process
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective:
Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.
(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning,
(v) Personalized learning, (vi) Problems based learning through discussion, (vii) Following the method of expeditionary learning Tools and techniques, (viii) Use of audio visual methods.
Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Good Health & It's balance for positive mindset: Health -Importance of Health, Influencing factors of Health, Health beliefs, Advantages of good health, Health & Behavior, Health & Society, Health & family, Health & Personality, Psychological disorders-Methods to improve good psychological health, Changing health habits for good health.

Module-2	(03 hours of pedagogy)

Building of healthy lifestyles for better future: Developing healthy diet for good health, Food & health, Nutritional guidelines for good health, Obesity & overweight disorders and its management, Eating disorders, Fitness components for health, Wellness and physical function, How to avoid exercise injuries

Module-3	(03 hours of pedagogy)

Creation of Healthy and caring relationships : Building communication skills, Friends and friendship - Education, the value of relationship and communication skills, Relationships for Better or worsening of life, understanding of basic instincts of life (more than a biology), Changing health behaviours through social engineering.

Module-4	(03 hours of pedagogy)

Avoiding risks and harmful habits : Characteristics of health compromising behaviors, Recognizing and avoiding of addictions, How addiction develops, Types of addictions, influencing factors of addictions, Differences between addictive people and non addictive people & their behaviors. Effects of addictions Such as..., how to recovery from addictions.

Module-5	(03 hours of pedagogy)

Preventing & fighting against diseases for good health: How to protect from different types of infections, How to reduce risks for good health, Reducing risks & coping with chronic conditions, Management of chronic illness for Quality of life, Health & Wellness of youth :a challenge for upcoming future, Measuring of health & wealth status.

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SOCIAL CONNECT & RESPONSIBILITIES

Course Code	21SCR36	CIE Marks	50
Teaching Hours week (L:T:P:S)	1: 0: 0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	03
Department	Management Studies / Engineering Department		
Offered for	3rd Semester		
Prerequisite	Nil		

Objectives: The Course will
- Enable the student to do a deep drive into societal challenges being addressed by NGO(s), social enterprises & The government and build solutions to alleviate these complex social problems through immersion, design & technology.
- Provide a formal platform for students to communicate and connect with their surroundings.
- Enable to create of a responsible connection with society.

Learning Outcomes: The students are expected to have the ability to :
1. Understand social responsibility
2. Practice sustainability and creativity
3. Showcase planning and organizational skills

Contents:

The course is mainly activity-based that will offer a set of activities for the student that enables them to connect with fellow human beings, nature, society, and the world at large. The course will engage studentsinr interactive sessions, open mic, reading groups, storytelling sessions, and semester-long activities conducted by faculty mentors. In the following a set of activities planned for the course have been listed :

Module-I

Plantation and adoption of a tree: Plantation of a tree that will be adopted for four years by a group of B.Tech. students. They will also make an excerpt either as a documentary or a photoblog describing the plant's origin, its usage in daily life, and its appearance in folklore and literature.

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Department of Information Science & Engineering

Constitution of India and Professional Ethics (CIP)

Course Code	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
Total Hours of Pedagogy	02 Hours/Week	Total Marks	100
Credits	01	Exam Hours	01 Hours

Course objectives: This course will enable the students

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module – 1

Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Module – 2

FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building.

Module – 3

Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Module – 4

State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.

Module-5

Professional Ethics Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics. Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.

Course outcome (Course Skill Set) :

At the end of the course the student will be able to :

CO1	Analyse the basic structure of Indian Constitution.

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CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT Title of the subject			
Course Code	**21UHV49**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:0:0	SEE Marks	50
Total Hours of Pedagogy	20	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

This introductory course input is intended:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

This course is intended to provide a much-needed orientational input in value education to the youngenquiring minds.

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Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.

2. The course is in the form of 20 lectures (discussions)

3. It is free from any dogma or value prescriptions.

4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation
   – the whole existence is the lab and every activity is a source of reflection.

5. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.

6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Module-1

Introduction to Value Education (4 hours)

Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education) Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations

Teaching-Learning Process	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-2

Harmony in the Human Being (4 hours)

Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-3

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Harmony in the Family and Society (4 hours)

Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-4

Harmony in the Nature/Existence (4 hours)

Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-5

Implications of the Holistic Understanding – a Look at Professional Ethics (4 hours)

Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Course outcome (Course Skill Set)

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

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Department of Mechanical Engineering

I Semester

INNOVATION and DESIGN THINKING			
Course Code	BIDTK158/258	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	01

Course Category: Foundation

Preamble: This course provides an introduction to the basic concepts and techniques of engineering and reverses engineering, the process of design, analytical thinking and ideas, basics and development of engineering drawing, application of engineering drawing with computer aide.

Course objectives:
- To explain the concept of design thinking for product and service development
- To explain the fundamental concept of innovation and design thinking
- To discuss the methods of implementing design thinking in the real world.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain concepts
3. Encourage collaborative (Group Learning) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develops thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1	
PROCESS OF DESIGN	
Understanding Design thinking	
Shared model in team-based design – Theory and practice in Design thinking – Explore presentation signers across globe – MVP or Prototyping	
Teaching-Learning Process	Introduction about the design thinking: Chalk and Talk method Theory and practice through presentation MVP and Prototyping through live examples and videos

Module-2	
Tools for Design Thinking	
Real-Time design interaction capture and analysis – Enabling efficient collaboration in digital space – Empathy for design – Collaboration in distributed Design	
Teaching-Learning	Case studies on design thinking for real-time interaction and analysis

1/3

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Process	Simulation exercises for collaborated enabled design thinking
	Live examples on the success of collaborated design thinking

Module-3

Design Thinking in IT
Design Thinking to Business Process modelling – Agile in Virtual collaboration environment – Scenario based Prototyping

Teaching-Learning Process	Case studies on design thinking and business acceptance of the design
	Simulation on the role of virtual eco-system for collaborated prototyping

Module-4

DT For strategic innovations
Growth – Story telling representation – Strategic Foresight - Change – Sense Making - Maintenance Relevance – Value redefinition - Extreme Competition – experience design - Standardization – Humanization - Creative Culture – Rapid prototyping, Strategy and Organization – Business Model design.

Teaching-Learning Process	Business model examples of successful designs
	Presentation by the students on the success of design
	Live project on design thinking in a group of 4 students

Module-5

Design thinking workshop
Design Thinking Work shop Empathize, Design, Ideate, Prototype and Test

Teaching-Learning Process	8 hours design thinking workshop from the expect and then presentation by the students on the learning from the workshop

Course Outcomes:

Upon the successful completion of the course, students will be able to:

CO Nos.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Appreciate various design process procedure	K2
CO2	Generate and develop design ideas through different technique	K2
CO3	Identify the significance of reverse Engineering toUnderstand products	K2
CO4	Draw technical drawing for design ideas	K3

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UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT			
Title of the subject			
Course Code	**21UHV49**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:0:0	SEE Marks	50
Total Hours of Pedagogy	20	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

This introductory course input is intended:

4. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

5. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

6. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

This course is intended to provide a much-needed orientational input in value education to the youngenquiring minds.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

7. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.

8. The course is in the form of 20 lectures (discussions)

9. It is free from any dogma or value prescriptions.

10. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation
    – the whole existence is the lab and every activity is a source of reflection.

11. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.

12. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Module-1

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Introduction to Value Education (4 hours)

Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education) Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations

Teaching-Learning Process	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-2

Harmony in the Human Being (4 hours)

Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-3

Harmony in the Family and Society (4 hours)

Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-4

Harmony in the Nature/Existence (4 hours)

Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-5

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Implications of the Holistic Understanding – a Look at Professional Ethics (4 hours)
Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Course outcome (Course Skill Set)

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

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26.10.2022

BICOK107-207

Theory - 01 Credit Course
Indian Constitution

Course Title:	Indian Constitution		
Course Code:	**BICOK107-207**	CIE Marks	50
Course Type (Theory/Practical /Integrated)		SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives :

The course **INDIAN CONSTITUTION (22ICO17 / 27)** will enable the students,

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

(iii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Indian Constitution: Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly.

Module-2	(03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	(03 hours of pedagogy)

Directive Principles of State Policy (DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

Module-4	(03 hours of pedagogy)

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	(03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)

At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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Department of Computer Science & Engineering

Constitution of India and Professional Ethics (CIP)

Course Code	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
Total Hours of Pedagogy	02 Hours/Week	Total Marks	100
Credits	01	Exam Hours	01 Hours

Course objectives: This course will enable the students

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module – 1

Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Module – 2

FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building.

Module – 3

Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Module – 4

State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.

Module-5

Professional Ethics Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics. Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.

Course outcome (Course Skill Set) :

At the end of the course the student will be able to :

CO1	Analyse the basic structure of Indian Constitution.

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CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

==UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT==
==(Title of the subject)==

Course Code	**21UHV49**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:0:0	SEE Marks	50
Total Hours of Pedagogy	20	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

This introductory course input is intended:

7. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

8. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

9. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

This course is intended to provide a much-needed orientational input in value education to the youngenquiring minds.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

13. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.

14. The course is in the form of 20 lectures (discussions)

15. It is free from any dogma or value prescriptions.

16. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation
   – the whole existence is the lab and every activity is a source of reflection.

17. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.

18. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Module-1

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Introduction to Value Education (4 hours)

Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education) Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations

Teaching-Learning Process	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-2

Harmony in the Human Being (4 hours)

Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-3

Harmony in the Family and Society (4 hours)

Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-4

Harmony in the Nature/Existence (4 hours)

Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-5

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Implications of the Holistic Understanding – a Look at Professional Ethics (4 hours)
Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Course outcome (Course Skill Set)

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

Department of Electrical and Communication Engineering

Constitution of India and Professional Ethics (CIP)			
Course Code	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
Total Hours of Pedagogy	02 Hours/Week	Total Marks	100
Credits	01	Exam Hours	01 Hours

Course objectives: This course will enable the students

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

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Teaching-Learning Process

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Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module - 1

Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Module - 2

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Module - 3

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Module - 4

State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.

Module-5

Professional Ethics: Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics. Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.

Course outcome (Course Skill Set) :

At the end of the course the student will be able to :

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
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Department of Artificial Intelligence and Machine Learning

26.10.2022

Theory - 01 Credit Course   **BICOK107-207**

Indian Constitution

Course Title:	Indian Constitution		
Course Code:		CIE Marks	50
Course Type (Theory/Practical /Integrated)	BICOK107-207	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives :

The course **INDIAN CONSTITUTION (22ICO17 / 27)** will enable the students,

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

(ii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Indian Constitution: Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly.

Module-2	(03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	(03 hours of pedagogy)

Directive Principles of State Policy (DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

Module-4	(03 hours of pedagogy)

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	(03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)

At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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16-2-2023

I Semester

INNOVATION and DESIGN THINKING			
Course Code	BIDTK158/258	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	01

Course Category: Foundation
Preamble: This course provides an introduction to the basic concepts and techniques of engineering and reverses engineering, the process of design, analytical thinking and ideas, basics and development of engineering drawing, application of engineering drawing with computer aide.
Course objectives:
- To explain the concept of design thinking for product and service development
- To explain the fundamental concept of innovation and design thinking
- To discuss the methods of implementing design thinking in the real world.

Teaching-Learning Process (General Instructions)
These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain concepts
3. Encourage collaborative (Group Learning) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develops thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

PROCESS OF DESIGN
Understanding Design thinking
Shared model in team-based design – Theory and practice in Design thinking – Explore presentation signers across globe – MVP or Prototyping

Teaching-Learning Process	Introduction about the design thinking: Chalk and Talk method
	Theory and practice through presentation
	MVP and Prototyping through live examples and videos

Module-2

Tools for Design Thinking
Real–Time design interaction capture and analysis – Enabling efficient collaboration in digital space – Empathy for design – Collaboration in distributed Design

Teaching-Learning	Case studies on design thinking for real-time interaction and analysis

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16-2-2023

| Process | Simulation exercises for collaborated enabled design thinking |
| | Live examples on the success of collaborated design thinking |

Module-3	
Design Thinking in IT	
Design Thinking to Business Process modelling – Agile in Virtual collaboration environment – Scenario based Prototyping	
Teaching-Learning Process	Case studies on design thinking and business acceptance of the design
	Simulation on the role of virtual eco-system for collaborated prototyping

Module-4	
DT For strategic innovations	
Growth – Story telling representation – Strategic Foresight - Change – Sense Making - Maintenance Relevance – Value redefinition - Extreme Competition – experience design - Standardization – Humanization - Creative Culture – Rapid prototyping, Strategy and Organization – Business Model design.	
Teaching-Learning Process	Business model examples of successful designs
	Presentation by the students on the success of design
	Live project on design thinking in a group of 4 students

Module-5	
Design thinking workshop	
Design Thinking Work shop Empathize, Design, Ideate, Prototype and Test	
Teaching-Learning Process	8 hours design thinking workshop from the expect and then presentation by the students on the learning from the workshop

Course Outcomes:

Upon the successful completion of the course, students will be able to:

CO Nos.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Appreciate various design process procedure	K2
CO2	Generate and develop design ideas through different technique	K2
CO3	Identify the significance of reverse Engineering toUnderstand products	K2
CO4	Draw technical drawing for design ideas	K3

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SAMPLE TEMPLATE

IV Semester

UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT			
Title of the subject			
Course Code	**21UHV49**	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:0:0	SEE Marks	50
Total Hours of Pedagogy	20	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

This introductory course input is intended:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

This course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.

2. The course is in the form of 20 lectures (discussions)

3. It is free from any dogma or value prescriptions.

4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.

5. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.

6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Module-1

Introduction to Value Education (4 hours)

Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)

Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations

Teaching-Learning Process	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

1

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SAMPLE TEMPLATE

Module-2

Harmony in the Human Being (4 hours)

Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-3

Harmony in the Family and Society (4 hours)

Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-4

Harmony in the Nature/Existence (4 hours)

Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-5

Implications of the Holistic Understanding – a Look at Professional Ethics (4 hours)

Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Course outcome (Course Skill Set)

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

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26.10.2022

Theory - 01 Credit Course   **BSFHK158/258**

Scientific Foundations of Health

Course Title:	Scientific Foundations of Health		
Course Code:	**BSFHK158/258**	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives
The course Scientific Foundations of Health (22SFH18/28) will enable the students,
1. To know about Health and wellness (and its Beliefs) & It's balance for positive mindset.
2. To Build the healthy lifestyles for good health for their better future.
3. To Create a Healthy and caring relationships to meet the requirements of good/social/positive life.
4. To learn about Avoiding risks and harmful habits in their campus and outside the campus for their bright future
5. To Prevent and fight against harmful diseases for good health through positive mindset

Teaching-Learning Process
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective:
Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.
(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning,
(v) Personalized learning, (vi) Problems based learning through discussion, (vii) Following the method of expeditionary learning Tools and techniques, (viii) Use of audio visual methods.
Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Good Health & It's balance for positive mindset: Health -Importance of Health, Influencing factors of Health, Health beliefs, Advantages of good health, Health & Behavior, Health & Society, Health & family, Health & Personality, Psychological disorders-Methods to improve good psychological health, Changing health habits for good health.

Module-2	(03 hours of pedagogy)

Building of healthy lifestyles for better future: Developing healthy diet for good health, Food & health, Nutritional guidelines for good health, Obesity & overweight disorders and its management, Eating disorders, Fitness components for health, Wellness and physical function, How to avoid exercise injuries.

Module-3	(03 hours of pedagogy)

Creation of Healthy and caring relationships : Building communication skills, Friends and friendship - Education, the value of relationship and communication skills, Relationships for Better or worsening of life, understanding of basic instincts of life (more than a biology), Changing health behaviours through social engineering.

Module-4	(03 hours of pedagogy)

Avoiding risks and harmful habits : Characteristics of health compromising behaviors, Recognizing and avoiding of addictions, How addiction develops, Types of addictions, influencing factors of addictions, Differences between addictive people and non addictive people & their behaviors. Effects of addictions Such as..., how to recovery from addictions.

Module-5	(03 hours of pedagogy)

Preventing & fighting against diseases for good health: How to protect from different types of infections, How to reduce risks for good health, Reducing risks & coping with chronic conditions, Management of chronic illness for Quality of life, Health & Wellness of youth :a challenge for upcoming future, Measuring of health & wealth status.

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III/IV Semester

Constitution of India and Professional Ethics (CIP)

Course Code	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
Total Hours of Pedagogy	02 Hours/Week	Total Marks	100
Credits	01	Exam Hours	01 Hours

Course objectives: This course will enable the students
1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.
(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.
Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module - 1

Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Module - 2

FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building.

Module - 3

Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Module - 4

State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.

Module-5

Professional Ethics: Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics. Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.

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Department of Mechatronics

SAMPLE TEMPLATE

IV Semester

UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT			
Title of the subject			
Course Code	21UHV49	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:0:0	SEE Marks	50
Total Hours of Pedagogy	20	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

This introductory course input is intended:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

This course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.

2. The course is in the form of 20 lectures (discussions)

3. It is free from any dogma or value prescriptions.

4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.

5. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.

6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Module-1

Introduction to Value Education (4 hours)

Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)

Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations

Teaching-Learning Process	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

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SAMPLE TEMPLATE

Module-2

Harmony in the Human Being (4 hours)

Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-3

Harmony in the Family and Society (4 hours)

Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-4

Harmony in the Nature/Existence (4 hours)

Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-5

Implications of the Holistic Understanding – a Look at Professional Ethics (4 hours)

Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Course outcome (Course Skill Set)

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

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Department of Civil Engineering

26.10.2022

Theory - 01 Credit Course

BICOK107-207

Indian Constitution

Course Title:	Indian Constitution		
Course Code:	**BICOK107-207**	CIE Marks	50
Course Type (Theory/Practical /Integrated)		SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives :

The course **INDIAN CONSTITUTION (22 ICO17 / 27)** will enable the students,

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

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(ii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Indian Constitution: Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly.

Module-2	(03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	(03 hours of pedagogy)

Directive Principles of State Policy (DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

Module-4	(03 hours of pedagogy)

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	(03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)

At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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IV Semester

UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT Title of the subject			
Course Code	21UHV49	CIE Marks	50
Teaching Hours/Week (L:T:P:S)	2:0:0	SEE Marks	50
Total Hours of Pedagogy	20	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

This introductory course input is intended:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

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These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

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Module-1

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Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations

Teaching-Learning Process	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

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Module-2

Harmony in the Human Being (4 hours)

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Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-3

Harmony in the Family and Society (4hours)

Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-4

Harmony in the Nature/Existence (4 hours)

Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the FourOrders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-5

Implications of the Holistic Understanding – a Look at Professional Ethics (4 hours)

Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and UniversalHuman Order, Competence in Professional EthicsHolistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession

Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Course outcome (Course Skill Set)

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

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Department of Electrical & Electronics Engineering

Indian Constitution

Course Title:		Indian Constitution		
Course Code:			CIE Marks	50
Course Type (Theory/Practical /Integrated)	BIOOK107-207		SEE Marks	50
			Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0		Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours		Credits	01

Course objectives :

The course **INDIAN CONSTITUTION (22ICO17 / 27)** will enable the students,

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
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4. To know the State Executive & Elections system of India.
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Teaching-Learning Process

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(ii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Indian Constitution: Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly.

Module-2	(03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	(03 hours of pedagogy)

Directive Principles of State Policy (DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

Module-4	(03 hours of pedagogy)

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	(03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)
At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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Scientific Foundations of Health

Course Title:	Scientific Foundations of Health		
Course Code:	**BSFHK158/258**	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives
The course Scientific Foundations of Health (22SFH18/28) will enable the students,

1. To know about Health and wellness (and its Beliefs) & It's balance for positive mindset.
2. To Build the healthy lifestyles for good health for their better future.
3. To Create a Healthy and caring relationships to meet the requirements of good/social/positive life.
4. To learn about Avoiding risks and harmful habits in their campus and outside the campus for their bright future
5. To Prevent and fight against harmful diseases for good health through positive mindset

Teaching-Learning Process
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective:
Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.
   (i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools),
   (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning,
   (v) Personalized learning, (vi) Problems based learning through discussion, (vii) Following the method of expeditionary learning Tools and techniques, (viii) Use of audio visual methods.
Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Good Health & It's balance for positive mindset: Health -Importance of Health, Influencing factors of Health, Health beliefs, Advantages of good health, Health & Behavior, Health & Society, Health & family, Health & Personality, Psychological disorders-Methods to improve good psychological health, Changing health habits for good health.

Module-2	(03 hours of pedagogy)

Building of healthy lifestyles for better future: Developing healthy diet for good health, Food & health, Nutritional guidelines for good health, Obesity & overweight disorders and its management, Eating disorders, Fitness components for health, Wellness and physical function, How to avoid exercise injuries.

Module-3	(03 hours of pedagogy)

Creation of Healthy and caring relationships : Building communication skills, Friends and friendship - Education, the value of relationship and communication skills, Relationships for Better or worsening of life, understanding of basic instincts of life (more than a biology), Changing health behaviours through social engineering.

Module-4	(03 hours of pedagogy)

Avoiding risks and harmful habits : Characteristics of health compromising behaviors, Recognizing and avoiding of addictions, How addiction develops, Types of addictions, influencing factors of addictions, Differences between addictive people and non addictive people & their behaviors. Effects of addictions Such as..., how to recovery from addictions.

Module-5	(03 hours of pedagogy)

Preventing & fighting against diseases for good health: How to protect from different types of infections, How to reduce risks for good health, Reducing risks & coping with chronic conditions, Management of chronic illness for Quality of life, Health & Wellness of youth :a challenge for upcoming future, Measuring of health & wealth status.

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Course outcome (Course Skill Set) :

At the end of the course Scientific Foundations of Health (22SFH18/28) the student will be able to:

CO1	To understand and analyse about Health and wellness (and its Beliefs) & It's balance for positive mindset.
CO2	Develop the healthy lifestyles for good health for their better future.
CO3	Build a Healthy and caring relationships to meet the requirements of good/social/positive life.
CO4	To learn about Avoiding risks and harmful habits in their campus and outside the campus for their bright future.
CO5	Prevent and fight against harmful diseases for good health through positive mindset.

Assessment Details (both CIE and SEE) :

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). The minimum passing mark for the SEE is 35% of the maximum marks (18 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation(CIE) :

Two Unit Tests each of 30 Marks (duration 01 hour)

- First test after the completion of 30-40 % of the syllabus
- Second test after completion of 80-90% of the syllabus

One Improvement test before the closing of the academic term may be conducted if necessary. However best two tests out of three shall be taken into consideration.

Two assignments each of 20 Marks

The teacher has to plan the assignments and get them completed by the students well before the closing of the term so that marks entry in the examination portal shall be done in time. Formative (Successive) Assessments include Assignments/Quizzes/Seminars/ Course projects/Field surveys/ Case studies/ Hands-on practice (experiments)/Group Discussions/ others. The Teachers shall choose the types of assignments depending on the requirement of the course and plan to attain the Cos and POs. (to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course). CIE methods /test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

The sum of two tests, two assignments, will be out of 100 marks and will be scaled down to 50 marks

Semester End Examinations (SEE)

SEE paper shall be set for **50 questions, each of the 01 mark**. The pattern of the **question paper is MCQ** (multiple choice questions). The time allotted for SEE is **01 hour**. The student must secure a minimum of 35% of the maximum marks for SEE.

Suggested Learning Resources:

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MANAGEMENT AND ENTREPRENEURSHIP

Course Code	18EE51	CIE Marks	40
Number of Lecture Hours/Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives:

- To introduce the field of management, task of the manager, importance of planning and types of planning, staff recruitment and selection process.
- To discuss the ways in which work is allocation, structure of organizations, modes of communication and importance of managerial control in business.
- To explain need of coordination between the manager and staff, the social responsibility of business and leadership.
- To explain the role and importance of the entrepreneur in economic development and the concepts of entrepreneurship.
- To explain various types of entrepreneurs and their functions, the myths of entrepreneurship and the factors required for capacity building for entrepreneurs
- To discuss the importance of Small Scale Industries and the related terms and problems involved.
- To discuss methods for generating new business ideas and business opportunities in India and the importance of business plan.
- To introduce the concepts of project management and discuss capitol building process.
- To explain project feasibility study and project appraisal and discuss project financing
- To discuss about different institutions at state and central levels supporting business enterprises. ■

Module-1

Management: Definition, Importance – Nature and Characteristics of Management, Management Functions, Roles of Manager, Levels of Management, Managerial Skills, Management & Administration, Management as a Science, Art &Profession.
Planning: Nature, Importance and Purpose Of Planning, Types of Plans, Steps in Planning, Limitations of Planning, Decision Making – Meaning, Types of Decisions- Steps in Decision Making. ■

Module-2

Organizing and Staffing: Meaning, Nature and Characteristics of Organization – Process of Organization, Principles of Organization, Departmentalization, Committees – meaning, Types of Committees, Centralization Versus Decentralization of Authority and Responsibility, Span of Control (Definition only), Nature and Importance of Staffing, Process of Selection and Recruitment.
Directing and Controlling: Meaning and Nature of Directing-Leadership Styles, Motivation Theories Communication – Meaning and Importance, Coordination- Meaning and Importance, Techniques of Coordination, Controlling – Meaning, Steps in Controlling. ■

Module-3

Social Responsibilities of Business: Meaning of Social Responsibility, Social Responsibilities of Business towards Different Groups, Social Audit, Business Ethics and Corporate Governance. **Entrepreneurship:** Definition of Entrepreneur, Importance of Entrepreneurship, concepts of Entrepreneurship, Characteristics of successful Entrepreneur, Classification of Entrepreneurs, Intrapreneur – An Emerging Class, Comparison between Entrepreneur and Intrapreneur, Myths of Entrepreneurship, Entrepreneurial Development models, Entrepreneurial development cycle, Problems faced by Entrepreneurs and capacity building for

Module-4

Modern Small Business Enterprises: Role of Small Scale Industries, Concepts and definitions of SSI Enterprises, Government policy and development of the Small Scale sector in India, Growth and Performance of Small Scale Industries in India, Sickness in SSI sector, Problems for Small Scale Industries, Impact of Globalization on SSI, Impact of WTO/GATT on SSIs, Ancillary Industry and Tiny Industry (Definition only).
Institutional Support for Business Enterprises: Introduction, Policies & Schemes of Central–Level Institutions, State-Level Institutions.■

Module-5

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Project Management: Meaning of Project, Project Objectives & Characteristics, Project Identification-Meaning & Importance; Project Life Cycle, Project Scheduling, Capital Budgeting, Generating an Investment Project Proposal, Project Report-Need and Significance of Report, Contents, Formulation, Project Analysis-Market, Technical, Financial, Economic, Ecological, Project Evaluation and Selection, Project Financing, Project Implementation Phase, Human & Administrative aspects of Project Management, Prerequisites for Successful Project Implementation.

New Control Techniques- PERT and CPM, Steps involved in developing the network, Uses and Limitations of PERT and CPM . ■

Course Outcomes: At the end of the course the student will be able to:
- Explain the field of management, task of the manager, planning and steps in decision making.
- Discuss the structure of organization, importance of staffing, leadership styles, modes of communication, techniques of coordination and importance of managerial control in business.
- Explain the concepts of entrepreneurship and a businessman's social responsibilities towards different groups.
- Show an understanding of role of SSI's in the development of country and state/central level institutions/agencies supporting business enterprises.
- Discuss the concepts of project management, capital budgeting, project feasibility studies, need for project report and new control techniques. ■

SOCIAL CONNECT & RESPONSIBILITIES

Course Code	21SCR36	CIE Marks	50
Teaching Hours week (L:T:P:S)	1: 0: 0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	03
Department	Management Studies / Engineering Department		
Offered for	3rd Semester		
Prerequisite	Nil		

Objectives: The Course will
- Enable the student to do a deep drive into societal challenges being addressed by NGO(s), social enterprises & The government and build solutions to alleviate these complex social problems through immersion, design & technology.
- Provide a formal platform for students to communicate and connect with their surroundings.
- Enable to create of a responsible connection with society.

Learning Outcomes: The students are expected to have the ability to :
1. Understand social responsibility
2. Practice sustainability and creativity
3. Showcase planning and organizational skills

Contents:
The course is mainly activity-based that will offer a set of activities for the student that enables them to connect with fellow human beings, nature, society, and the world at large. The course will engage studentsinr interactive sessions, open mic, reading groups, storytelling sessions, and semester-long activities conducted by faculty mentors. In the following a set of activities planned for the course have been listed :

Module-I

Plantation and adoption of a tree: Plantation of a tree that will be adopted for four years by a group of B.Tech. students. They will also make an excerpt either as a documentary or a photoblog describing the plant's origin, its usage in daily life, and its appearance in folklore and literature.

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Constitution of India and Professional Ethics (CIP)

Course Code	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
Total Hours of Pedagogy	02 Hours/Week	Total Marks	100
Credits	01	Exam Hours	01 Hours

Course objectives: This course will enable the students

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module - 1

Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Module - 2

FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building.

Module - 3

Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Module - 4

State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.

Module-5

Professional Ethics: Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics. Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.

Course outcome (Course Skill Set) :

At the end of the course the student will be able to :

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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Department of Business Administration

Principles of Management and Organisational Behaviour			
Course Code	22MBA11	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	04	Exam Hours	03

Course Objectives: This course will enable the students

- To understand theories and models of Management and OB.
- To classify and differentiate between various methods of problem solving.
- To compile an adept framework for solving the problems at the workplace.
- To acquaint the students with industry relevant skill sets.

Module-1   (8 Hours)

Introduction: Meaning, Objectives, Differences between Administration and Management, Levels of Management, Kinds of Managers, Managerial roles, History of Management, Recent trends in Management.

Module-2   (9 Hours)

Planning: Importance, Process, Benefits of Planning, Types of Plans, Planning tools and techniques.
Organising: Meaning, Types of Organisation structures, Traditional structures, Directions in organisation structures.
Leading: Meaning, Nature, Traits and Behaviour, Contingency approaches to Leadership, Transformational leadership.
Controlling: Meaning, Importance, Steps in the control process, Types of Control.

Module-3   (9 Hours)

Organisational Behaviour: Introduction, Meaning, History of Organisational Behaviour, Organisational effectiveness, Organisational learning process, Stakeholders, Contemporary challenges for Organisations.

Module-4   (9 Hours)

Behavioural Dynamics: MARS Model of individual behaviour and performance, Types of Individual behaviour, Personality in Organisation, Values in the work place, Types of values, **Perception,** Meaning, Model of Perceptual process. Emotions in work place, Types of emotions, Circumplex Model of Emotion, Attitudes and Behaviour, Work-related stress and its management. **Motivation,** Meaning, Maslow's Hierarchy of Needs, Four Drive Theory of Motivation.

Module-5   (9 Hours)

Teams: Advantages of Teams, Model of Team Effectiveness, Stages of Team Development. Power , Meaning, Sources, and Contingencies of Power, Consequences of Power.

Module-6   (7 Hours)

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MARKETING MANAGEMENT

Course Code	22MBA15	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	04	Exam Hours	03

Course Learning objectives:

- To make students understand the fundamental concepts of marketing and environment in which marketing system operates.
- To gain knowledge on consumer buying behaviour and influencing factors
- To describe major bases for segment marketing, target marketing, and market positioning.
- To develop a Conceptual framework, covering basic elements of the marketing mix.
- To understand fundamental premise underlying market driven strategies and hands on practical approach.

Module-1   (7 Hours)

Introduction to Marketing: Importance of marketing, Definitions of market and marketing, Types of Needs, Elements of Marketing Concept, Functions of Marketing, evolution of marketing, Marketing V/s Selling, Customer Value and Satisfaction, 4P's of Marketing, Marketing Environment, Techniques used in environment analysis, Characteristics (Micro and Macro), Marketing to the 21st century customer.

Module-2   (9 Hours)

Analysing Consumer Behaviour: Meaning and Characteristics, Importance of consumer behaviour, Factors influencing Consumer Behaviour, Consumer characteristics influencing buying behaviour personal factors and cultural factors. Consumer Buying Decision Process, Buying Roles, Buying Motives. The black box model of consumer behaviour. Psychological factors consumer.

Module-3   (9 Hours)

Product management and Pricing: Importance and primary objective of product management, product levels, product hierarchy, Classification of products, product mix, product mix strategies, Managing Product Life Cycle. New Product Development, packing as a marketing tool, Role of labeling in packing. Concept of Branding, Brand Equity, branding strategies, selecting logo, brand extension- effects. Introducing to pricing, Significance of pricing, factor influencing pricing (Internal factor and External factor), objectives, Pricing Strategies-Value based, Cost based, Market based, Competitor based, Pricing Procedure.

Module-4   (9 Hours)

Distribution and Promotion: Roles and purpose of Marketing Channels, Factors Affecting Channel Choice, Channel Design, Channel Management Decision, Channel Conflict, Designing a physical Distribution System. Promotions- Marketing communications- Integrated Marketing Communications (IMC)-communication objectives, steps in developing effective communication. Advertising: Advertising Objectives, Advertising Budget, Advertising Copy, AIDA model, Traditional Vs Modern Media- Online and Mobile Advertising, social media for Advertising. Push-pull strategies of promotion.

Module-5   (9 Hours)

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Market segmentation, Targeting and Brand Positioning: Concept of Market Segmentation, Benefits, Requisites of Effective Segmentation, Bases for Segmenting Consumer Markets, Market Segmentation Strategies. Types of Segmentation. Targeting - Bases for identifying target Customer target Marketing strategies, Positioning - Meaning, Tasks involved in Positioning. Monitoring brands performance and positioning. Product Differentiation Strategies.

Module-6	(7 Hours)

Emerging Trends in Marketing: Marketing Planning. Concepts of B2B marketing, Service Marketing, Digital and social media Marketing, Green Marketing, Event Marketing, Marketing Audit, Sponsorship, Cause Related Marketing, Marketing for Non-Profit Organizations, Relationship marketing, Marketing Strategies for Leaders, Challengers, Followers and Startups. Social Responsibility of marketing, Neuro Marketing, Sensory Marketing, societal marketing concept, premiumization.

Assessment Details (both CIE and SEE)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:
There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:
a) Tests (for 25Marks) and
b) Assignments, presentations, Quiz, Simulation, Experimentation, Mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:
The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full questions from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.

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BUSINESS COMMUNICATION

Course Code	**22MBA16**	**CIE Marks**	**50**
Teaching Hours/Week (L:P:SDA)	**4:0:0**	**SEE Marks**	**50**
Total Hours of Pedagogy	**50**	**Total Marks**	**100**
Credits	**04**	**Exam Hours**	**03**

Course Learning objectives:

- To enable the students to become aware of their communication skills and sensitize them to their potential to become successful managers.
- To enable learners with the mechanics of writing and also help them to draft business letters in English precisely and effectively.
- To introduce the students to some of the practices in managerial communication those are in vogue.
- To prepare students to develop the art of business communication with emphasis on analysing business situations.
- To train Students towards drafting business proposals.

Module-1   (7 Hours)

Introduction: Meaning & Definition, Role, Classification, Purpose of communication, Communication Process, Characteristics of successful communication, Importance of communication in management, Communication structure in organization, Communication in conflict resolution, Communication in crisis. Communication and negotiation, Communication in a cross-cultural setting, Barriers to communication.

Module-2   (9 Hours)

Oral Communication: Meaning, Principles of successful oral communication, Barriers to oral communication, Conversation control, Reflection and Empathy: two sides of effective oral communication. Modes of Oral Communication, Effectiveness of oral communication.
Listening as a Communication Skill: Approaches to listening, how to be a better listener, Process of listening, Nonverbal communication: Meaning, classification.

Module-3   (9 Hours)

Written Communication: Purpose of writing, Clarity in writing, Principles of effective writing, Approaching the writing process systematically: The 3X3 writing process for business communication Pre writing, Writing, Revising. Audience analysis, Writing Positive, Neutral, Persuasive and Bad-news Messages.
Types of Written Communication In Business: Business Letters: Introduction To Business Letters, Types of Business Letters, Writing Routine And Persuasive Letters, Positive And Negative Messages Writing, Employee Reviews, Recommendation Letters, Thank You Letters.

Module-4   (9 Hours)

Business Reports: Purpose, Kinds and Objectives of reports , Organization & Preparing reports, short and long reports Writing Proposals: Structure & preparation , Writing memos, Media Management:
The press release, Press conference, Media interviews.
Group Communication: Meetings, Planning meetings, objectives , participants , timing , venue of meetings.
Meeting Documentation: Notice, Agenda and Resolution & Minutes.

Module-5   (9 Hours)

Case method of learning: Understanding the case method of learning , different types of cases , overcoming the difficulties of the case method , reading a case properly , case analysis approaches , analyzing the case , dos and don'ts for case preparation.
Employment Communication: Introduction, Writing CVs, Group discussion, Interview skills.

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PERSONAL GROWTH AND INTERPERSONAL EFFECTIVENESS

Course Code	20MBAHR402	CIE Marks	40
Teaching Hours/Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03

Course Objectives
1. The student will be able to describe and Identify the application of various PG and IE framework
2. The student will be able to describe and explain in her/his own words, the relevance and importance of various PG and IE to be adopted in the Organisation
3. The student will be able to apply and improve the workplace effectiveness through various PG and IE
4. The student will be able to classify and categorise different PG and IE practices and to be followed in the Organisation
5. The student will be able to create and reconstruct Leadership required to manage the Human Resources in the Organisation
6. The student will be able to appraise and judge the practical applicability of various PG and IE practices to be followed in the Organisation

Module-1 Dynamics of Personal Growth	**4 hours**

Dynamics of Personal Growth Meaning, nature and scope of personal growth. Self-awareness and self-esteem, life roles, social roles and organisational roles, role clarity and role boundaries. Ego states- Id, ego and super ego and defense mechanism. Developing a self-improvement plan.

Module -2 Interpersonal Trust	**4 hours**

Openness, confidentiality, blind spot and unknown part of personality. Self-disclosure, seeking feedback, self-reflection and practicing new behaviors. Discovering facets of interpersonal trust through Johari Window.

Module -3 Understanding Human Personality and Neuro Functioning	**7 hours**

Personality theories, Carl Jung's theory of personality types and Myers Briggs Type Indicator test (MBTI), Trait theories- Guilford Peogut, PF 16 and Type A and B, Emotional intelligence. **Basic functions of mind:** Creativity and innovation. Blocks to creativity. Creativity processes and tools- convergent and divergent thinking. Six thinking Hats, Neuro Linguistic Programming.

Module -4 Attitudes, Beliefs, Values and their impact on Behaviour	**7 hours**

Personal change meaning, nature and requisites. Social adjustments and habit formation. Locus of control. Habits of personal effectiveness. Seven habits of highly effective people.

Module -5	**9 hours**

Interpersonal relations and personal growth: Interpersonal needs for openness, inclusion and control. Discovering the interpersonal orientation through FIRO-B. Conflict resolution and negotiation, time management and honouring the commitments

Module – 6 Transactional Analysis	**9 hours**

Ego states, types of transactions and time structuring. Life position, scripts and games; T-group sensitivity training, encounter groups, appreciative enquiry and group relations conference (students may go through three days personal growth lab for experiential learning)

Course Outcomes:
1. Have in-depth understanding the various personality traits which promotes personal growth.
2. Analyze the concepts of human personality, behaviour and functioning of mind
3. Learn and apply the psychometrics tests in understanding the personality traits.
4. Develop the greater insight of self, and others through various theories and prepare the developmental plan for interpersonal effectiveness.

Practical Components:
- Students are expected to conduct an in-depth study about various personality traits & TA and submit a detailed report.
- Students must undergo psychometric test like MBTI, FIRO-B, Big Five etc, conduct SWOT analysis and prepare a personal growth plan based on the results
- Ask the individual students to seek multisource feedback about their interpersonal effectiveness from peers, teachers, and parents; understand and reflect the feedback and prepare a development plan for interpersonal

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Master of Computer Applications

Choice Based Credit System(CBCS)
Semester: III
CIE Marks:40
Course Code:20MCA354
SEE Marks:60
Contact Periods (L:T:P):3-0-0
Exam Hours:03

Software Project Management

Course Out Comes:
CO1:Apply the practices and methods for successful software project management
CO2:Identify techniques for requirements,policies and decision making for effective resource management
CO3:Illustrate the evaluation techniques for estimating cost,benefits,schedule and risk
CO4:Devise a framework for software project management plan for activities,risk,monitoring and control
CO5:Design a framework to manage people

Module-1 INTRODUCTION TO SOFTWARE PROJECT MANAGEMENT

Introduction,Why is Software Project Management important?What is a Project?, ContractManagement,Activities Covered by Software Project Management, Plans, Methods and Methodologies,Some ways of categorizing software projects, Stakeholders,Setting Objectives,BusinessCase,Project Success and Failure,What is Management? Management Control, Traditional versus Modern Project Management Practices

Module-2 PROJECT EVALUATION & FINANCE

Evaluation of Individual Projects,Cost Benefit Evaluation Techniques,Risk Evaluation, Programme Management,Managing allocation of Resources within Programmes, Financial Accounting – An overview – Accounting concepts,Principles & Standards, Ledger posting,Trial balance,Profit and Loss account Balancesheet

Module-3 ACTIVITY PLANNING

Objectives of Activity Planning,When to Plan,Project Schedules,Sequencing and Scheduling Activities,Network Planning Models,Forward Pass – Backward Pass, Identifying critical path,Activity Float,Shortening Project Duration,Activity on Arrow Networks Risk Management,Nature of Risk,Categories of Risk,A framework for dealing with Risk, Risk Identification, Risk analysis and prioritization, risk planning and risk monitoring

Module-4 MONITORING AND CONTROL

Creating the Framework,Collecting the Data,Review,Project Termination Review, Visualizing Progress,Cost Monitoring,Earned Value Analysis,Prioritizing Monitoring, Getting Project Back To Target,Change Control,Software Configuration Management

Module-5 MANAGING PEOPLE AND WORKING IN TEAMS

Introduction,Understanding Behavior,Organizational Behavior:A Background, Selecting the Right Person for the Job,Instruction in the Best Methods,Motivation, The Oldham–Hackman Job Characteristics Model,Stress – Health and Safety

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WorkingIn Teams,Becominga Team,DecisionMaking,Leadership. Textbooks 1.BobHughes, MikeCotterell, RajibMall, "Software Project Management", Fifth Edition,TataMcGrawHill,2011. 2."AccountingforManagement"JawaharLal,5 thEdition,WheelerPublications,Delhi. References 1.JackMarchewka," Information Technology-Project Management", Wiley Student Version,4 thEdition,2013.
2.JamesPLewis,"ProjectPlanning,Scheduling&Control",McGrawHill,5 thEdition, 2011. 3.Pankaj Jalote," Software Project Management in Practise", Pearson Education, 2002

Choice Based Credit System
Semester: II
CIE Marks:50
Course code:22MCA254
SEE Marks:50
Contact Hours (L:T:P): 3:0:0
Exam Hours:3

<p align="center">User Interface Design</p>

Course Outcomes: At the end of the course, students will be able to
CO1:Analyse the new technologies that provide interactive devices and interfaces.
CO2: Apply the guidelines to develop the UID and evaluate for the given problem.
CO3: Apply the development methodologies with an analysis of the social impact and legal issuesUnderstand Direct Manipulation and Virtual Environment
CO4: Discuss the command, natural languages and issues in design for maintaining QoS
CO5: Demonstrate techniques for information search and visualization for the given problem.

Module-1 Introduction Usability of Interactive Systems: Introduction, Usability Goals and Measures, Usability Motivation, Universal Usability, Goals for our profession. Guideline, principles, and theories: Introduction, Guidelines, principles, Theories.

Module-2 Development Processes Managing Design Processes: Introduction, Organizational Design to support Usability, The Four Pillars of Design, Development methodologies: Ethnographic Observation, Participatory Design, Scenario Development, Social Impact statement for Early Design Review, Legal Issues. Evaluating Interface Design Introduction, Expert Reviews, Usability Testing and Laboratories, Survey Instruments, Acceptance tests, Evaluation during Active Use, Controlled Psychologically Oriented Experiments

Module-3 Direct Manipulation and Virtual Environments: Introduction, Examples of Direct Manipulation, Discussion of direct manipulation, 3D Interfaces, Tele-operation, Virtual and Augmented Reality Menu Selection, Form Filling and Dialog Boxes: Introduction, Task-Related Menu Organization, Single Menus, Combination of Multiple Menus, Content Organization, Fast Movement Through Menus, Data Entry With Menus, Form Filling, Dialog Boxes and Alternatives, Audio Menus and Menus for Small Displays

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Module-4 Command and Natural Languages Introduction, Command-organization functionality strategies and structure, Naming and Abbreviations, Natural Language in computing. Interaction Devices: Introduction, Keyboards and Keypads, Pointing Devices, Speech and Auditory interfaces, Displays-Small and Large Design Issues Quality of Service: Introduction, Models of Response-Time Impacts, Expectations and Attitudes, User Productivity, Variability in Response time, Frustrating Experiences Balancing Function and Fashion: Introduction, Error Messages, Nonanthropomorphic Design, Display design, web page design, Window Design, Color

Module-5 User Documentation and Online Help : Introduction, Online versus paper documentation, Reading from paper versus Displays, Shaping the content of the Manuals, Accessing the Documentation, Online Tutorials and animated demonstrations, Online Communities for User Assistance, The Development Process. Information Search and Visualization Introduction, Search in Textual Documents and Database Querying, Multimedia document searches, Advanced filtering and Search Interfaces, Information Visualization: Introduction, Data type by task taxonomy, Challenges for information visualization.

Textbooks 1.BenShneiderman, Plaisant, Cohen, Jacobs: Designing the User Interface, 5th Edition, Pearson ,Education, 2010. References 1 Alan Dix, Janet Finalay, Gregory D AbiwdmRusselBealel: Human-Computer Interaction, III Edition, Pearson , Education, 2008. 2 Eberts: User Interface Design, Prentice Hall, 1994 3 Wilber O Galitz: The Essential Guide to User Interface Design- An Introduction to GUI Design, Principles and Techniques, Wiley-Dreamtech India Pvt Ltd, 2011 Optimization Technique

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Environment and Sustainability

Department of Biotechnology

BIO-BUSINESS AND ENTREPRENEURSHIP			
Course Code	18BT51	CIE Marks	40
Teaching Hours/Week (L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives:
- To learn about the project management,
- To explore entrepreneurship
- To understand IPR and its implications

Module-1

BIO ENTERPREUNERSHIP:

Introduction to bio-business, from the Indian context, SWOT analysis of bio-business. Ownership, Development of Entrepreneurship; Stages in entrepreneurial process; Role of entrepreneurs in Economic Development; Entrepreneurship in India; Entrepreneurship - its barriers. Small scale industries: Definition; Characteristics; Need and rationale; Objectives; Scope; Market Feasibility Study; Technical Feasibility Study; Financial Feasibility Study & Social Feasibility Study. Global bio business and industry future trends.

Module-2

ENTREPRENEURSHIP OPPORTUNITY IN AGRI BIOTECHNOLOGY:
Business opportunity, Essential requirement, marketing, strategies, schemes, challenges and scope-with case study on Plant cell and tissue culture technique, polyhouse culture. Herbal bulk drug production, Nutraceuticals, value added herbal products. Bioethanol production using Agri waste, Algal source. Integration of system biology for agricultural applications. Biosensor development in Agri management

Module-3

ENTREPRENEURSHIP OPPORTUNITY IN INDUSTRIAL BIOTECHNOLOGY: Business opportunity, Essential requirement, marketing strategies, schemes, challenges and scope-with case study- Pollution monitoring and Bioremediation for Industrial pollutants, Pesticides, Herbicides etc. Integrated compost production- microbe enriched compost.Bio pesticide/insecticide production. Fermented products-probiotic and prebiotics. Stem cell production, stem cell bank, contract research. Production of monoclonal/polyclonal antibodies, Single cell protein and secondary metabolite production.Contact research in microbial genomics.

Module-4

PROJECT MANAGEMENT, INTELLECTUAL PROPERTY, TECHNOLOGY MANAGEMENT AND STARTUP SCHEMES:
Building Biotech business challenges in Indian context-biotech partners (BICEPS, BIRAC, DBT, Incubation centers. Etc.,), operational biotech parks in India. Indian Company act for Bio business-schemes and subsidies. Meaning of Project; Project Identification; Project Selection; Project Report; Need and Significance of Report; Contents; Formulation; Guidelines by Planning Commission for Project report; Network Analysis; Errors of Project Report; Project Appraisal. Identification of business opportunities: Market Feasibility Study; Technical Feasibility Study; Financial Feasibility Study & Social Feasibility Study. Patent expiry and Entrepreneurship opportunity, Principles of Technology leasing, licensing and transfer, Startup schemes in Indian government, Business incubation support schemes, Successful start-ups-case study.

Module-5

REGULATORY AFFAIRS, BIOETHICS & BIO-SAFETY:
Regulatory affairs in Bio business-regulatory bodies and their regulations (ex.FDA, EU, DSIR, AYUSH,

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Outcome Based Education (OBE) and Choice Based Credit System (CBCS)			
SEMESTER – V			
ENVIRONMENTAL STUDIES			
Course Code	18CIV59	CIE Marks	40
Teaching Hours / Week (L:T:P)	(1:0:0)	SEE Marks	60
Credits	01	Exam Hours	02

Module - 1

Ecosystems (Structure and Function): Forest, Desert, Wetlands, Riverine, Oceanic and Lake.
Biodiversity: Types, Value; Hot-spots; Threats and Conservation of biodiversity, Forest Wealth, and Deforestation.

Module - 2

Advances in Energy Systems (Merits, Demerits, Global Status and Applications): Hydrogen, Solar, OTEC, Tidal and Wind.
Natural Resource Management (Concept and case-studies): Disaster Management, Sustainable Mining, Cloud Seeding, and Carbon Trading.

Module - 3

Environmental Pollution (Sources, Impacts, Corrective and Preventive measures, Relevant Environmental Acts, Case-studies): Surface and Ground Water Pollution; Noise pollution; Soil Pollution and Air Pollution.
Waste Management & Public Health Aspects: Bio-medical Wastes; Solid waste; Hazardous wastes; E-wastes; Industrial and Municipal Sludge.

Module - 4

Global Environmental Concerns(Concept, policies and case-studies):Ground water depletion/recharging, Climate Change; Acid Rain; Ozone Depletion; Radon and Fluoride problem in drinking water; Resettlement and rehabilitation of people, Environmental Toxicology.

Module - 5

Latest Developments in Environmental Pollution Mitigation Tools (Concept and Applications): G.I.S. & Remote Sensing, Environment Impact Assessment, Environmental Management Systems, ISO14001; Environmental Stewardship- NGOs.
Field work: Visit to an Environmental Engineering Laboratory or Green Building or Water Treatment Plant or Waste water treatment Plant; ought to be Followed by understanding of process and its brief documentation.

Course Outcomes: At the end of the course, students will be able to:
- CO1: Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale,
- CO2: Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or question related to the environment.
- CO3: Demonstrate ecology knowledge of a complex relationship between biotic and a biotic components.
- CO4: Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.

Question paper pattern:
- The Question paper will have 100 objective questions.
- Each question will be for 01 marks
- Student will have to answer all the questions in an OMR Sheet.
- The Duration of Exam will be 2 hours.

Sl. N.	Title of the Book	Name of the	Name of the Publish	Edition and

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Department of Information Science & Engineering

B. E. COMMON TO ALL PROGRAMMES			
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)			
SEMESTER – V			
ENVIRONMENTAL STUDIES			
Course Code	**18CIV59**	CIE Marks	40
Teaching Hours / Week (L:T:P)	(1:0:0)	SEE Marks	60
Credits	01	Exam Hours	02

Module – 1

Ecosystems (Structure and Function): Forest, Desert, Wetlands, Riverine, Oceanic and Lake.
Biodiversity: Types, Value; Hot-spots; Threats and Conservation of biodiversity, Forest Wealth, and Deforestation.

Module – 2

Advances in Energy Systems (Merits, Demerits, Global Status and Applications)**:** Hydrogen, Solar, OTEC, Tidal and Wind.
Natural Resource Management (Concept and case-studies): Disaster Management, Sustainable Mining, Cloud Seeding, and Carbon Trading.

Module – 3

Environmental Pollution (Sources, Impacts, Corrective and Preventive measures, Relevant Environmental Acts, Case-studies)**:** Surface and Ground Water Pollution; Noise pollution; Soil Pollution and Air Pollution.
Waste Management & Public Health Aspects: Bio-medical Wastes; Solid waste; Hazardous wastes; E-wastes; Industrial and Municipal Sludge.

Module – 4

Global Environmental Concerns (Concept, policies and case-studies):Ground water depletion/recharging, Climate Change; Acid Rain; Ozone Depletion; Radon and Fluoride problem in drinking water; Resettlement and rehabilitation of people, Environmental Toxicology.

Module – 5

Latest Developments in Environmental Pollution Mitigation Tools (Concept and Applications): G.I.S. & Remote Sensing, Environment Impact Assessment, Environmental Management Systems, ISO14001; Environmental Stewardship- NGOs.
Field work: Visit to an Environmental Engineering Laboratory or Green Building or Water Treatment Plant or Waste water treatment Plant; ought to be Followed by understanding of process and its brief documentation.

Course Outcomes: At the end of the course, students will be able to:
- CO1: Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale,
- CO2: Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or question related to the environment.
- CO3: Demonstrate ecology knowledge of a complex relationship between biotic and abiotic components.
- CO4: Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.

Question paper pattern:
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- Each question will be for 01 marks
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- The Duration of Exam will be 2 hours.

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Department of Mechanical Engineering

Updated on 16.04.2020/28092020

B. E. MECHANICAL ENGINEEING			
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)			
SEMESTER – V			
ENVIRONMENTAL STUDIES			
Course Code	**18CIV59**	CIE Marks	40
Teaching Hours / Week (L:T:P)	(1:0:0)	SEE Marks	60
Credits	01	Exam Hours	02
Module - 1			
Ecosystems (Structure and Function): Forest, Desert, Wetlands, Riverine, Oceanic and Lake. 02 Hrs **Biodiversity:** Types, Value; Hot-spots; Threats and Conservation of biodiversity, Forest Wealth, and Deforestation.			
Module - 2			
Advances in Energy Systems (Merits, Demerits, Global Status and Applications): Hydrogen, Solar, OTEC, Tidal and Wind. 02 Hrs **Natural Resource Management** (Concept and case-studies): Disaster Management, Sustainable Mining, Cloud Seeding, and Carbon Trading.			
Module - 3			
Environmental Pollution (Sources, Impacts, Corrective and Preventive measures, Relevant Environmental Acts, Case-studies): Surface and Ground Water Pollution; Noise pollution; Soil Pollution and Air Pollution.02 Hrs **Waste Management & Public Health Aspects:** Bio-medical Wastes; Solid waste; Hazardous wastes; E-wastes; Industrial and Municipal Sludge.			
Module - 4			
Global Environmental Concerns (Concept, policies and case-studies): Ground water depletion/recharging, Climate Change; Acid Rain; Ozone Depletion; Radon and Fluoride problem in drinking water; Resettlement and rehabilitation of people, Environmental Toxicology.			
Module - 5			
Latest Developments in Environmental Pollution Mitigation Tools (Concept and Applications): G.I.S. & Remote Sensing, Environment Impact Assessment, Environmental Management Systems, ISO14001; Environmental Stewardship- NGOs. 03 Hrs **Field work:** Visit to an Environmental Engineering Laboratory or Green Building or Water Treatment Plant or Waste water treatment Plant; ought to be Followed by understanding of process and its brief documentation.			
Course Outcomes: At the end of the course, students will be able to: - CO1: Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale, - CO2: Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or question related to the environment. - CO3: Demonstrate ecology knowledge of a complex relationship between biotic and abiotic components. - CO4: Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.			

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Department of Computer Science & Engineering

B. E. COMMON TO ALL PROGRAMMES			
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)			
SEMESTER – V			
ENVIRONMENTAL STUDIES			
Course Code	**18CIV59**	CIE Marks	40
Teaching Hours / Week (L:T:P)	(1:0:0)	SEE Marks	60
Credits	01	Exam Hours	02

Module – 1

Ecosystems (Structure and Function): Forest, Desert, Wetlands, Riverine, Oceanic and Lake.
Biodiversity: Types, Value; Hot-spots; Threats and Conservation of biodiversity, Forest Wealth, and Deforestation.

Module – 2

Advances in Energy Systems (Merits, Demerits, Global Status and Applications)**:** Hydrogen, Solar, OTEC, Tidal and Wind.
Natural Resource Management (Concept and case-studies): Disaster Management, Sustainable Mining, Cloud Seeding, and Carbon Trading.

Module – 3

Environmental Pollution (Sources, Impacts, Corrective and Preventive measures, Relevant Environmental Acts, Case-studies)**:** Surface and Ground Water Pollution; Noise pollution; Soil Pollution and Air Pollution.
Waste Management & Public Health Aspects: Bio-medical Wastes; Solid waste; Hazardous wastes; E-wastes; Industrial and Municipal Sludge.

Module – 4

Global Environmental Concerns (Concept, policies and case-studies):Ground water depletion/recharging, Climate Change; Acid Rain; Ozone Depletion; Radon and Fluoride problem in drinking water; Resettlement and rehabilitation of people, Environmental Toxicology.

Module – 5

Latest Developments in Environmental Pollution Mitigation Tools (Concept and Applications): G.I.S. & Remote Sensing, Environment Impact Assessment, Environmental Management Systems, ISO14001; Environmental Stewardship- NGOs.
Field work: Visit to an Environmental Engineering Laboratory or Green Building or Water Treatment Plant or Waste water treatment Plant; ought to be Followed by understanding of process and its brief documentation.

Course Outcomes: At the end of the course, students will be able to:

- CO1: Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale,
- CO2: Develop critical thinking and/or observation skills, and apply them to the   analysis of a problem or question related to the environment.
- CO3: Demonstrate ecology knowledge of a complex relationship between biotic and abiotic components.
- CO4: Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.

Question paper pattern:

- The Question paper will have 100 objective questions.
- Each question will be for 01 marks
- Student will have to answer all the questions in an OMR Sheet.
- The Duration of Exam will be 2 hours.

Sl. No.	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
Textbook/s				

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Department of Electrical and Communication Engineering

Environmental Studies

Course Code	21CIV57	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	1+2+0+0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	01

Course objectives:

- To create environmental awareness among the students.
- To gain knowledge on different types of pollution in the environment.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teacher can use to accelerate the attainment of the various course outcomes.

1. Apart from conventional lecture methods various types of innovative teaching techniques through videos, and animation films may be adopted so that the delivered lesson can progress the students in theoretical, applied and practical skills.
2. Environmental awareness program for the in house campus
3. Encourage collaborative (Group Learning) Learning in the class.
4. Seminars, surprise tests and Quizzes may be arranged for students in respective subjects to develop skills.

Module-1

Ecosystems (Structure and Function): Forest, Desert, Wetlands, River, Oceanic and Lake.
Biodiversity: Types, Value; Hot-spots; Threats and Conservation of biodiversity, Forest Wealth,

and Deforestation.

Teaching-Learning Process	Chalk and talk, PowerPoint presentation and animation tools

Module-2

Advances in Energy Systems (Merits, Demerits, Global Status and Applications): Hydrogen, Solar, OTEC, Tidal and Wind.

Natural Resource Management (Concept and case-studies): Disaster Management, Sustainable Mining,case studiesng, and Carbon Trading.

Teaching-Learning Process	Chalk and talk, powerpoint presentation and animation tools

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Module-3
Environmental Pollution (Sources, Impacts, Corrective and Preventive measures, Relevant Environmental Acts, Case-studies): Surface and Ground Water Pollution; Noise pollution; Soil Pollution and Air Pollution. **Waste Management & Public Health Aspects**: Bio-medical Wastes; Solid waste; Hazardous wastes; E-wastes; Industrial and Municipal Sludge.

Teaching-Learning Process	Chalk and talk, powerpoint presentation and animation tools

Module-4
Global **Environmental Concerns** (Concept, policies and case-studies): Ground water depletion/recharging, Climate Change; Acid Rain; Ozone Depletion; Radon and Fluoride problem in drinking water; Resettlement and rehabilitation of people, Environmental Toxicology.

Teaching-Learning Process	Chalk and talk, powerpoint presentation and animation tools

Module-5
Latest Developments in Environmental Pollution Mitigation Tools (Concept and Applications): G.I.S. & Remote Sensing, Environment Impact Assessment, Environmental Management Systems, ISO14001; Environmental Stewardship- NGOs. Field work: Visit to an Environmental Engineering Laboratory or Green Building or Water Treatment Plant or Waste water treatment Plant; ought to be Followed by understanding of process and its brief documentation.

Teaching-Learning Process	Chalk and talk, power point presentation and animation tools

Course outcome (Course Skill Set)
At the end of the course the student will be able to :   - CO1: Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale,   - CO2: Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or question related to the environment.   - CO3: Demonstrate ecology knowledge of a complex relationship between biotic and a biotic components.   • CO4: Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.

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Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour**)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of **10 Marks**
4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for **20 Marks**

(**duration 01 hours**)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be

scaled down to 50 marks

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (**duration 01 hours)**

Question paper pattern:

1. The Question paper will have 50 objective questions.

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Department of Mechatronics

Updated on 16.04.2020/28092020

B. E. MECHANICAL ENGINEEING			
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)			
SEMESTER – V			
ENVIRONMENTAL STUDIES			
Course Code	18CIV59	CIE Marks	40
Teaching Hours / Week (L:T:P)	(1:0:0)	SEE Marks	60
Credits	01	Exam Hours	02
Module - 1			
Ecosystems (Structure and Function): Forest, Desert, Wetlands, Riverine, Oceanic and Lake. 02 Hrs Biodiversity: Types, Value; Hot-spots; Threats and Conservation of biodiversity, Forest Wealth, and Deforestation.			
Module - 2			
Advances in Energy Systems (Merits, Demerits, Global Status and Applications): Hydrogen, Solar, OTEC, Tidal and Wind. 02 Hrs Natural Resource Management (Concept and case-studies): Disaster Management, Sustainable Mining, Cloud Seeding, and Carbon Trading.			
Module - 3			
Environmental Pollution (Sources, Impacts, Corrective and Preventive measures, Relevant Environmental Acts, Case-studies): Surface and Ground Water Pollution; Noise pollution; Soil Pollution and Air Pollution.02 Hrs Waste Management & Public Health Aspects: Bio-medical Wastes; Solid waste; Hazardous wastes; E-wastes; Industrial and Municipal Sludge.			
Module - 4			
Global Environmental Concerns (Concept, policies and case-studies): Ground water depletion/recharging, Climate Change; Acid Rain; Ozone Depletion; Radon and Fluoride problem in drinking water; Resettlement and rehabilitation of people, Environmental Toxicology.			
Module - 5			
Latest Developments in Environmental Pollution Mitigation Tools (Concept and Applications): G.I.S. & Remote Sensing, Environment Impact Assessment, Environmental Management Systems, ISO14001; Environmental Stewardship- NGOs. 03 Hrs Field work: Visit to an Environmental Engineering Laboratory or Green Building or Water Treatment Plant or Waste water treatment Plant; ought to be Followed by understanding of process and its brief documentation.			
Course Outcomes: At the end of the course, students will be able to: • CO1: Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale, • CO2: Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or question related to the environment. • CO3: Demonstrate ecology knowledge of a complex relationship between biotic and abiotic components. • CO4: Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.			

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Department of Civil Engineering

B.E IN CIVIL ENGINEERING(CV-2018-19)
Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
SEMESTER – V

ENVIRONMENTAL STUDIES

Course Code	18CIV59	CIE Marks	40
Teaching Hours / Week (L:T:P)	(1:0:0)	SEE Marks	60
Credits	01	Exam Hours	02

Module - 1

Ecosystems (Structure and Function): Forest, Desert, Wetlands, Riverine, Oceanic and Lake.
Biodiversity: Types, Value; Hot-spots; Threats and Conservation of biodiversity, Forest Wealth, and Deforestation.

Module - 2

Advances in Energy Systems (Merits, Demerits, Global Status and Applications): Hydrogen, Solar, OTEC, Tidal and Wind.
Natural Resource Management (Concept and case-studies): Disaster Management, Sustainable Mining, Cloud Seeding, and Carbon Trading.

Module - 3

Environmental Pollution (Sources, Impacts, Corrective and Preventive measures, Relevant Environmental Acts, Case-studies): Surface and Ground Water Pollution; Noise pollution; Soil Pollution and Air Pollution.
Waste Management & Public Health Aspects: Bio-medical Wastes; Solid waste; Hazardous wastes; E-wastes; Industrial and Municipal Sludge.

Module - 4

Global Environmental Concerns (Concept, policies and case-studies): Ground water depletion/recharging, Climate Change; Acid Rain; Ozone Depletion; Radon and Fluoride problem in drinking water; Resettlement and rehabilitation of people, Environmental Toxicology.

Module - 5

Latest Developments in Environmental Pollution Mitigation Tools (Concept and Applications): G.I.S. & Remote Sensing, Environment Impact Assessment, Environmental Management Systems, ISO14001; Environmental Stewardship- NGOs.
Field work: Visit to an Environmental Engineering Laboratory or Green Building or Water Treatment Plant or Waste water treatment Plant; ought to be Followed by understanding of process and its brief documentation.

Course outcomes: At the end of the course, students will be able to:
- CO1: Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale,
- CO2: Develop critical thinking and/or observation skills, and apply them to the   analysis of a problem or question related to the environment.
- CO3: Demonstrate ecology knowledge of a complex relationship between biotic and a biotic components.
- CO4: Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.

Question paper pattern:
- The Question paper will have 100 objective questions.
- Each question will be for 01 marks
- Student will have to answer all the questions in an OMR Sheet.
- The Duration of Exam will be 2 hours.

Sl. No.	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
Textbook/s				
1	Environmental Studies	Benny Joseph	Tata Mc Graw – Hill.	2ⁿᵈ Edition, 2012

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B. E. CIVIL ENGINEERING
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)
SEMESTER - VI
ENVIRONMENTAL ENGINEERING LABORATORY

Course Code	18CVL67	CIE Marks	40
Teaching Hours/Week(L:T:P)	(0:2:2)	SEE Marks	60
Credits	02	Exam Hours	03

Course Learning Objectives: This course will enable students,
1. To learn different methods of water & waste water quality
2. To conduct experiments to determine the concentrations of water and waste water
3. To determine the degree and type of treatment
4. To understand the environmental significance and application in environmental engineering practice

1. Preparation chemical solutions required for analysis and sampling methodologies
2. Determination of pH, Conductivity, TDS and Turbidity.
3. Determination of Acidity and Alkalinity
4. Determination of Calcium, Magnesium and Total Hardness.
5. Determination of Dissolved Oxygen
6. Determination of BOD.
7. Determination of Chlorides
8. Determination of percentage of % of available chlorine in bleaching powder sample, Determination of Residual Chlorine and chlorine demand.
9. Determination of Solids in Sewage: i) Total Solids, ii) Suspended Solids, iii) Dissolved Solids, iv) Volatile Solids, Fixed Solids v) Settleable Solids.
10. Determination of optimum coagulant dosage using Jar test apparatus.
11. Determination Nitrates and Iron by spectrophotometer
12. Determination of COD(Demonstration)
13. Air Quality Monitoring (Demonstration)
14. Determination of Sound by Sound level meter at different locations (Demonstration)

Course Outcomes: After studying this course, students will be able to:
1. Acquire capability to conduct experiments and estimate the concentration of different parameters.
2. Compare the result with standards and discuss based on the purpose of analysis.
3. Determine type of treatment, degree of treatment for water and waste water.
4. Identify the parameter to be analyzed for the student project work in environmental stream.

Question paper pattern:

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Department of Electrical & Electronics Engineering

ENVIRONMENTAL STUDIES			
Course Code	**18CIV59**	CIE Marks	40
Teaching Hours / Week (L:T:P)	(1:0:0)	SEE Marks	60
Credits	01	Exam Hours	02

Module - 1

Ecosystems (Structure and Function): Forest, Desert, Wetlands, Riverine, Oceanic and Lake.
Biodiversity: Types, Value; Hot-spots; Threats and Conservation of biodiversity, Forest Wealth, and Deforestation.

Module - 2

Advances in Energy Systems (Merits, Demerits, Global Status and Applications): Hydrogen, Solar, OTEC, Tidal and Wind.
Natural Resource Management (Concept and case-studies): Disaster Management, Sustainable Mining, Cloud Seeding, and Carbon Trading.

Module - 3

Environmental Pollution (Sources, Impacts, Corrective and Preventive measures, Relevant Environmental Acts, Case-studies): Surface and Ground Water Pollution; Noise pollution; Soil Pollution and Air Pollution.
Waste Management & Public Health Aspects: Bio-medical Wastes; Solid waste; Hazardous wastes; E-wastes; Industrial and Municipal Sludge.

Module - 4

Global Environmental Concerns (Concept, policies and case-studies):Ground water depletion/recharging, Climate Change; Acid Rain; Ozone Depletion; Radon and Fluoride problem in drinking water; Resettlement and rehabilitation of people, Environmental Toxicology.

Module - 5

Latest Developments in Environmental Pollution Mitigation Tools (Concept and Applications): G.I.S. & Remote Sensing, Environment Impact Assessment, Environmental Management Systems, ISO14001; Environmental Stewardship- NGOs.
Field work: Visit to an Environmental Engineering Laboratory or Green Building or Water Treatment Plant or Waste water treatment Plant; ought to be Followed by understanding of process and its brief documentation.

Course Outcomes: At the end of the course, students will be able to:
- CO1: Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale,
- CO2: Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or question related to the environment.
- CO3: Demonstrate ecology knowledge of a complex relationship between biotic and abiotic components.
- CO4: Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.

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INTRODUCTION TO ELECTRIC VEHICLES

Course Code	18AU754	CIE Marks	40
TeachingHours/Week (L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives: To
- Explain the need, past, present & future of EVs, recent development
- Describe basic terms of electrical and EV parameters
- Explain major components of battery operated EVs
- Describe the energy storage technologies and fuel cells

Module-1

Engineering philosophy of EV development

Introduction, need of electric drive, Past, present and future of EVs, Past 30 years development, Present major issues, Historical development, Recent development, Development trends, Engineering philosophy of EVs, EV concept, Key EV technologies

Module-2

Basic terms of Electrical and EV parameters

Electrical terms – current, AC & DC, voltage, power, conductors, insulators, resisters, relays, capacitors, solenoids, AC & DC motors & generators. EV parameters, Weight and size parameters, Force parameters, Energy parameters, Performance parameters.

Module-3

The Basics of a Battery-Operated Electric Vehicle (BOEV)

Advantages and disadvantages, major components of BOEV, comparison with IC engine vehicles, flywheel energy storage, major parts, controller, inverter/converter, Regenerative Braking, Driving an EV – Starting, Driving and Braking. Basic Diagnosis &Precautions, Self-Diagnostics.

Module-4

Energy Storage Technology:

Battery basics, different types of batteries (lead-acid battery, Lithium / Alkaline, Lithium ion, Nickel metal hydride), High discharge capacitors, battery ratings, battery parameters, Battery discharging & charging characteristics, Battery chargers, Battery indicating methods and devices

Module-5

Fuel Cells

Fuel cell characteristics, fuel cell types - alkaline fuel cell, proton exchange membrane, direct methanol fuel cell, phosphoric acid fuel cell, molten carbonate fuel cell, solid oxide fuel cell, hydrogen storage systems, reformers, fuel cell EV.

Course Outcomes:

At the end of the course the student will be able to:
- Explain need, past, present & future of EVs, recent development
- Describe basic terms of electrical and EV parameters
- Explain major components of battery operated EVs
- Describe the energy storage technologies and fuel cells

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Department of Business Administration

Research Methodology and IPR

Course Code	22MBA23	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	4:0:0	SEE Marks	50
Total Hours of Pedagogy	50	Total Marks	100
Credits	04	Exam Hours	03

Course Learning objectives:
- To understand the basic components of research design
- To Gain an insight into the applications of research methods
- To equip students with various research analytical tools used in business research
- To provide the insights of IPR and IPR system in India

Module-1 (7 Hours)

Introduction to Business Research: Meaning, types, process of research- management problem, defining the research problem, formulating the research Hypothesis, developing the research proposals, research design formulation, sampling design, planning and collecting the data for research, data analysis and interpretation. Research Application in business decisions, Ethical issues in business research. Features of a good research study.

Module-2 (9 Hours)

Business Research Design: Meaning, types and significance of research design, errors affecting research design.
Exploratory Research: Meaning, purpose, methods, Literature search, experience survey, focus groups and comprehensive case methods.
Conclusive Research Design: Descriptive Research, Meaning, Types, Cross sectional studies and longitudinal studies.
Experimental Research Design: Meaning and classification of experimental designs, formal and informal, Pre experimental design, True experimental design, Quasi-experimental design, Statistical experimental design.

Module-3 (7 Hours)

Sampling: Concepts, Types of Sampling, **Probability Sampling:** simple random sampling, systematic sampling, stratified random sampling, cluster sampling,
Non Probability Sampling: convenience sampling- judgmental sampling, snowball sampling, quota sampling, Errors in sampling.

Module-4 (9 Hours)

Data Collection: Meaning, types, **Data collection methods:** Observations, survey and interview techniques, **Questionnaire design:** Meaning, process of designing questionnaire. Qualitative Techniques of data collection Secondary data Sources: advantages and disadvantages.
Measurement and Scaling Techniques: Basic measurement scales-Nominal scale, Ordinal scale, Interval scale, Ratio scale. Attitude measurement scale - Likert Scale, Semantic Differential Scale, Thurston scale, **Multi-Dimensional Scaling:** Non comparative scaling techniques

Module-5 (9 Hours)

Data Analysis and Report Writing: Editing, Coding, Classification, Tabulation, Validation. Analysis and Interpretation, Report writing and presentation of results, Importance of report writing, types of research reports, Report structure, Guidelines for effective documentation.

Module-6 (9 Hours)

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Intellectual Property Rights: Meaning and Concepts of Intellectual Property, Nature and Characteristics of Intellectual Property, Origin and Development of Intellectual Property, Kinds of Intellectual Property, Intellectual Property System in India, IPRs- Invention and Creativity- Intellectual Property-Importance and Protection of Intellectual Property Rights (IPRs)- **A brief summary of**: Patents, Copyrights, Trademarks, TRIPS and TRIMS , Industrial Designs- Integrated Circuits-Geographical Indications-Establishment of WIPO-Application and Procedures.

Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing marks for the CIE is 50% of the maximum marks. Minimum passing marks in SEE is 40% of the maximum marks of SEE. A student shall be deemed to have satisfied the academic requirements (passed) and earned the credits allotted to each course if the student secures not less than 50% in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

There shall be a maximum of 50 CIE Marks. A candidate shall obtain not less than 50% of the maximum marks prescribed for the CIE.

CIE Marks shall be based on:

a) Tests (for 25 Marks) and

b) Assignments, presentations, Quiz, Simulation, Experimentation, Mini project, oral examination, field work and class participation etc., (for 25 Marks) conducted in the respective course. Course instructors are given autonomy in choosing a few of the above based on the subject relevance and should maintain necessary supporting documents for same.

Semester End Examination:

The SEE question paper will be set for 100 marks and the marks scored will be proportionately reduced to 50.
- The question paper will have 8 full questions carrying equal marks.
- Each full question is for 20 marks with 3 sub questions.
- Each full question will have sub question covering all the topics.
- The students will have to answer five full questions; selecting four full question from question number one to seven in the pattern of 3, 7 & 10 Marks and question number eight is compulsory.
- 100 Percent theory.

The outcome of the course is to help students to understand the principles of environment and ecology from the global purview. To help the students develop skills in analysing the problems caused to the environment and help them develop preventive measures to help in sustenance.

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BICOK107-207

Theory - 01 Credit Course

Indian Constitution

Course Title:	Indian Constitution		
Course Code:	BICOK107-207	CIE Marks	50
Course Type (Theory/Practical /Integrated)		SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives :

The course **INDIAN CONSTITUTION (22ICO17 / 27)** will enable the students,

1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

(ii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Indian Constitution: Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly.

Module-2	(03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

Module-3	(03 hours of pedagogy)

Directive Principles of State Policy (DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

Module-4	(03 hours of pedagogy)

Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

Module-5	(03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

Course outcome (Course Skill Set)

At the end of the course 22ICO17/27 the student will be able to:

CO1	Analyse the basic structure of Indian Constitution.
CO2	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
CO4	Understand our State Executive & Elections system of India.
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

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I Semester

INNOVATION and DESIGN THINKING

Course Code	BIDTK158/258	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0	SEE Marks	50
Total Hours of Pedagogy	15	Total Marks	100
Credits	01	Exam Hours	01

Course Category: Foundation

Preamble: This course provides an introduction to the basic concepts and techniques of engineering and reverses engineering, the process of design, analytical thinking and ideas, basics and development of engineering drawing, application of engineering drawing with computer aide.

Course objectives:
- To explain the concept of design thinking for product and service development
- To explain the fundamental concept of innovation and design thinking
- To discuss the methods of implementing design thinking in the real world.

Teaching-Learning Process (General Instructions)

These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.

1. Lecturer method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.
2. Show Video/animation films to explain concepts
3. Encourage collaborative (Group Learning) Learning in the class
4. Ask at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinking
5. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develops thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.
6. Topics will be introduced in multiple representations.
7. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.
8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.

Module-1

PROCESS OF DESIGN

Understanding Design thinking

Shared model in team-based design – Theory and practice in Design thinking – Explore presentation signers across globe – MVP or Prototyping

Teaching-Learning Process	Introduction about the design thinking: Chalk and Talk method
	Theory and practice through presentation
	MVP and Prototyping through live examples and videos

Module-2

Tools for Design Thinking

Real-Time design interaction capture and analysis – Enabling efficient collaboration in digital space – Empathy for design – Collaboration in distributed Design

Teaching-Learning	Case studies on design thinking for real-time interaction and analysis

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Process	Simulation exercises for collaborated enabled design thinking
	Live examples on the success of collaborated design thinking

Module-3

Design Thinking in IT

Design Thinking to Business Process modelling – Agile in Virtual collaboration environment – Scenario based Prototyping

Teaching-Learning Process	Case studies on design thinking and business acceptance of the design
	Simulation on the role of virtual eco-system for collaborated prototyping

Module-4

DT For strategic innovations

Growth – Story telling representation – Strategic Foresight - Change – Sense Making - Maintenance Relevance – Value redefinition - Extreme Competition – experience design - Standardization – Humanization - Creative Culture – Rapid prototyping, Strategy and Organization – Business Model design.

Teaching-Learning Process	Business model examples of successful designs
	Presentation by the students on the success of design
	Live project on design thinking in a group of 4 students

Module-5

Design thinking workshop
Design Thinking Work shop Empathize, Design, Ideate, Prototype and Test

Teaching-Learning Process	8 hours design thinking workshop from the expect and then presentation by the students on the learning from the workshop

Course Outcomes:

Upon the successful completion of the course, students will be able to:

CO Nos.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Appreciate various design process procedure	K2
CO2	Generate and develop design ideas through different technique	K2
CO3	Identify the significance of reverse Engineering toUnderstand products	K2
CO4	Draw technical drawing for design ideas	K3

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IV Semester

UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT				
Title of the subject				
Course Code		21UHV49	CIE Marks	50
Teaching Hours/Week (L:T:P: S)		2:0:0	SEE Marks	50
Total Hours of Pedagogy		20	Total Marks	100
Credits		01	Exam Hours	01

Course objectives:

This introductory course input is intended:

1. To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

This course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

Teaching-Learning Process (General Instructions)

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes.

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.

2. The course is in the form of 20 lectures (discussions)

3. It is free from any dogma or value prescriptions.

4. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation – the whole existence is the lab and every activity is a source of reflection.

5. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous self-evolution.

6. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Module-1

Introduction to Value Education (4 hours)

Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)
Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations

Teaching-Learning Process	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

1

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Module-2	
Harmony in the Human Being (4 hours)	
Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health	
Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-3	
Harmony in the Family and Society (4 hours)	
Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order	
Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-4	
Harmony in the Nature/Existence (4 hours)	
Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence	
Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Module-5	
Implications of the Holistic Understanding – a Look at Professional Ethics (4 hours)	
Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession	
Teaching-Learning Process	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos

Course outcome (Course Skill Set)

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

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implementation in the campus, documentary or photo blog presenting the current practices.

Module-V

Food Walk City's culinary practices, food lore, and indigenous materials of the region used in cooking.

Activities

Jamming session, open mic, and poetry: Platform to connect to others. Share the stories with others. **Share the experience of Social Connect**. Exhibit the talent like playing instruments, singing, one-act play, art-painting, and fine art.

PEDAGOGY

The pedagogy will include interactive lectures, inspiring guest talks, field visits, social immersion, and a course project. Applying and synthesizing information from these sources to define the social problem to address and take up the solution as the course project, with your group. Social immersionwith NGOs/social sections will be a key part of the course. Will all lead to the course project that will address the needs of the social sector?

COURSE TOPICS:

The course will introduce social context and various players in the social space, and present approaches to discovering and understanding social needs. Social immersion and inspiring conversional will culminate in developing an actual, idea for problem-based intervention, based on an in-depth understanding of a key social problem.

A total of 14-20 hrs engagement per semester is required for the 3rd semester of the B.E. /B.Tech. program. The students will be divided into 10 groups of 35 each. Each group will be handled by two **faculty mentors**. Faculty mentors will design the activities (particularly Jammingsessions open mic ,and poetry)

Faculty mentors has to design the evaluation system.

Guideline forAssessment Process:
Continuous Internal Evaluation (CIE)
After completion of, the social connect, the student shall prepare, with daily **diary** as reference, a comprehensive report in consultation with the mentor/s to indicate what he has observed and learned in the social connect period. The report should be signed by the mentor. The report shall be evaluated on the basis of the following criteria and/or other relevant criteria pertaining to the activity completed.

    Marks allotted for the diary are out of 50.
    Planning and scheduling the social connect
    Information/Data collected during the social connect
    Analysis of the information/data and report writing
Considering all above points allotting the marks as mentioned below-

Excellent	80 to 100
Good	60 to 79
Satisfactory	40 to 59
Unsatisfactoryand fail	<39

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Theory - 01 Credit Course   **BSFHK158/258**

Scientific Foundations of Health

Course Title:	Scientific Foundations of Health		
Course Code:	**BSFHK158/258**	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives
The course Scientific Foundations of Health (22SFH18/28) will enable the students,
1. To know about Health and wellness (and its Beliefs) & It's balance for positive mindset.
2. To Build the healthy lifestyles for good health for their better future.
3. To Create a Healthy and caring relationships to meet the requirements of good/social/positive life.
4. To learn about Avoiding risks and harmful habits in their campus and outside the campus for their bright future
5. To Prevent and fight against harmful diseases for good health through positive mindset

Teaching-Learning Process
These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective:
Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.
(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools),
(iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning,
(v) Personalized learning, (vi) Problems based learning through discussion, (vii) Following the method of expeditionary learning Tools and techniques, (viii) Use of audio visual methods.
Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Good Health & It's balance for positive mindset: Health -Importance of Health, Influencing factors of Health, Health beliefs, Advantages of good health, Health & Behavior, Health & Society, Health & family, Health & Personality, Psychological disorders-Methods to improve good psychological health, Changing health habits for good health.

Module-2	(03 hours of pedagogy)

Building of healthy lifestyles for better future: Developing healthy diet for good health, Food & health, Nutritional guidelines for good health, Obesity & overweight disorders and its management, Eating disorders, Fitness components for health, Wellness and physical function, How to avoid exercise injuries.

Module-3	(03 hours of pedagogy)

Creation of Healthy and caring relationships : Building communication skills, Friends and friendship - Education, the value of relationship and communication skills, Relationships for Better or worsening of life, understanding of basic instincts of life (more than a biology), Changing health behaviours through social engineering.

Module-4	(03 hours of pedagogy)

Avoiding risks and harmful habits : Characteristics of health compromising behaviors, Recognizing and avoiding of addictions, How addiction develops, Types of addictions, influencing factors of addictions, Differences between addictive people and non addictive people & their behaviors. Effects of addictions Such as..., how to recovery from addictions.

Module-5	(03 hours of pedagogy)

Preventing & fighting against diseases for good health: How to protect from different types of infections, How to reduce risks for good health, Reducing risks & coping with chronic conditions, Management of chronic illness for Quality of life, Health & Wellness of youth :a challenge for upcoming future, Measuring of health & wealth status.

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III/IV Semester

Constitution of India and Professional Ethics (CIP)

Course Code	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
Total Hours of Pedagogy	02 Hours/Week	Total Marks	100
Credits	01	Exam Hours	01 Hours

Course objectives: This course will enable the students
1. To know about the basic structure of Indian Constitution.
2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
3. To know about our Union Government, political structure & codes, procedures.
4. To know the State Executive & Elections system of India.
5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.
(i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion.

Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module - 1

Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.

Module - 2

FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building.

Module - 3

Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.

Module - 4

State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.

Module-5

Professional Ethics: Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics. Positive and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to Responsibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and liability in Engineering.

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BIO-BUSINESS AND ENTREPRENEURSHIP

Course Code	18BT51	CIE Marks	40
Teaching Hours/Week (L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03

Course Learning Objectives:
- To learn about the project management,
- To explore entrepreneurship
- To understand IPR and its implications

Module-1

BIO ENTERPREUNERSHIP:

Introduction to bio-business, from the Indian context, SWOT analysis of bio-business. Ownership, Development of Entrepreneurship; Stages in entrepreneurial process; Role of entrepreneurs in Economic Development; Entrepreneurship in India; Entrepreneurship - its barriers. Small scale industries: Definition; Characteristics; Need and rationale; Objectives; Scope; Market Feasibility Study; Technical Feasibility Study; Financial Feasibility Study & Social Feasibility Study. Global bio business and industry future trends.

Module-2

ENTREPRENEURSHIP OPPORTUNITY IN AGRI BIOTECHNOLOGY:

Business opportunity, Essential requirement, marketing, strategies, schemes, challenges and scope-with case study on Plant cell and tissue culture technique, polyhouse culture. Herbal bulk drug production, Nutraceuticals, value added herbal products. Bioethanol production using Agri waste, Algal source. Integration of system biology for agricultural applications. Biosensor development in Agri management

Module-3

ENTREPRENEURSHIP OPPORTUNITY IN INDUSTRIAL BIOTECHNOLOGY: Business opportunity, Essential requirement, marketing strategies, schemes, challenges and scope-with case study- Pollution monitoring and Bioremediation for Industrial pollutants, Pesticides, Herbicides etc. Integrated compost production- microbe enriched compost.Bio pesticide/insecticide production. Fermented products-probiotic and prebiotics. Stem cell production, stem cell bank, contract research. Production of monoclonal/polyclonal antibodies, Single cell protein and secondary metabolite production.Contact research in microbial genomics.

Module-4

PROJECT MANAGEMENT, INTELLECTUAL PROPERTY, TECHNOLOGY MANAGEMENT AND STARTUP SCHEMES:

Building Biotech business challenges in Indian context-biotech partners (BICEPS, BIRAC, DBT, Incubation centers. Etc.,), operational biotech parks in India. Indian Company act for Bio business-schemes and subsidies. Meaning of Project; Project Identification; Project Selection; Project Report; Need and Significance of Report; Contents; Formulation; Guidelines by Planning Commission for Project report; Network Analysis; Errors of Project Report; Project Appraisal. Identification of business opportunities: Market Feasibility Study; Technical Feasibility Study; Financial Feasibility Study & Social Feasibility Study. Patent expiry and Entrepreneurship opportunity, Principles of Technology leasing, licensing and transfer, Startup schemes in Indian government, Business incubation support schemes, Successful start-ups-case study.

Module-5

REGULATORY AFFAIRS, BIOETHICS & BIO-SAFETY:

Regulatory affairs in Bio business-regulatory bodies and their regulations (ex.FDA, EU, DSIR, AYUSH,

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Outcome Based Education (OBE) and Choice Based Credit System (CBCS) SEMESTER – V			
ENVIRONMENTAL STUDIES			
Course Code	18CIV59	CIE Marks	40
Teaching Hours / Week (L:T:P)	(1:0:0)	SEE Marks	60
Credits	01	Exam Hours	02

Module - 1

Ecosystems (Structure and Function): Forest, Desert, Wetlands, Riverine, Oceanic and Lake.
Biodiversity: Types, Value; Hot-spots; Threats and Conservation of biodiversity, Forest Wealth, and Deforestation.

Module - 2

Advances in Energy Systems (Merits, Demerits, Global Status and Applications): Hydrogen, Solar, OTEC, Tidal and Wind.
Natural Resource Management (Concept and case-studies): Disaster Management, Sustainable Mining, Cloud Seeding, and Carbon Trading.

Module - 3

Environmental Pollution (Sources, Impacts, Corrective and Preventive measures, Relevant Environmental Acts, Case-studies): Surface and Ground Water Pollution; Noise pollution; Soil Pollution and Air Pollution. Waste Management & Public Health Aspects: Bio-medical Wastes; Solid waste; Hazardous wastes; E-wastes; Industrial and Municipal Sludge.

Module - 4

Global Environmental Concerns(Concept, policies and case-studies):Ground water depletion/recharging, Climate Change; Acid Rain; Ozone Depletion; Radon and Fluoride problem in drinking water; Resettlement and rehabilitation of people, Environmental Toxicology.

Module - 5

Latest Developments in Environmental Pollution Mitigation Tools (Concept and Applications): G.I.S. & Remote Sensing, Environment Impact Assessment, Environmental Management Systems, ISO14001; Environmental Stewardship- NGOs.
Field work: Visit to an Environmental Engineering Laboratory or Green Building or Water Treatment Plant or Waste water treatment Plant; ought to be Followed by understanding of process and its brief documentation.

Course Outcomes: At the end of the course, students will be able to:
- CO1: Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale,
- CO2: Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or question related to the environment.
- CO3: Demonstrate ecology knowledge of a complex relationship between biotic and a biotic components.
- CO4: Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.

Question paper pattern:
- The Question paper will have 100 objective questions.
- Each question will be for 01 marks
- Student will have to answer all the questions in an OMR Sheet.
- The Duration of Exam will be 2 hours.

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Course Title:	Scientific Foundations of Health		
Course Code:	**BSFHK158/258**	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives

The course Scientific Foundations of Health (22SFH18/28) will enable the students,

1. To know about Health and wellness (and its Beliefs) & It's balance for positive mindset.
2. To Build the healthy lifestyles for good health for their better future.
3. To Create a Healthy and caring relationships to meet the requirements of good/social/positive life.
4. To learn about Avoiding risks and harmful habits in their campus and outside the campus for their bright future
5. To Prevent and fight against harmful diseases for good health through positive mindset

Teaching-Learning Process

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Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

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(v) Personalized learning, (vi) Problems based learning through discussion, (vii) Following the method of expeditionary learning Tools and techniques, (viii) Use of audio visual methods.

Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1	(03 hours of pedagogy)

Good Health & It's balance for positive mindset: Health -Importance of Health, Influencing factors of Health, Health beliefs, Advantages of good health, Health & Behavior, Health & Society, Health & family, Health & Personality, Psychological disorders-Methods to improve good psychological health, Changing health habits for good health.

Module-2	(03 hours of pedagogy)

Building of healthy lifestyles for better future: Developing healthy diet for good health, Food & health, Nutritional guidelines for good health, Obesity & overweight disorders and its management, Eating disorders, Fitness components for health, Wellness and physical function. How to avoid exercise injuries.

Module-3	(03 hours of pedagogy)

Creation of Healthy and caring relationships : Building communication skills, Friends and friendship - Education, the value of relationship and communication skills, Relationships for Better or worsening of life, understanding of basic instincts of life (more than a biology), Changing health behaviours through social engineering.

Module-4	(03 hours of pedagogy)

Avoiding risks and harmful habits : Characteristics of health compromising behaviors, Recognizing and avoiding of addictions, How addiction develops, Types of addictions, influencing factors of addictions, Differences between addictive people and non addictive people & their behaviors. Effects of addictions Such as..., how to recovery from addictions.

Module-5	(03 hours of pedagogy)

Preventing & fighting against diseases for good health: How to protect from different types of infections, How to reduce risks for good health, Reducing risks & coping with chronic conditions, Management of chronic illness for Quality of life, Health & Wellness of youth :a challenge for upcoming future, Measuring of health & wealth status.

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B.E IN CIVIL ENGINEERING(CV-2018-19)
Outcome Based Education (OBE) and Choice Based Credit System (CBCS)
SEMESTER – V

ENVIRONMENTAL STUDIES

Course Code	18CIV59	CIE Marks	40
Teaching Hours / Week (L:T:P)	(1:0:0)	SEE Marks	60
Credits	01	Exam Hours	02

Module - 1

Ecosystems (Structure and Function): Forest, Desert, Wetlands, Riverine, Oceanic and Lake.
Biodiversity: Types, Value; Hot-spots; Threats and Conservation of biodiversity, Forest Wealth, and Deforestation.

Module - 2

Advances in Energy Systems (Merits, Demerits, Global Status and Applications): Hydrogen, Solar, OTEC, Tidal and Wind.
Natural Resource Management (Concept and case-studies): Disaster Management, Sustainable Mining, Cloud Seeding, and Carbon Trading.

Module - 3

Environmental Pollution (Sources, Impacts, Corrective and Preventive measures, Relevant Environmental Acts, Case-studies): Surface and Ground Water Pollution; Noise pollution; Soil Pollution and Air Pollution.
Waste Management & Public Health Aspects: Bio-medical Wastes; Solid waste; Hazardous wastes; E-wastes; Industrial and Municipal Sludge.

Module - 4

Global Environmental Concerns (Concept, policies and case-studies): Ground water depletion/recharging, Climate Change; Acid Rain; Ozone Depletion; Radon and Fluoride problem in drinking water; Resettlement and rehabilitation of people, Environmental Toxicology.

Module - 5

Latest Developments in Environmental Pollution Mitigation Tools (Concept and Applications): G.I.S. & Remote Sensing, Environment Impact Assessment, Environmental Management Systems, ISO14001; Environmental Stewardship- NGOs.
Field work: Visit to an Environmental Engineering Laboratory or Green Building or Water Treatment Plant or Waste water treatment Plant; ought to be Followed by understanding of process and its brief documentation.

Course outcomes: At the end of the course, students will be able to:
- CO1: Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale,
- CO2: Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or question related to the environment.
- CO3: Demonstrate ecology knowledge of a complex relationship between biotic and a biotic components.
- CO4: Apply their ecological knowledge to illustrate and graph a problem and describe the realities that managers face when dealing with complex issues.

Question paper pattern:
- The Question paper will have 100 objective questions.
- Each question will be for 01 marks
- Student will have to answer all the questions in an OMR Sheet.
- The Duration of Exam will be 2 hours.

Sl. No.	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
Textbook/s				
1	Environmental Studies	Benny Joseph	Tata Mc Graw – Hill.	2nd Edition, 2012

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REPORT ON CREATING AWARENESS AMONG STUDENTS FOR SWACHH BHARAT ABHIYAN

Report on Outreach Programme- Government School Madiwala on 15th of July, 2022.

Name of The Event	Outreach Extension program on Government School Madiwala , Bangalore - 560068
Month of event	15.07.22
Venue	Govt School Madiwala, Bangalore
Discussed Topic	Creating awareness among the students for Swachh Bharat
Organized by	MCA- The Oxford College of Engineering
No. of Participants	70

An outreach program on "Government School Swakshta Awareness" was organized by the 1th semester students of the Department of MCA 15th of May, 2022 in association with the TOCE National Service Scheme unit

Cleanliness is the act of keeping our body, mind, dress, home, surroundings and other work areas neat and clean. Cleanliness of the body is very necessary for our physical and mental health. Cleanliness of the surrounding areas and environment is very necessary for the social and intellectual health.

Volunteering to serve the community is not only beneficial to the individuals involved but it is necessary in creating better societies for all. Volunteering work in our societies basically involves sharing and friendship through which people can find out what others need so that they can work on assisting them in all ways possible. Through volunteer work, many people's lives are changed be it through words or material assistance.

Government school swakshta awareness involves the process of painting the walls of the school as per the colour code for a government school and filling the walls with quotes that enlighten the minds of the students. Having a clean surrounding around the school is necessary for maintaining the health of the students. Therefore, being the young citizens of the country, we the students of 4th semester went to Madiwala government school as volunteers of and transformed a school that was not much pleasing to look into a beautiful place filled with clean campus.

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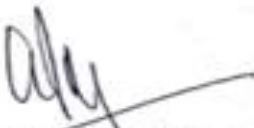Approved by A.I.C.T.E. New Delhi.
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Our College NSS unit have organized Swatch Bharat Abhiyan as per instruction of Our Honorable Prime Minister Sri Narendra Modi JI. Our NSS Volunteer Students going to minority communities, scheduled castes and scheduled tribes are encouraged to participate in Swatch Bharat Abhiyan Campaign . During this period ore College have adopted village/urban slum. Our College NSS unit have adopted a nearby village/slum and work for its all round development. Since then programmes have been held continuously with faculty members serving as NSS program officers leading the student volunteers.

Lists of Students Participated

1	1OX21MC002	ABHILASH TRIPATHY
2	1OX21MC003	ABHISHEK G R
3	1OX21MC004	AJEESH A
4	1OX21MC006	AKHILESH M
5	1OX21MC007	AKSHAY KUMAR
6	1OX21MC009	AMBIKA CHATRA
7	1OX21MC010	ANIL KUMAR MISHRA
8	1OX21MC011	ANITHA H
9	1OX21MC013	ARCHANA M
10	1OX21MC014	ARSHIYA TARA S
11	1OX21MC016	ASHIK E D
12	1OX21MC019	ASHWINI J
13	1OX21MC020	BABITA KUMARI
14	1OX21MC021	BASAVARAJ
15	1OX21MC022	BENNY VARGHEES V
16	1OX21MC023	BHAVANA A
17	1OX21MC024	BHAVANI M
18	1OX21MC026	C SWATHI
19	1OX21MC027	CHANDRA MOHAN MAHTO
20	1OX21MC029	CHETHAN KUMAR N
21	1OX21MC031	DEEPIKA S
22	1OX21MC034	GAYATHRI S
23	1OX21MC035	GOMEDHIKA K
24	1OX21MC036	GOPINATH S

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25	1OX21MC037	HARISH M
26	1OX21MC039	IRASHAD A KHAZI
27	1OX21MC041	KAVYASHREE C L
28	1OX21MC042	KEERTHANA C
29	1OX21MC045	LEKHANA V
30	1OX21MC046	LOKESHA H
31	1OX21MC047	MADHUSHREE S
32	1OX21MC051	MANOJKUMAR NARAGUND
33	1OX21MC052	MANUSH V
34	1OX21MC054	MOHAMMED SAFI MANNA
35	1OX21MC056	MONICA S
36	1OX21MC057	NANDINI K
37	1OX21MC059	PARESI REVANTHKUMAR REDDY
38	1OX21MC060	PARIKSHITH
39	1OX21MC063	PAVITHRA D K
40	1OX21MC064	POLAKA SOMASEKHAR REDDY
41	1OX21MC065	PRAJWAL
42	1OX21MC067	PRASHANTHA E
43	1OX21MC069	PRIYA PATEL A
44	1OX21MC070	PUNEETH KUMAR S
45	1OX21MC071	PUNITH G THIRTHA
46	1OX21MC073	RAVEENA Y
47	1OX21MC074	REDDY PRAVEEN B
48	1OX21MC075	REKHA H
49	1OX21MC076	REKHA S
50	1OX21MC077	RISHAV SINGH CHAUHAN
51	1OX21MC078	ROHITH B
52	1OX21MC080	SACHIN A
53	1OX21MC082	SAGAR H M
54	1OX21MC084	SAHANA G R
55	1OX21MC085	SAHANA S
56	1OX21MC087	SHARATH N V
57	1OX21MC088	SHARMILA JANSY P
58	1OX21MC089	SHILPA N
59	1OX21MC094	SOWMYA M S
60	1OX21MC096	SRI LAKSHMI C
61	1OX21MC097	SUFIYA ALI M
62	1OX21MC098	SUGUMARAN A
63	1OX21MC099	SUPRIYA V
64	1OX21MC100	SURAKSHA B
65	1OX21MC101	SURYA KUMAR K
66	1OX21MC107	THULASI B

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67	1OX21MC108	THUSHAN I L
68	1OX21MC109	UDAYENDU PANIGRAHI
69	1OX21MC112	VIKAS S N
70	1OX21MC114	YASHASWINI R

Dr. M S Shashidhara

HOD-MCA

PRINCIPAL
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Principal

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REPORT ON "AZADI KA AMRIT MAHOTSAV –HAR GHAR TIRANGA CAMPAIGN"

THE OXFORD COLLEGE OF ENGINEERING

Hosur Road, Bommanahalli, Bengaluru-560 068
Website:www.theoxford.edu Email : engprincipal@theoxford.edu
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Date: 13.08.2022

Name of The Event	AZADI KA AMRIT MAHOTSAV – HAR GHAR TIRANGA CAMPAIGN
Month of event	13-08-2022
Venue	THE OXFORD COLLEGE OF ENGINEERING, BANGALORE
Purpose	To instill the feeling of patriotism in the hearts of people
Organized by	NSS Unit in association with AICTE-SPICES CLUB (ABHILASHA)
No. of Participants	150 students and 65 Faculty Members

Banner

As India gears up to celebrate the 75th anniversary of Independence, the central government has kickstarted a campaign called Har Ghar Tiranga to invoke the feeling of patriotism in all citizens. The campaign is part of Azadi ka Amrit Mahotsav.

The Oxford College of Engineering students conducted Har Ghar Tiranga campaign on Saturday, 13ᵗʰ August, 2022 to encourage particiapnts to hoist national flag atop their houses as part of Azadi Ka Amrit Mahotsav (AKAM) to commemorate 75 years of Independence. The

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students conducted the campaign by carrying a national flag in their hand. They raised slogans like Mera Bharath Mahan and Bharat Mata ki Jai

The function began with a brief introduction of AZADI KA AMRIT MAHOTSAV – HAR GHAR TIRANGA CAMPAIGN by Dr. M S Sashidhara, HOD- MCA.

Dr. N Kannan, Principal said that as per the call given by Prime Minister Narendra Modi, Har Ghar Tiranga campaign was conducted. He reminded that PM Modi had announced recently that Har Ghar Tiranga will be held from August 13 to 15. He observed the campaign will infuse patriotism, will event remind our national leaders and also will increase patriotic fervor among students.

Dr. K M Ravikumar, Director said that the campaign is meant to remember our freedom fighters, known and unknown and pay tributes to them. He appealed to the people to hoist the national flag atop their houses, shops and industries between August 13 to 15 as a part of AKAM celebrations. Before the campaign, the students have participated in Quiz competitions, Essay Writing and Singing competitions conducted by NSS unit, The Oxford College of Engineering in association with AICTE-SPICES CLUB (ABHILASHA).

HODs, Faculty members of all departments, Non- Teaching staff and students of all branches were participated on the occasion.

Lighting the Lamp

Address by Dr. N Kannan, Principal, TOCE

After distribution of prizes to the winners, who participated in Quiz competitions, Essay Writing and Singing competetions, National Flags were distributed to all followed by HAR GHAR TIRANGA March-Past around the campus.

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REPORT ON INDEPENDENCE DAY CELEBRATIONS

THE OXFORD COLLEGE OF ENGINEERING

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Date: 15.08.2022

Name of The Event	AZADI KA AMRIT MAHOTSAV – 75TH INDEPENDENCE DAY CELEBRATIONS
Month of event	15-08-2022
Venue	THE OXFORD COLLEGE OF ENGINEERING, BANGALORE
Purpose	To instill the feeling of patriotism in the hearts of people
Organized by	NSS Unit in association with Department of Physical Education, TOCE
No. of Participants	225students and 110 Faculty Members

Banner

India is celebrating the 75th anniversary of its independence with the Azadi Ka Amrit Mahotsav campaign. As part of the Mahotsav or grand celebration, several events and campaigns have been organised for 75 weeks to celebrate independence and the glorious history of India's people, culture and achievements. The journey of Azadi Ka Amrit Mahotsav began on March 12, 2021, starting a 75-week countdown to our 75th anniversary of independence.

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THE OXFORD COLLEGE OF ENGINEERING, BANGALORE with its NSS unit and Department of Physical Education celebrated the Nation's 75th Independence Day, Azadi Ka Amrit Mahotsav and remembered with gratitude the sacrifice of the freedom fighters. Dr. N Kannan, Principal, TOCE of the college unfurled the tricolor flag.

The function began with Plantation drive in the campus, followed by flag hoisting by the Principal Dr. N Kannan, at 9.00AM and a brief introduction of AZADI KA AMRIT MAHOTSAV – 75th Independence Day . On this ocassion he said that India is celebrating its 75th Independence day which is themed as '75th Azadi ka Amrit Mahotsav.' Although we are independent from foreign invaders and are governing our nation for 75 years, there lies a long struggling story in attaining this freedom. We are successfully governing our country and moving towards becoming a developed nation from a developing one and leaving its mark on the world map.

HODs, Faculty members of all departments, Non- Teaching staff and students of all branches were participated on the occasion.

The programs included dance, singing, dancing, and other cultural events by the students.

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Flag Hoisting

Address by Principal

Cultural events

Cultural events

Cultural events

Cultural events

Co Ordinator
NSS
TOCE, Bangalore-560068.

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REPORT ON TEACHERS DAY CELEBRATIONS
SHIKSHAK PARV 2022 -TEACHERS DAY CELEBRATION

As per the guidelines of VTU in The Oxford College of Engineering, Bangalore the following events are conducted from 5/9/2022 to 10/9/2022.

1. Panel Discussion on the topic "Role of teachers in a holistic development of students"
2. Book Reading
3. Workshop on "Pedagogy methods "
4. Screening of educational films
5. Exhibition "Teachers Contribution in Indian Knowledge system"
6. Lecture on "Role of Teachers as envisaged in NEP 2022"
7. Felicitation of faculty members

On **5th September 2022**, Day 1 the program started with inaugural function by praying and singing invocation song followed by our principal address. Sir wished us and gave a passionate speech about Teachers' Day. Also, our Dean Academics and Dean Research wished us on this occasion. Followed by that, Department of ISE organized some fun filled and stress busters' games. First event was, the number game which was conducted by Prof.Indu - Dept of ISE, second event was, Chinese whispers conducted by Prof. Vidhya - Department of ISE, third event was Musical Chair which was conducted by Prof. Bindhya Shree - Department of ISE. The entire day was fun filled and the day ended with few refreshments.

On **6th September 2022**, Day 2 at 1.30pm Dean Research Dr.Preetha Sharan, organized the event panel discussion on the topic "Role of teachers in a holistic development of students" with the panel members, Dr.R.Ch.A. Naidu, Dr. Madhu Sudan Reddy, Dr.Vanaja Roselin, Dr.Devi, Dr.Shipra and Dr.Preetha Sharan acted as moderator for the panel. The panelists shared their views and thoughts on the given topic. On the same day afternoon Dr.R.Ch.A. Naidu, Professor and Hod - Computer Science and Engineering organized "Book Reading" event. It was conducted with our faculty members divided inn multidisciplinary group of 10 teams. On a random 3 teams were called to present their ideas with the posters.
The day ended with an enlightenment.

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On **7ᵗʰSeptember 2022**, Day 3 at 11.00am the event screening of educational films on the theme "Guiding and Preparing Next Generation for the better tomorrow" was organized by Prof.Jessy Koshy HOD Department of English. All 10 teams presented their views ideas on the given topic with PPTs, Skits, Documentary and Videos. With the excellent presentation all the teams made all the audience to involve in the event. The day ended enthusiastically.

On **8ᵗʰSeptember 2022**, Day 4, At 11.00am webinar on the topic "Pedagogy methods" was organized by Dr. B K Manjunath Professor and Head Department of Bio Technology

The different pedagogy methods were explained by the resource person Ms.Meenakshi Mehra who is the freelancer and motivational speaker. It was an wonderful and informative session. On the same day afternoon at 1.30pm exhibition on "Teachers Contribution in Indian Knowledge System" was organized by Dr.Vijaya Kumari Dean Academics. All 10 teams exhibited their views and ideas in the form of posters and was evaluated by Dr.Pradeep Principal The Oxford Dental College and Dr.Padma Principal the Oxford college of Pharmacy. The hard work and involvement shown by the faculty members were well appreciated by the juries. The day ended patiently.

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On 9th September 2022, Day 6 webinar was organized by department of ISE with an eminent speaker Dr. Shakila T Samsu on the topic "Teachers Role in NEP 2022". The resource person gave insight on NEP 2022. The day ended with lot of information.

On 10th September 2022 at 12.30pm Valedictory function was conducted. Chairman SNVL. Narasimha Raju graced the occasion and felicitated the faculty those who secured 100% in their respective subject and completed their PhD defense viva. The program ended with vote of thanks.

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REPORT ON ENGINEERS' DAY CELEBRATION

In India, Engineers' Day is celebrated on September 15th every year to mark the birthday of Sir Mokshagundam Visvesvaraya, a renowned Indian engineer, scholar, and statesman.

The theme for National Engineers Day in 2023 is **'Engineering for a Sustainable Future'**. This theme underscores the vital role that engineers play in addressing the global challenges of sustainability, environmental conservation, and creating a better future for all. The Oxford College of Engineering in association with Institution Innovation Council celebrated "Engineer's Day" on 15th September 2022 at fifth floor seminar hall, Management of Business and Administration department. It was celebrated on the occasion of 162th birthday of Sir Mokshagundam Visvesvaraya.

Programme Started around 11.00 A.M. Dr. Malleshiah T.S., Professor & Head, Department of Civil, TOCE, Bengaluru was the Chief Guest for the day. Dr. N.Kannan, Principal, Dr. Vijayakumari, Dean Academics and Dr. Preeta Sharan, Dean Research of TOCE were accompanying the Chief Guest on the stage.

Welcome address along with introduction of speaker was done by Mrs. Sandhya, Faculty of the Department of Information Science and Engineering. Chief Guest Dr. Malleshiah's speech started with the touching and memorable history of Dr. M. Visvesvaraya and finished with the excellent work done in the field of Engineering which includes dams, reservoirs and hydroelectric projects. Dr. N. Kannan, Principal, TOCE has presented the importance of celebrating Engineer's day in society. All HOD's and Faculty members were the audience for the day. The programme ended with honoring the photo of Dr. M. Visvesvaraya .

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Objective about the Program: The day is celebrated to pay tribute to Sir M Visvesvaraya and honor all the engineers across the country. It is to encourage people to appreciate the work of an Engineer and acknowledge their contribution to the development of the country.

Outcomes: The Faculties were known about the memorable history of highly disciplined engineer Dr. M. Visvesvaraya, his sincerity, time management, hard work, and devotion towards his passion. This day highlighted the importance of engineers in our lives and their involvement in contributing greatly to the nation's technological and industrial growth.

HOD   IIC CO-ORDINATOR   IIC CONVENER   PRINCIPAL

HEAD OF THE DEPARTMENT
DEPARTMENT OF AIML
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REPORT ON WATER CONSERVATION CAMPAIGN – JAL SHAKTI ABHIYAN

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Date : 15-09-2022

'WATER CONSERVATION CAMPAIGN-JAL SHAKTI ABHIYAN'

Name of The Event	'WATER CONSERVATION CAMPAIGN-JAL SHAKTI ABHIYAN'
Month of event	15.09.22
Venue	Krupanidhi PUC College Madiwala, Bangalore
Discussed Topic	Creating awareness among the students for water Jal shakti mission
Organized by	NSS Unit in association with MCA Department
No. of Participants	49

Inspired by the Hon'ble Prime Minister's impetus on Jal Sanchay, the Jal Shakti Abhiyan (JSA) is a time-bound, mission-mode water conservation campaign. The JSA will run in two Phases: Phase 1 from 1st July to 15th September 2022 for all States and Union Territories; and Phase 2 from 1st October to 30th November 2022 for States and UTs receiving the retreating monsoon (Andhra Pradesh, Karnataka, Puducherry and Tamil Nadu). During the campaign, officers, groundwater experts and scientists from the Government of India will work together with state and district officials in India's most water-stressed districts* for water conservation and water resource management by focusing on accelerated implementation of five target intervention. The JSA aims at making water conservation a Jan Andolan through asset creation and extensive communication.

NSS unit of The Oxford College of Engineering, Bangalore organised 1-day 'Swachhata Pakhwada' with the theme of 'Jal Shakti Abhiyan' in the campus on September 11th, 2022.

As part of the 'Jal Shakti Abhiyan', the college has formed a team of volunteers from department of Civil Engineering to study and monitor the status of the following water conservation activities:

➤ Water conservation
➤ Renovation of traditional and other water bodies/tanks
➤ Ensuring all water cycling plant is functional.

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Also the team has organised awareness campaign on Water conservation, functioning of water cycling plant to first year engineering students in the campus.

Working Principle of Sewage Treatment Plant

1. The Sewage water (containing bathroom and kitchen waste) from entire college as well as the hostel buildings are received through the underground pipe lines.

2. It is passed through grid chamber, bar screen chamber and degreasing chamber. In the grid chamber heavy density materials like sand are removed. In the bar screen chamber floating material like leaves are separated. When the Sewage is passed through degreasing tank the floating greasy (Oily substances) materials are scrubbed away from the degreasing tank.

3. Then the Sewage is transferred to collection tank.

4. From the collection tank, Sewage is pumped to Bio reactor (Aeration tank). In the Bio reactor the Sewage is digested by aerobic bacteria using sewage as food materials.

5. The above treated water is passed through the sludge settling tank. From here the sludge is separated and passed to Sludge drying beds. After drying the sludge, it is used as natural organic manure for our gardening.

6. After removing the sludge, the water is collected in a separate collection tank.

7. This water is then pumped to sand filter and activated carbon filter. In the sand filter suspended particles are removed. In the carbon filter, any odour in the treated water is removed.

8. The filtered water is then collected in a sump. From this sump, the water is pumped to the entire college Gardens through over head tank

Plantation of Tree during Jal Sakthi Abhiyan

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Participants participating in One day "Jal Sakthi Abhiya"

Lists of participants Attended the Event

SLNO	USN	NAME
1	1OX21MC001	A JAGADISH
2	1OX21MC005	AJIT KUMAR TIWARY
3	1OX21MC008	AMARNATH CHIKKAYYANAVAR
4	1OX21MC012	ANKUR KUMAR
5	1OX21MC015	ARVIND KUMAR V
6	1OX21MC017	ASHOK KUMAR
7	1OX21MC018	ASHOKA A
8	1OX21MC025	BUNDELA MEET RAJESHBHAI
9	1OX21MC028	CHANDRASHEKHARA
10	1OX21MC030	DANIYA KOUSER
11	1OX21MC032	DILIP KUMAR J
12	1OX21MC033	G BHARATH
13	1OX21MC038	HARISH S
14	1OX21MC040	IRESH TETARWAL
15	1OX21MC043	KONATHAM RAJASEKHAR
16	1OX21MC044	KUNWAR ABHAY PRATAP SINGH
17	1OX21MC048	MANIKANT BASAVARAJ AVARGOL
18	1OX21MC049	MANOJ B R
19	1OX21MC050	MANOJKUMAR G
20	1OX21MC053	MOHAMMED MAAZ
21	1OX21MC055	MOHAN KUMAR L

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22	1OX21MC058	NANDINI N R
23	1OX21MC061	PAVAN KUMAR V
24	1OX21MC062	PAVAN P H
25	1OX21MC066	PRASANNAKUMARA
26	1OX21MC068	PREMALATHA V
27	1OX21MC072	RACHAKONDLA SAI
28	1OX21MC079	ROHITH KC
29	1OX21MC081	SADHU VEERA MOHAN
30	1OX21MC083	SAGAR MADAR
31	1OX21MC086	SAUDAGAR S
32	1OX21MC090	SHINDE SANGRAM ANIL
33	1OX21MC091	SHRAVANKUMAR YASHAVANT KARIGAR
34	1OX21MC092	SHUBHAM NIMBALAKAR
35	1OX21MC093	SHWETHA K
36	1OX21MC095	SPANDANA SY
37	1OX21MC102	SUSHMA M HUDEDMANI
38	1OX21MC103	SWATHI M K
39	1OX21MC104	TEJAS M
40	1OX21MC105	THARUN N
41	1OX21MC106	THEJAS U M
42	1OX21MC110	VAIDHYANATH AV
43	1OX21MC111	VIJAY KUMAR K
44	1OX21MC113	VINAY L
45	1OX21MC115	CHALLA NAGENDRA
46	1OX21MC116	KOVILAMPATI ASHOK
47	1OX21MC117	ROLLAPATI GIRI
48	1OX21MC118	SHOURYA GOWDA
49	1OX21MC119	YADAV S G

Dr. M S Shashidhara

HOD-MCA

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Principal

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REPORT ON GOVERNMENT SCHOOL BEAUTIFICATION AT HEROHALLI

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DEPARTMENT OF BIOTECHNOLOGY
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Report on Outreach Programme- Government School Beautification at Herohalli 24th of September, 2022.

An outreach program on "Government School Beautification" was organized by the 6th semester students of the Department of Biotechnology on the 24th of September, 2022 in association with the Youth for Parivarthan organization at Herohalli, Sunkadakatte, Bengaluru, Karnataka.

Cleanliness is the act of keeping our body, mind, dress, home, surroundings and other work areas neat and clean. Cleanliness of the body is very necessary for our physical and mental health. Cleanliness of the surrounding areas and environment is very necessary for the social and intellectual health.

Volunteering to serve the community is not only beneficial to the individuals involved but it is necessary in creating better societies for all. Volunteering work in our societies basically involves sharing and friendship through which people can find out what others need so that they can work on assisting them in all ways possible. Through volunteer work, many people's lives are changed be it through words or material assistance.

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Government school beautification involves the process of painting the walls of the school as per the colour code for a government school and filling the walls with quotes that enlighten the minds of the students. Having a clean surrounding around the school is necessary for maintaining the health of the students. Therefore, being the young citizens of the country, we the students of 6th semester went to Herohalli government school as volunteers of the Youth for Parivarthan organization and transformed a school that was not much pleasing to look into a beautiful place filled with colours on the walls.

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Faculty Coordinator

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REPORT ON DUSSEHRA CELEBRATIONS

Dussehra , known as the Naada Habba (festival of the state) in Karnataka, commemorates the triumph of Goddess Chamundi over the buffalo Demon Mahishasura, as well as Lord Rama's victory over Demon Ravana. This festival is also recognized as Dussehra or Vijayadashami.

Dussehra celebrations in educational institutions in India can vary widely based on the institution's cultural and religious diversity, as well as its specific traditions and policies. However, many educational institutions do observe Dussehra in various ways to instill cultural values and a sense of community among students. At The Oxford College of Engineering, Puja was performed on 3rd October 2022, at all the departments, Labs and class rooms.

Glimpses of the Dussehra puja

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REPORT ON YOUTH FOR PARIVARTHAN – BLOOD DONATION PROGRAM

Children's Education Society ®
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DEPARTMENT OF BIOTECHNOLOGY
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Report on Outreach Programme- Blood Donation on 9th of October, 2022.

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DEPARTMENT OF BIOTECHNOLOGY
In association with
TOCE National Service Scheme (NSS) Unit
&
Youth for Parivarthan
Organizing an
OUTREACH PROGRAM
On
BLOOD DONATION

Date: 9/10/22   **Place: Chamrajpet**

PATRONS	CONVENOR	FACULTY COORDINATORS		Volunteers
Dr. N. Kannan	Dr. B.K. Manjunath	Dr. K. Valarmathy	Prof. Divakara R	7th Semester
Principal	Professor & Head,	Associate Professor	Assistant Professor	Department of Biotechnology
The Oxford College of Engineering	Department of Biotechnology	Department of Biotechnology		

Blood donation refers to a practice where people donate their blood to people so it helps them with their health problems. Blood is one of the most essential fluids of our body that helps in the smooth functioning of our body. Thus, blood donation is life-saving which helps people. It is also a sign of humanity that unites people. Blood donation has a lot of benefits. A person requires blood for various reasons. It may be an illness or also an accident, nonetheless, it is important. The blood that we donate helps a person in need. It enhances their health condition and makes them overcome their critical situation. Blood donation does not simply help that specific person but also contributes to a responsible gesture towards society. Moreover, it also enhances the health of the donor. It also revitalizes our body for better health.

We, the students of 7th semester, Department of Biotechnology, The Oxford College of Engineering, in association with Youth for Parivarthan and Rashtratthana Blood centre had volunteered for donating our bloods at the camp that was organised at Chamrajpet. The blood collected at the centre is used to treat Thalassemia patients. We also had an awareness session on Thalassemia and the pre-requisites for donating blood.

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DEPARTMENT OF BIOTECHNOLOGY

Attendance on Outreach Programme- Blood Donation at Chamrajpet on 9/19/2022

S.No.	USN	Name	Remarks
1	1OX19BT001	ADARSH S SAI	
2	1OX19BT002	ADARSHA N	
3	1OX19BT003	ARUN S	
4	1OX19BT004	AYUSH SINGH	
5	1OX19BT005	BHOOMIKA N	
6	1OX19BT006	CHAITHRA SHREE P	
7	1OX19BT007	EEKSHA PRASAD G S	
8	1OX19BT008	GANASHREE L	
9	1OX19BT009	HARIRA R	
10	1OX19BT010	HARI GAAT	
11	1OX19BT011	HEPZHAH EVANGELIN P	
12	1OX19BT012	H A KHANDURI	
13	1OX19BT013	INCHARA K S	
14	1OX19BT014	JANANI S	
15	1OX19BT015	JANANI S	
16	1OX19BT016	KAVI DHARSHINI D	
17	1OX19BT017	KIRAN TREDDY	
18	1OX19BT018	KRETHIKA P	
19	1OX19BT019	LIKITHA V	
20	1OX19BT020	MYTHILIS TAMBRAPARNI	
21	1OX19BT021	NAZEERA K KHAN	
22	1OX19BT022	POOJITHA N G	
23	1OX19BT023	PRAJWAL C	
24	1OX19BT024	SANATH KUMAR V R	
25	1OX19BT025	SHIVANGI KUMARI	
26	1OX19BT026	SNEHA REGHNAN	
27	1OX19BT027	SOWMYA SHRI KRISHNA	
28	1OX19BT028	VISAL DHA	
29	1OX19BT030	YELUT JASHEGUR	
30	1OX19BT031		
31	1OX19BT019		

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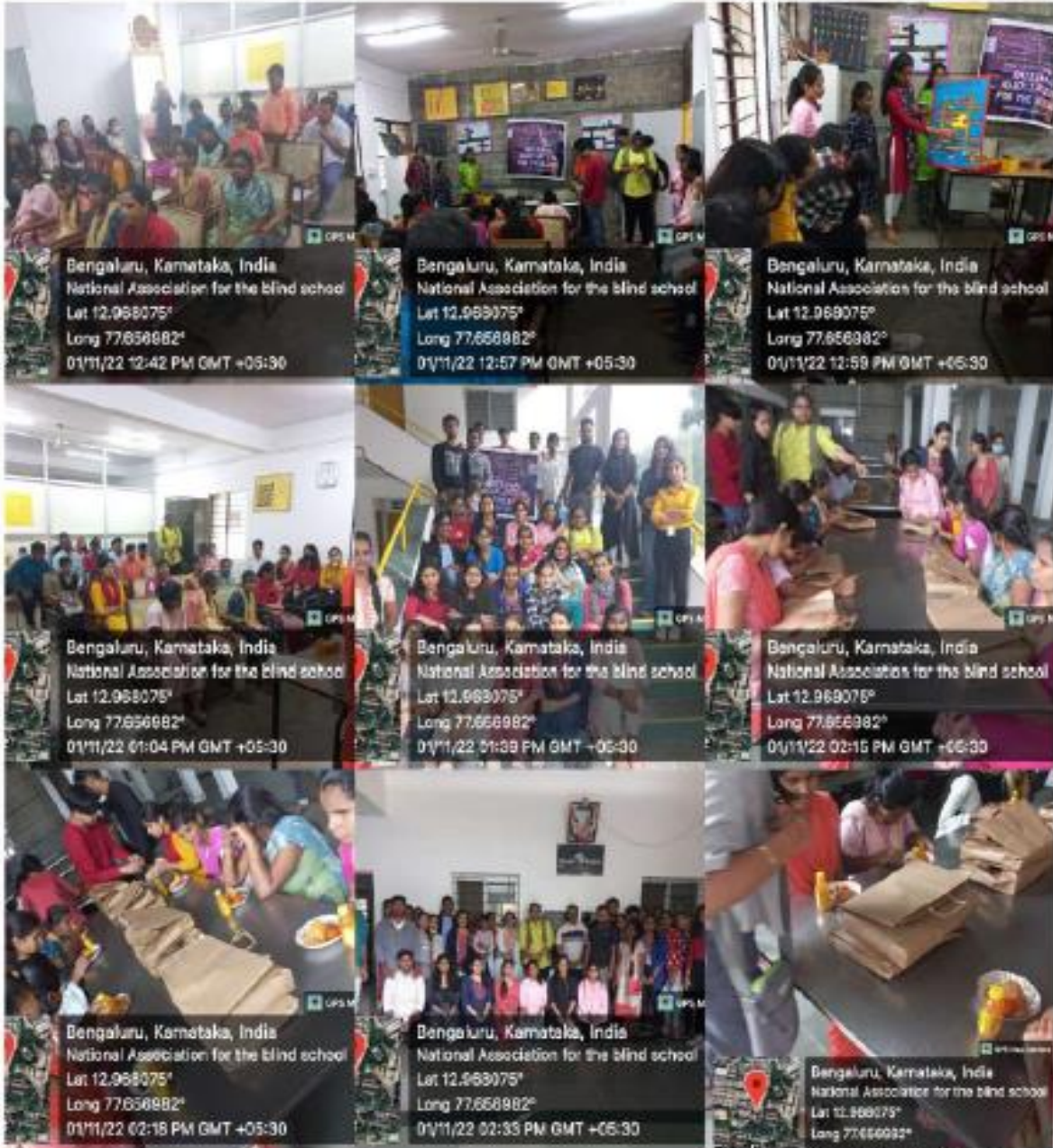Approved by A.I.C.T.E. New Delhi.
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REPORT ON MAHARSHI VALMIKI JAYANTHI

National Service Scheme

MAHARSHI VALMIKI JAYANTHI

On

9ᵗʰ October, 2022

Valmiki Jayanti celebrated as the birth anniversary of Maharishi Valmiki, the great sage and author. Maharishi Valmiki is the famous author of the great Hindu epic scripture Ramayana and he is also the first poet of Sanskrit literature. This day has a great religious significance among Hindus. Valmiki Jayanti is being celebrated today, on 9th October, 2022.

The Special Assembly in the Seminar Hall started with the speech about Maharshi Valmiki, one of the greatest saints of the ancient world, by Dr. Kannan, Principal, The Oxford College of Engineering.

NSS committee of The Oxford College of Engineering arranged all religions prayers.

Dr. Kannan, Principal, NSS coordinator & Committee members, Heads and Faculty of all departments andNon-Teaching staff attended the programme and recalled the story of Maharshi Valimiki and Floral tributes were paid.

Co Ordinator
NSS
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REPORT ON KANNADA RAJYOTSAVA CELEBRATIONS -NOV 2022

The Karnataka Foundation Day or Karnataka Day, the Kannada Rajyotsava is celebrated every year on 1st November. This day came into reality in 1956 when all the Kannada-speaking regions united to become one state. At first, it was known as the State of Mysore but later it the name changed to Karnataka. The 67th Karnataka Rajyotsava is celebrated in our institution.

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REPORT ON VISIT TO BLIND SCHOOL

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DEPARTMENT OF BIOTECHNOLOGY
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Report on community outreach programme – A visit to National association for the blind school in Jeevan Bima Nagar on 1st November, 2022.

A community outreach program on "A visit to blind school" was organised by the 5th semester

students of the Department of Biotechnology on 1st November, 2022 in association with the National Service Scheme unit, TOCE organization at Jeevan Bima Nagar.

The objectives of the outreachprogramwere to spend quality time with the students in the blind school and interact with them. As a part of our interactions, we were explained the basic signs and signals they follow in order to communicate with others, especially while crossing roads. They also showed us the instruments which volunteers use to show the route maps.

We also got a chance to see all the amazing talents they had, which includes singing, depicting the accurate time and quick mathematical calculations. We were also briefed about their daily routine and the tasks assigned to them of which one of them is,telling them the route map and asking them to go to the shop and come back alone. We were shown the way they walk and check for obstructions. Two of us were asked to try to walk with blind folds same as the way they walk, which clearly showed us that we cannot walk as confidently as they do.

All the students there were graduates of which few are teaching online, few are pursuing higher studies, few learning courses, trying for jobs and few were working. It was so inspiring to see them dream big and achieving their goals. Seeing them climbing the stairs, assembling at the dining area, and doing prayers just showcases their confidence. It will be amazing if all of us have the same level of confidence and positivity.

After the interactions and spending quantitative time with them, food kits, fruits, snacks, and essential kits were distributed to all of them. They all were very happy interacting with us and we

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were all very satisfied visiting this place as we got a chance to interact with such kind hearted and talented people.

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REPORT ON JALJATIYA GAURAV DIWAS

Report on Jaljatiya Gaurav Diwas

Date : 17.11.2022

We, The Oxford College of Engineering organised two events for Celebrating Jaljatiya Gaurav Diwas (Birth Anniversary of Bhagwan Birsa Munda) . In this connection, we TOCE-NSS Unit conducted Debate and Essay writing Event for our Students. Topic for Essay writing is

"Significant Contribution of Unsung Janjati Heroes in Freedom struggle" and topic for Debate is "Contribution of Janjati Heroes in Freedom Struggle ".

The poster and link for registration sent to all the department students for registration and made wide publicity for that event. Both the events were arranged on 15/11/2022 on 147 th Birth Anniversary of Bhagwan Birsa Munda. He was an Indian tribal freedom fighter, and folk hero who belonged to the Munda tribe. He spearheaded a tribal religious millenarian movement that arose in the Bengal Presidency (now Jharkhand) in the late 19th century, during the British Raj, thereby making him an important figure in the history of the Indian independence movement. The revolt mainly concentrated in the Munda belt of Khunti, Tamar, Sarwada and Bandgaon.

Birsa received his education in Salga under the guidance of his teacher Jaipal Nag.Later, Birsa converted into a Christian to join the German Mission School but soon dropped out after finding out that Britishers were aiming to convert tribals to Christianity through education.After dropping out of school, Birsa Munda created a faith called 'Birsait'.

Members of the Munda community soon started joining the faith which in turn became a challenge for the British conversion activities. The cause of the Munda revolt was the 'unfair land grabbing practices by colonial and local authorities that demolished the tribal conventional

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land system' Birsa Munda is known for challenging the Christian missionaries and revolting against the conversion activities along with the Munda and Oraon communities. His portrait hangs in the Indian Parliament Museum. Ten students from B.E course particiapted in Essay Writing Event. 7 Students were participated in Debate Event for remembering and the mark of celebration of Birsa Mundas Birth anniversary. The students were given overview and importance of tribal communities freedom fighters and their struggle. Culture, Monuments about their tradition also. Certificates will be given for the students participated on both the events.

With the support of our Management, Principal, HODs it went well with full support.

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Celebration of JALJATIYA GAURAV DIWAS ON 15 /11/2022

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REPORT ON DRUG AWARENESS PROGRAM – SAY NO TO DRUGS

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Website:www.theoxford.edu Email : engprincipal@theoxford.edu
(Approved by AICTE, New Delhi, Accredited by NBA, New Delhi & Affiliated to VTU, Belgaum)

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Circular

Date: 19/12/2022

It is to inform that , an outreach program of **"Creating awareness among the students for Say No to Drugs "** will be organized by department of MCA,TOCE for 3rd semester MCA students on 26th of December , 2022 at Govt P U College Madiwala , Bangalore.

Venue: Govt Pre University College Madiwala, Bangalore
Timings:10am -11:30 am

Dr. M S Shashidhara

HOD-MCA

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CHILDREN'S EDUCATION SOCIETY (Regd.)
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Name of The Event	Say No To Drugs
Month of event	26.12.2022
Venue	Govt P U Madiwala, Bangalore
Discussed Topic	Creating awareness among the people about the side effects of drug and help addicts recover from it
Organized by	MCA- The Oxford College of Engineering
No. of Participants	52
Output	Our Faculties and NSS Student Volunteer have given the awareness process on drug consumption. We have successfully provided the information to have awareness and help people and professionals about the system .How Drugs are not the way to deal with stress. They change the way our brain works. This can lead to depression, anxiety, and other mental illnesses. If people are already having a mental health issue, **drugs** can worsen the condition. The main objective of this program is to make people Understand that it would affect them and even the people around them .Drug awareness enables children, youth and adults to develop the knowledge, skills, and attitudes to appreciate the benefits of living healthily (which may or may not include the use of psychoactive substances), promote responsibility towards the use of drugs and relate these to their own actions and those of others, .

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Our Faculties giving awareness to Participants during the Session

Lists of Participants during the Events

SLNO	USN	NAME
1	1OX21MC002	ABHILASH TRIPATHY
2	1OX21MC006	AKHILESH M
3	1OX21MC009	AMBIKA CHATRA
4	1OX21MC010	ANIL KUMAR MISHRA
5	1OX21MC012	ANKUR KUMAR
6	1OX21MC014	ARSHIYA TARA S
7	1OX21MC017	ASHOK KUMAR
8	1OX21MC020	BABITA KUMARI
9	1OX21MC021	BASAVARAJ
10	1OX21MC025	BUNDELA MEET RAJESHBHAI
11	1OX21MC029	CHETHAN KUMAR N
12	1OX21MC030	DANIYA KOUSER
13	1OX21MC031	DEEPIKA S
14	1OX21MC034	GAYATHRI S
15	1OX21MC035	GOMEDHIKA K
16	1OX21MC036	GOPINATH S
17	1OX21MC037	HARISH M
18	1OX21MC040	IRESH TETARWAL
19	1OX21MC041	KAVYASHREE C L
20	1OX21MC042	KEERTHANA C
21	1OX21MC044	KUNWAR ABHAY PRATAP SINGH
22	1OX21MC045	LEKHANA V
23	1OX21MC047	MADHUSHREE S
24	1OX21MC049	MANOJ B R

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25	1OX21MC053	MOHAMMED MAAZ
26	1OX21MC056	MONICA S
27	1OX21MC058	NANDINI N R
28	1OX21MC059	PARESI REVANTHKUMAR REDDY
29	1OX21MC060	PARIKSHITH
30	1OX21MC061	PAVAN KUMAR V
31	1OX21MC063	PAVITHRA D K
32	1OX21MC064	POLAKA SOMASEKHAR REDDY
33	1OX21MC067	PRASHANTHA E
34	1OX21MC069	PRIYA PATEL A
35	1OX21MC073	RAVEENA Y
36	1OX21MC074	REDDY PRAVEEN B
37	1OX21MC075	REKHA H
38	1OX21MC076	REKHA S
39	1OX21MC080	SACHIN A
40	1OX21MC081	SADHU VEERA MOHAN
41	1OX21MC085	SAHANA S
42	1OX21MC086	SAUDAGAR S
43	1OX21MC088	SHARMILA JANSY P
44	1OX21MC089	SHILPA N
45	1OX21MC090	SHINDE SANGRAM ANIL
46	1OX21MC098	SUGUMARAN A
47	1OX21MC101	SURIYA KUMAR K
48	1OX21MC105	THARUN N
49	1OX21MC108	THUSHAN I L
50	1OX21MC109	UDAYENDU PANIGRAHI
51	1OX21MC114	YASHASWINI R
52	1OX21MC117	R GIRIPRASAD REDDY

Dr. M S Shashidhara

HOD-MCA

PRINCIPAL

PRINCIPAL
The Oxford College of Engineering
Bommanahalli, Hosur Road
Bengaluru-560 068

Principal

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REPORT ON BLOOD DONATION CAMP

A REPORT ON

'BLOOD DONATIONS CAMP'

Organised by

Narayana Hrudayala Blood Centre in association with

TOCE - NSS UNIT, Dept. of Physical Education,

The Oxford Medical College & Research Centre, Bangalore

On

10 th January 2023

By

NSS UNIT

THE OXFORD COLLEGE OF ENGINEERING

10 th January 2023

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Children's Education Society ®
THE OXFORD COLLEGE OF ENGINEERING
NSS Unit
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Circular

Date: 02/01/2023

It is to inform that , " **Blood Donation Camp** will be organised by

The Naryana Hrudayala in association with TOCE –NSS Unit ,Department of

physical Eduaction and The Oxford Medical College and Research Centre ,

Bangalore   will be on 10th of January   , 2023 @ New Building 7th Floor [9:30am

– 4:00pm   . Interested Faculty member and students can donate the Blood to save

the life of Needy people .

NSS- Coordinator
Co-Ordinator
NSS
TOCE, Bangalore-560068

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REPORT ON BLOOD DONATION CAMP HELD ON 10ᵀᴴ JANUARY 2023

National Service Scheme
BLOOD DONATIONS CAMP
10th January 2023

The NSS unit of The Oxford College of Engineering has undertaken program under regular and special camping activities as per guidelines issued by Visvesvaraya Technological University from time to time. In this regard our NSS Unit, Department of Physical Education has organised Voluntary Blood Donations camp in collaboration with Narayana Hrudayala Blood Centre, The Oxford Medical College & Research Centre, Bangalore.

The National Service Scheme (NSS) was organized a blood donation camp in the college premises on Tuesday, 12th January 2023. Dr. Vijayakumari , Dean- Academics of our college, inaugurated the camp, on this occasion our Director and Principal congratulated the NSS coordinators and students volunteers for coming forward to organize this event. Our NSS Unit, Department of Physical Education has organised Voluntary Blood Donations camp in collaboration with Narayana Hrudayala Blood Centre, The Oxford Medical College & Research Centre, Bangalore. It began at around 10 am and continued up to 4.30 pm, with a steady stream of donors throughout.

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In the college premises (7th Floor New Building , MBA Block)the arrangements were made for the donors like registration counter, beds, sanitations, counseling and medical check-up of potential donors. A team of doctors and nurses had reached in time. The donors were provided with glucose water and food including biscuits, a banana and a juice. It was great to see more people than pre-registration numbers turning up in the venue.

BLOOD DONATION DRIVE ON 12.01.2023

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Blood donation is a divine act of giving life. NSS motivational act has encouraged many to join hands with us as donors. 300 persons includes students, Teaching & Non-Teaching staff have participated and 250 Units of Blood has donated in this camp. Doctors , NSS Co-ordinator expressed their thanks to Volunteers and Donors for their contribution in the Blood donation Drive.

Co Ordinator
NSS
TOCE, Bangalore-560068

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Glimpses of Blood Donation Camp

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REPORT ON MAKAR SANKRANTI CELEBRATION

Report on Makara Sankranthi Festival Celebration

Every year Makar Sankranti is celebrated in the month of January. This festival is **dedicated to the Hindu religious sun god Surya**. This significance of Surya is traceable to the Vedic texts, particularly the Gayatri Mantra, a sacred hymn of Hinduism found in its scripture named the Rigveda.

This festival marks the end of the long, cold, winter months and the onset of spring. In ancient times, it was the time when the shift of the sun resulted in longer days. So, it is a celebration of the change of seasons - from a harsher to a milder climate. A sign of hope and positivity.

This festival is celebrated in honor of *Surya* (the Sun God) to pay tribute for the grace of his energy that has enabled life and food on earth. As it is the harvest festival, it is a time of joy, abundance, and celebration in the farming communities, the time when they reap the fruits of their hard labor. It is also a time for peace when families bury the hatchet and get together.

- ✓ Makar Sankranti is celebrated in Karnataka with great joy and enthusiasm.
- ✓ People clean their houses, decorate the entrance with mango leaves and rangolis (decorative designs made with rice flour), and wear new clothes.
- ✓ They exchange ellu-bella (sesame seeds and jaggery) sweets, fried groundnuts, pieces of coconut, sugarcane, and banana, offer haldi and kumkum, and wish each other.
- ✓ Kannadigas also wish their near and dear ones the same way their Marathi neighbors do: 'Ellu Bella tindhu olle mathadu'. It means, 'Eat the ellu (sesame seeds) and bella (jaggery) sweet, and speak sweet words.'
- ✓ Some newlywed women follow a five-year ritual where they give away bananas to other married women. They have to increase the number of bananas they give away each year in multiples of five.

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✓ People also decorate cows and bulls colorfully with beautiful costumes.

• Some communities fly kites as well.

Celebration of Makara Sankranthi Festival on 13.01.2023

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We, The Oxford College of Engineering, Bangalore celebrated this Mahara Sankrathi festival on 13.01.2023 with Great Zeal and enthusiasm. TOCE NSS Unit co ordinated all the departments for this arrangement.

Around 3 pm all the Faculty members and the students assembled in the venue. Our beloved Principal Dr.N. Kannan invited all the members and briefed the importance of Shankaranthi Festival celebrated all over India. Dr.Manju Devi , Dr. Kanagavalli involved in the arrangement for the celebration .

With the support of students and faculty members pooja was done and finally sweet pongal was distributed to all the persons. Dr.Taraka Rami Reddy and team members co ordinated well and the celebration went on well.

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Glimpses of Festival Celebrations

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REPORT ON REPUBLIC DAY CELEBRATIONS

The 74th Republic day of our nation was celebrated with solemnity and grandeur on the26th of January 2019.

Republic Day honours the date on which the Constitution of India came into effect on 26 January 1950 replacing the Government of India Act (1935) as the governing document of India.

The Constitution was adopted by the Indian Constituent Assembly on 26 November 1949, and came into effect on 26 January 1950 with a democratic government system, completing the country's transition towards becoming an independent republic. 26 January was chosen as the Republic day because it was on this day in 1930 when Declaration of Indian Independence (Purna Swaraj) was proclaimed by the Indian National Congress as opposed to the Dominion status offered by British Regime

Objective

To bring the awareness among the youth that 26/01/2023 is "Republic Day Celebrations" & carry the same message to the next generation that by doing RepublicDay Celebrations Totally 180 students & 15 Faculty Members, Student Council Members from TOCE College lead by Mr. Mahesh G,P.E.D witnessed this great event.

Venue & Event DetailsDate: 26/01/2023
Time: 7:30 am students assemble
Place: "The Oxford College of Engineering"

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PROGRAM SCHEDULE

- 8.30 am – Arrival of guest

- 8.45 am – Flag Hoisting by Principal, Dr. N KANNAN

- 8.50 am – Singing National Anthem

- 9.15 am – Speech by Principal

- 9.30 am – Singing National Songs and Patriotic Songs By Students

- 10.00 am – Refreshment

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REPORT ON INTERNATIONAL DAY FOR THE ELIMINATION OF VIOLENCE AGAINST WOMEN

The International Day for the Elimination of Violence Against Women is generally celebrated on 25th November, followed by the global 16 Days of Activism Against Gender-based Violence, is **a moment to reflect on, renew, amplify, and strategize to achieve commitments to eliminate violence against women by 2030.**

International Day for the Elimination of Violence Against Women was celebrated in The Oxford College of Engineering, Bommanahalli, Bangalore on 2nd February 2023 at 2:30pm, to raise awareness of and oppose the horrific acts of violence perpetrated by men against women, particularly in the majority of the world's countries.Women rights are important as it gives women the opportunity to get an education and earn in life.

Dr. N Kannan, Principal, The Oxford College of Engineering & Dr. Pragnya Shrikanth Patil, Principal, The Oxford College of Law

Dr. Pragnya in her seminar said that women around the world have long been subjected to various forms of abuse and violence, both physical and psychological. The observance of International Day for the Elimination of Violence against Women is an opportunity for all governments, businesses, organizations and citizens to promote the prevention of violence against women, work together to tackle the root causes of violence and create a safe, inclusive and equal environment for all persons. This includes a collective and collaborative effort to address the issues of gender-based discrimination, gender inequality, poverty, patriarchal norms and laws that perpetuate these things. It also includes dismantling social systems and attitudes that accept, even glorify, violence against women.

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Dr. Pragnya concluded her talk by a skit performed by her Law students for the audience as the awareness of Violence against Women. The Principal, Dr. N Kannan appreciated the Law student's performance.

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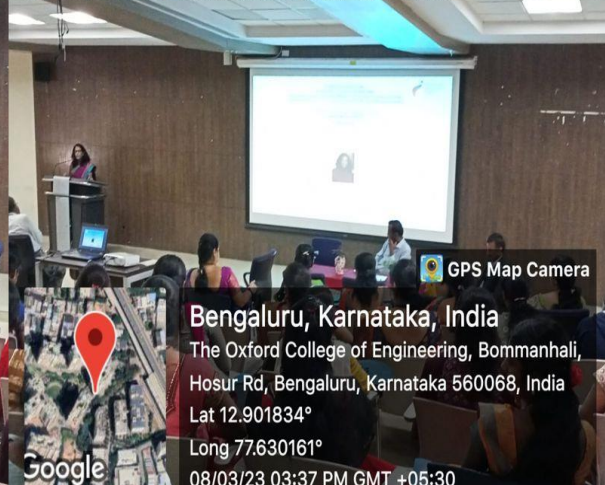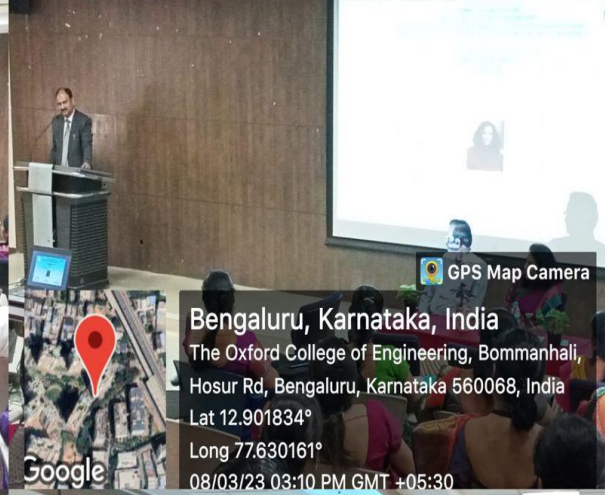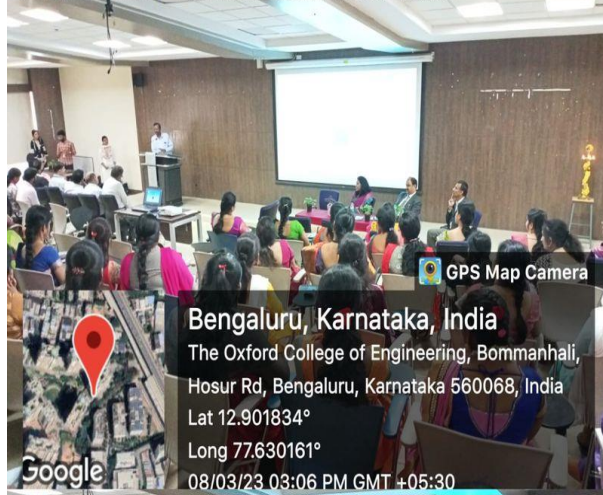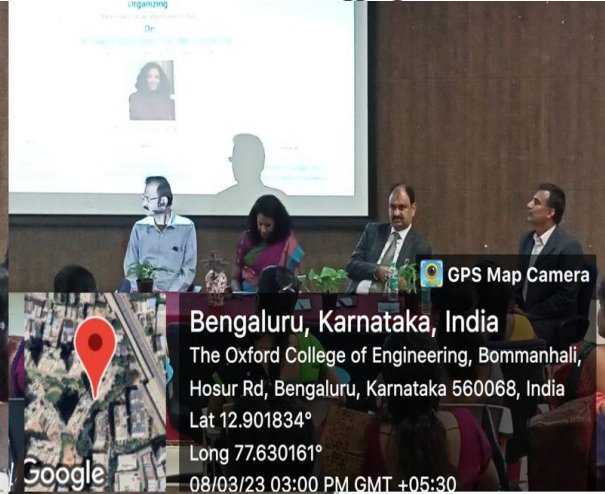Approved by A.I.C.T.E. New Delhi.
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REPORT ON PATRIOTIC RUN

NSS UNIT
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REPORT ON PATRIOTIC RUN

3rd February, 2022

A. Name, Address, Contact number of the Institution:

THE OXFORD COLLEGE OF ENGINEERING, Hosur Road, Bommanahalli, Bengaluru-560 068, Phone : 080-61754602

B. Name, & Contact number of the Head of the Institution:

Dr. N. KANNAN, Principal, **THE OXFORD COLLEGE OF ENGINEERING**, Hosur Road, Bommanahalli, Bengaluru-560 068, Phone : 080-61754602

C. Number of Students who attended: 25

D. Number of Staff who attended: 05

To pay tribute to veterans of India who spent their life in protecting the nation along with martyrs who sacrificed their life for Indian soil, NSS UNIT, THE OXFORD COLLEGE OF ENGINEERING, BANGALORE has organized a 'Patriotic Run' on 3rd February 2022 , under the #Fit India movement of the Government of India.

The objective of the event was to pay tribute to veterans of India who spent their life in protecting the nation along with martyrs who sacrificed their life for Indian soil.

The participants took an oath in favor of the Nation before the commencement and then with the count of ten the race was flagged off by Mr. Mahesh, PED from the main entrance of the Institution at 5.45pm. The entire route of 2KM around the college was well managed by the college volunteers. The event was graced by Dr. N. KANNAN, Principal, The Oxford College of Engineering, Bangalore.

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PHOTOS:

NSS-Coordinator

Principal
PRINCIPAL
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REPORT ON INTERNATIONAL WOMEN'S DAY

The Oxford College of Engineering, Bengaluru - in association with Institution Innovation Council organized the "International Women's Day" on 8th March 2023. The objective of this program is to celebrate the achievements of women and seeking gender equality.

The Resource person Ms. Christy Abraham, is a Treasurer Ashraya Bangalore, Board member of The Leprosy Mission Trust, New Delhi and Board member of PRAXIS Institute of Participatory Practices New Delhi. She spoke about Technology and Innovation for gender equality. Though the world has become digitalized, women and girls have less access to digital technology due to 4 reasons

1. Lack of infrastructure in countries, communities and access to devices (e.g., Smartphone)

2. Poverty, lack of education and economic dependence

3. Social norms and structures which limits women's access and controls women's progress

4. Online violence against women which pushes women out of digital use.

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Glimpses of International Women's Day Celebrations

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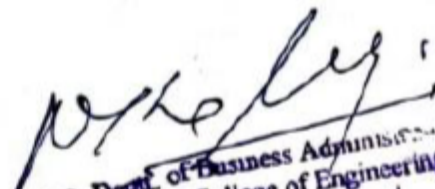Approved by A.I.C.T.E. New Delhi.
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REPORT ON OUTREACH ACTIVITY – PROMOTING EDUCATION

Name of The Event	CSR Activity- Promoting Education
Date of event	29.03.2023
Venue	Mathrubhoomi, Singasandra
Organized by	MBA Department in association with NSS UNIT- The Oxford College of Engineering
Purpose	To promote education among the needy children.
No. of Participants	55 students and 5 faculty members from MBA
Convenor	Dr. R Srikanth, HOD, MBA, TOCE
Faculty Coordinators	Dr Tharaka Rami Reddy K, Professor Dr.M. Kathiravan , Associate Professor Prof. A Sahana, Assistant Professor, Prof V Lakshmi Suneetha, Assistant Professor

The MBA department of The Oxford College of Engineering conducted an outreach program on29th March 2023, with a visit to the Mathrubhoomi, a non-profit organization registered under Karnataka Societies Act 1960. It is a residential Hostel for Boys promoting better education, Better Care and better future for boys. Children in this residential hostel have been handpicked from slum areas, children who have lost a parent and who are from slums, wandering around and not going to school.

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There are 17 children at the residential hostel aged from 4 to 11 years. They reside at the hostel and attend the school at the government school at the main road. Stationary items comprising of ruled books, lead pencils, colour pencils, blue and red pens were purchased and distributed it to 17 children of Mathrubhoomi.

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List of Student Participants – 55

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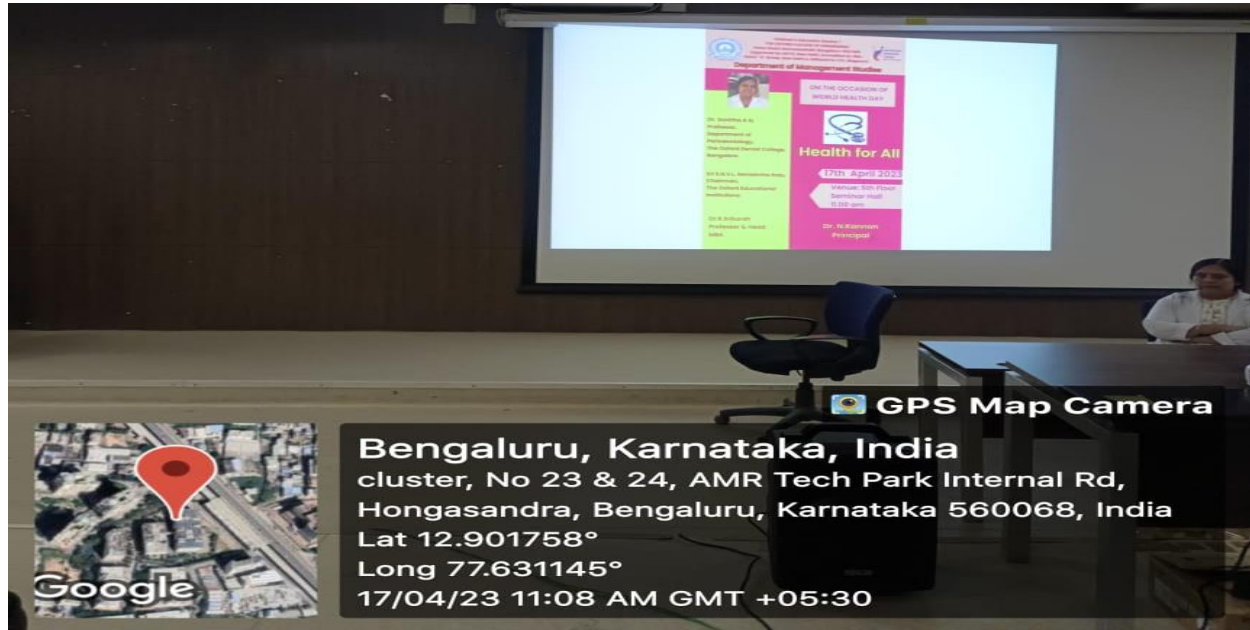Approved by A.I.C.T.E. New Delhi.
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35	HEMANTH KUMAR C
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37	HEMAVATHI M
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39	JAGADEESHA SHRIPAD HEGDE
40	KANNAN

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47	LAXMINARAYAN R BHAT
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52	MANOJ R
53	MARUTHI PRASAD H H
54	MEGANATHAN S
55	MEGHANA N

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REPORT ON WORLD HEALTH DAY

Name of The Event	World Health Day
Date of event	17.04.2023
Venue	Seminar Hall, MBA Department
Organized by	Department of MBA
Purpose	To promote the importance of maintaining a healthy body and mind among all age groups.
No. of Participants	Students and 4 faculty members from MBA
Convenor	Dr. R Srikanth, HOD-MBA
Faculty Coordinators	Dr Tharaka Rami Reddy K, Dr. M. Kathiravan , Associate Professor Prof. A Sahana, Assistant Professor, Prof V Lakshmi Suneetha, Assistant Professor

World Health Day is celebrated on the as a global initiative that aims to raise awareness and promote healthcare issues affecting communities worldwide. This year's theme is **"Health for All"** and is the same day World Health Organisation (WHO) was founded in 1948.

The reason for the importance of World Health Day: it is an opportunity for all to introspect their own health. The theme of World Health Day 2023 will focus on shining a spotlight on the invaluable contributions of nurses and midwives, who make up a tireless and dedicated workforce that has played a significant role in revolutionizing the healthcare industry as we know it today.

The theme is Health for All: Everyone, Everywhere.

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On this occasion Dr. Savitha A N., Professor Department of Periodontology, The Oxford Dental College highlighted as a priority basis the importance of physical, mental and oral health among the student community.

Glimpses of seminar on World Health Day

List of Student Participants – 120

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20	C HARATHI	56	MEGHASHREE AH
21	CHANDRAKANTH S	57	MOHAN L
22	CHANDRU G	58	MONIKA S
23	CHETHAN K G	59	MURALI R S
24	CHETHAN R	60	N S SHRAVANAKUMAR
25	CHETHANA R	61	NASEEMA BEGUM
26	DARSHAN MAHESH GOWDAR	62	NAVYASHREE C
27	DARSHAN S	63	NISHANTHI M
28	ERWIN PRINCE FERNANDO	64	NITHIN
29	GAJAVARAN C	65	NITHIN D GANI
30	GANESH C S	66	NIVEDITHA L
31	GEETHANJALI N	67	PAVAN M
32	GIRISH K V	68	PAVAN YADAV K S
33	GOKUL PRASATH P	69	POOJASHREE S
34	HARINI S	70	PRAGATHI H S
35	HEMANTH KUMAR C		
36	HEMASHREE S		

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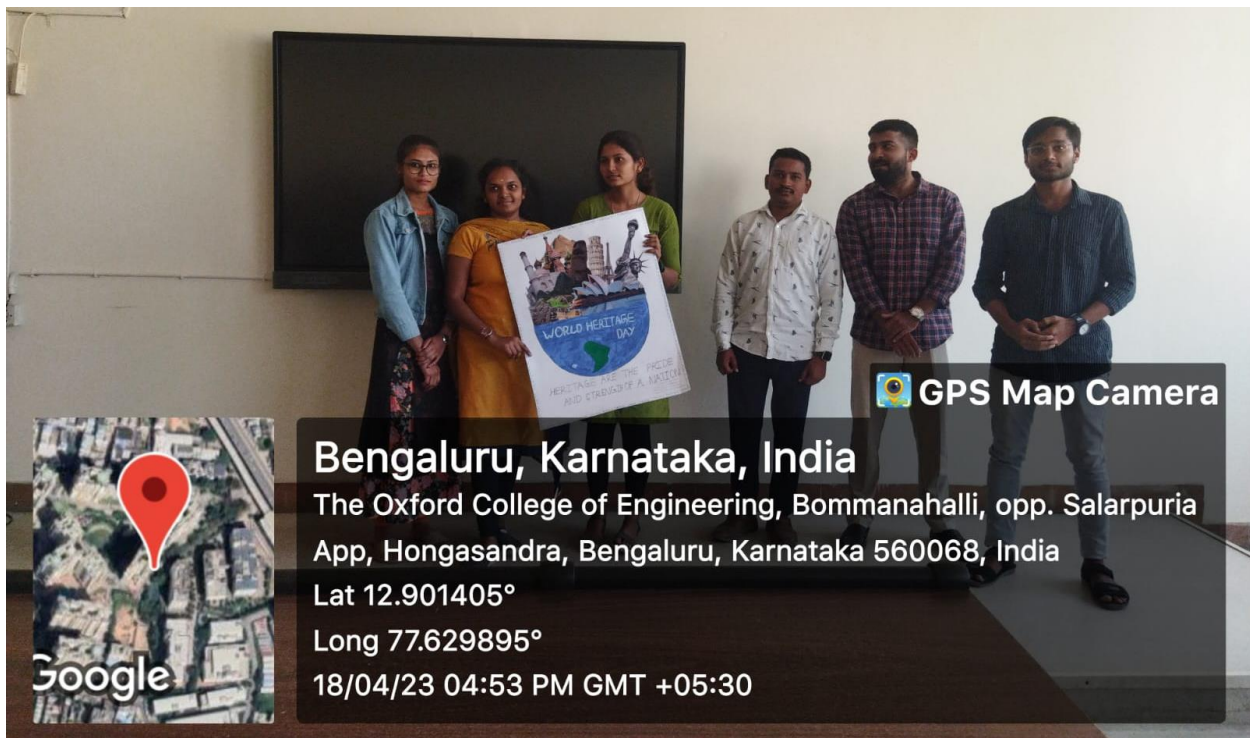Approved by A.I.C.T.E. New Delhi.
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72	PRATHIBHA KM	98	SHRAVANI N
73	PRIYANKA KANAJE	99	SHRUTHI S
74	PULI MOUNIKA	100	SIRISHA V
75	PURUSHOTHAM REDDY	101	SNEHA JAYAWANT NAIK
76	R SUPRITH	102	SOMALINGA H
77	RAKSHITH N	103	SOMANATH ROUT
78	RAKSHITHA G	104	SUHANA BANU A
79	RANJITHA R	105	SUNITHA M V
80	RATHNAVEL S	106	SURESH B G
81	RAVI KUMAR S M	107	VAISHNAVI B
82	RAVI KUMAR S V	108	VAMSHI R M
83	RESHMA SK	109	VANITHA S
84	ROBERT REJI	110	VARSHINI D
85	S N CHANDANA	111	VEERA MANIKANTA K
86	SAHANA	112	VEERENDRA HP
87	SAHANA A	113	VENNILA
88	SAHANA H M	114	VIJAY KUMAR B S
89	SAI SUSHMA	115	VIKAS M
90	SANGEETHA B	116	VINOD KUMAR S
91	SANGEETHA K E	117	VINODA YC
92	SANGEETHA S	118	VISHNU KUMAR M
93	SANJAY SHETTY L	119	WASEEMA FIRDOUS
94	SANKETH H U	120	YASHAVANTHA S KORIGANNAVARA
95	SANTHOSH NAIKA G N		
96	SHALINI S M		

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REPORT ON WORLD HERITAGE DAY

Name of The Event	World Heritage Day
Date of event	18.04.2023
Venue	Seminar Hall, MBA Department
Organized by	Department of MBA
Purpose	To promote the importance of maintaining a healthy body and mind among all age groups.
No. of Participants	Students and 5 faculty members from MBA
Convenor	Dr. R Srikanth, HOD-MBA
Faculty Coordinators	Dr Tharaka Rami Reddy K, Professor
	Dr. M. Kathiravan , Associate Professor
	Prof. A Sahana, Assistant Professor,
	Prof V Lakshmi Suneetha, Assistant Professor

The main aim of this day is to increase awareness about the importance of preserving cultural heritage sites and monuments. The day provides an opportunity to highlight the value of cultural heritage and the need to protect it from damage or destruction due to natural disasters, human activities, or urbanization.

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On the occasion of World Heritage Day, Poster Presentation competition was organized for the students of MBA.

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REPORT ON WORLD BICYCLE DAY 2023

National Service Scheme

World Bicycle Day 2023

On

5th June 2023

World Bicycle Day is an annual event celebrated on **June 3rd.** It was established by the United Nations General Assembly in 2018 to recognize the bicycle as a simple, affordable, reliable, clean and environmentally fit sustainable means of transport. The selection of this date is significant as it commemorates the anniversary of the invention of the bicycle by **Karl von Drais in 1817.** The United Nations General Assembly officially designated this day in April 2018 to honor the bicycle's exceptional qualities, durability, and versatility, considering it has been utilized as a practical mode of transport for over two centuries. The UN recognized the bicycle as a straightforward, cost-effective, dependable, eco-friendly, and sustainable means of transportation.

The World Bicycle Day 2023 was celebrated at The Oxford College of Engineering Campus with great zeal. The NSS unit of TOCE organized a bicycle rally in celebration of World Bicycle Day on June 5th 2023. In total 200 students and 25 faculty members from various departments have participated.

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The World Bicycle Day 2023 was celebrated at The Oxford College of Engineering Campus with great zeal. The NSS unit of TOCE organized a bicycle rally in celebration of World Bicycle Day on June 5th 2023.

Dr, N Kannan, Principal, TOCE flagged off the event at the campus. The students from various departments of TOCE participated in the rally

Co Ordinator
NSS
TOCE, Bangalore-560068

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REPORT ON WORLD ENVIRONMENT DAY -
Exhibition on "Technological Innovations to Conserve the Environment"

THE OXFORD
COLLEGE OF ENGINEERING
BENGALURU, INDIA

INSTITUTION'S
INNOVATION
COUNCIL

Children's Education Society ®
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EXHIBITION ON "TECHNOLOGICAL INNOVATIONS TO CONSERVE THE ENVIRONMENT"

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INSTITUTION'S
INNOVATION
COUNCIL

Department of Biotechnology
In Association With
Institutions Innovation Council (IIC) & NSS
Presents

World Environment Day Celebration
EXHIBITION ON
"TECHNOLOGICAL INTERVENTIONS TO CONSERVE ENVIRONMENT"

Date: 5th June, 2023
Time: 9.00 A.M onwards
Venue: 7th Floor, BT Department

CHIEF PATRON	PATRON	CONVENOR
Shri. S. N. V. L. Narasimha Raju	Dr. N. Kannan	Dr. B.K. Manjunath
President, The Oxford Educational Institutions	Principal & President IIC The Oxford College of Engineering	Professor & Head, Department of BT
IIC CONVENOR	**IIC COORDINATOR**	**FACULTY COORDINATOR**
Dr. Bindu Madhavi	Dr. Indulekha John	Dr. Valarmathy K
Professor & Head, Dept. of AIML	Assistant Professor, Dept. of BT	Associate Professor, Dept. of BT

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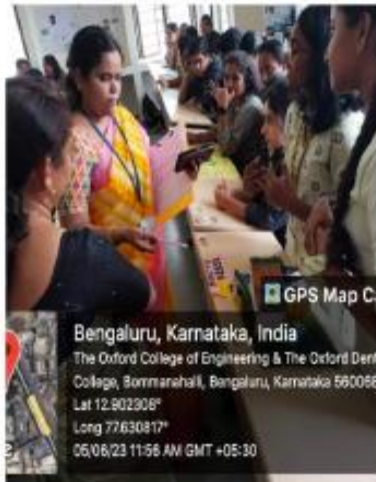E-mail: engprincipal@theoxford.edu Web: www.theoxfordengg.org

The Oxford college of Engineering, Bangalore- Institution Innovation Council in association with Department of Biotechnology and NSS unit of TOCEorganized an exhibitions on "Technological interventions to conserve the environment" on 5th June 2023 from 9.00 A. M to 5.00 P.M in the department of Biotechnology.

OBJECTIVES:

- To create awareness about the need to conserve Environemnt
- To understand the Technological innovations to conserve the environment.
- To raise awareness about various types of pollution and their consequences.
- To understand the conservation techniques
- To know the Start-up opportunities out of environmental conservation
- To bring out the innovative and creative ideas of students in preventing pollution

On 5th June 2023 the department of biotechnology in association with IIC conducted the exhibition on "Technological interventions to conserve the environment "at The Oxford College of Engineering. The students from various departments of The Oxford College of Engineering participated in the exhibition. The exhibition started around 9 A.M by the warm Welcome speech given by Dr. Valarmathy, Associate professor at the department of biotechnology. The jury was Dr. Bindu Madhavi head of department of AIML and IIC Convener. 15 groups participated in the exhibition with their posters and models and each groups presented their ideas. Dr. Bindu Madhavi judged the groups and she alloted first, second and third prizes.

Valedictory program started at 3.30 P.M. Dr. N. Kannan, Principal of The Oxford College of Engineering was the chief guest of the function. Dr. Indulekha John, IIC Coordinator of department of Biotechnology, announced the winners. Principal distributed the prizes to the winners. First prize was bagged by the students of sixth semester biotechnology for "Automated Hydroponics System". The second prize was given to EEE students for the model on "Green Buildings". and the students of fourth semester of biotechnology. The third prize was shared by 1st year AIML students for the poster on "Pollution Control" and fourth semester students of biotechnology for the poster on "Alternative Energy". Dr. B.K. Manjunath, HoD of Biotechnology felicitated the event. Valedection was over by the vote of thanks by Dr. Indulekha John. The exhibition continued till 5 P.M. for other students to visit the hall and to have discussion about posters of the participants.

64 students in 16 groups participated in the exhibition and made the event successful.

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THE OXFORD COLLEGE OF ENGINEERING
WORLD ENVIRONMENT DAY CELEBRATIONS-2023
EXHIBITION ON TECHNOLOGICAL INTERVENTIONS TO CONSERVE ENIRONMENT
JUDGEMENT SHEET

Date: 5/6/23
Name of the Judge: Dr. P. Bindu

Team No	Department name	Name of the student	USN	10	10	10	10	Total 40
01	MBA	1 ASHOK	1OX9φBA004					
		2 SHRUTHI	1OX21BA067	8	7	6	7	28
		3 USHA	1OX21BA076					
		4 POORNIMA.N.K.	1OX21BA044					
		5						
02	MBA	1 MANOJKUMAR	1OX21BA032					
		2 MANOJ	1OX21BA033	8	8	7	7	30
		3 AISHWARYA	1OX21BA019					
		4 UMA	1OX21BA078					
		5						
03	Biotechnology AT food OV Agriculture	1 PAVANA	1OX10BTO15					
		2 SAHANA	1OX20BTO2O	9	7	6	6	28
		3 SHANTAMALLA						
		4 SANDHYA						
		5						
04	Biotechnology AT food AND Pollution (ish)	1 TSHA	1OX21BTO13					
		2 DEEKSHA	1OX21BTO09	7	5	6	6	food Agriculture 24
		3 HITAISHI	1OX21BTO12					
		4 SAROSWTI	1OX21BTO42					
		5 PRIYA	1OX21BTO31					
05	electrical Biofuel	1 VARUN	1OX20EEO22					
		2 SHASHIKUMAR	1OX20EEO19	8	6	6	6	26
		3 NAZIM KHAN	1OX20EEED12					
		4						
		5 POOJA.V	1OX20EEO13					
06	electrical Green Barbing	1 MODNASHREE	1OX20EEO11	9	8	8	9	34

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Sl	Topic	#	Name	USN					Total
07	Biotechnology Gowes Building	3	MYTHRI	10X21BT022	7	7	6	6	26
		4	SEEMONE	10X21BT038					
		5	SHALINI	10X21BT039					
		1	SHRAVYA	10X21BT040					
		2	SIRISHA	10X21BT043					
		3							
		4							
		5							
08	Alternate form Biotechnology	1	SAMITH.G.NAYAK	10X21BT037	9	7	8	8	32
		2	TRINAYAN.Y	10X21BT050					
		3	MOHAMMED.S	10X21BT020					
		4	MOHAMMED.SOUTHM	10X21BT019					
		5							
09	AIML Pollution ctrol	1	S.THIRUNETHRA	10X22A1058	8	8	8	8	32
		2	G.DHARSHINI	10X22A1011					
		3	NIVETHITHA.N	10X22A1036					
		4	HARINI.M	10X22A1016					
		5							
10	Biotechnology Biofuel	1	ADITHYA.BY	10X21BT001	8	8	6	6	28
		2	B.BAVISHYA	10X21BT002					
		3	C.DHANUSH	10X21BT004					
		4	DIKSHITHA.K	10X21BT014					
		5	KAVYA.D	10X21BT011					
11	Biotechnology AI for agriculture	1	HARINI.R	10X21BT011	9	7	6	6	28
		2	KOWSHALYA.C	10X21BT015					
		3	PADMASREE.S	10X21BT035					
		4							
		5							
12	Biotechnology FABRIC	1	MADHU.G	10X21BT018	7	7	8	8	30
		2	NATTIK	10X21BT022					
		3	NATHURAM.J	10X21BT024					
		4	PALLAVI.M	10X21BT023					
		5	SHRAVANA.G	10X21BT041					
		1							
		2							
		3							

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Sl No	Title	Names					Total
13.	Biotechnology Biodegradable coninfe.	1 RUCHITHA.K.C 2 MOOLYASHREE.S 3 SWETHA.K.PALV 4 SUMHA.KUMAK 5 SAINATH.	7	5	6	6	24
14.	Automated Biotechnology Hydroponics	1 SIBHAJIT 2 Shorya 3 Supradha 4 Madhuswer 5	9	9	9	9	36
15.	Hydroponic... Biotechnology Plastic Attraction	1 NAVANA. 2 Vyshnav 3 9avecha 4 5	8	7	7	6	28
16.	Biotechnology Hydroponics model.	1 DEEKSHA. 2 A.Shtha 3 Vibha 4 Goprisha G 5	8	7	8	7	30

I Place: Group 14

II Place: Group 6

III Place: Group 8 & 9

SIGNATURE OF THE JUDGES WITH NAME:

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OUTCOME:

The main agenda of the exhibition was to celebrate world environment day and make awareness about the need to conserve environment. The outcome of the exhibition was to explore the innovative ideas of students to design the models and posters in this regard. Exhibitions helped the students to understand more about the technological interventions for environmental conservation. The exhibition was very much useful for the students as well as faculty to understand the innovations in the current era to protect the nature.

Facebook link: https://shorturl.at/kwCDZ
Recording link: https://youtu.be/Zmm2INzOQJs
Feedback link: https://shorturl.at/iCLT4

HoD   IIC Coordinator   IIC Convener   Principal & President IIC

Dr. B.K MANJUNATHA
Professor & Head
Department of Biotechnology
The Oxford College of Engineering
Bengaluru-560 068.

PRINCIPAL
The Oxford College of Engineering
Bommanahalli, Hosur Road
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REPORT ON INTERNATIONAL YOGA DAY 2023

THE OXFORD COLLEGE OF ENGINEERING

Hosur Road, Bommanahalli, Bengaluru-560 068
Website:www.theoxford.edu Email : engprincipal@theoxford.edu
(Approved by AICTE, New Delhi, Accredited by NBA, New Delhi & Affiliated to VTU, Belgaum)

Date: 22.06.2023

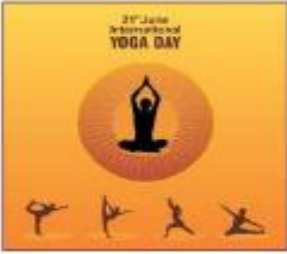|	
Name of The Event	International Yoga Day-2023
Month of event	22-06-2023
Venue	Seminar Hall, 7th Floor, New Building, The Oxford College of Engineering, Bangalore
Discussed Topic	How to save people on time by First Aid Awareness
Organized by	NSS Unit , TOCE
No. of Participants	65 tudents and 15 Faculty Members
Output	

Banner

International Day of Yoga will be organized in India and across the globe on the theme of 'Yoga for Humanity' which was announced by Prime Minister Narendra Modi in his Mann Ki Baat address and will focus on 'Brand India at Global Stage' while showcasing its iconic places.

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The Oxford College of Engineering has observed IDY with the theme of YOGA FOR HAMANITY on 22nd day of June, 2023 in the college premises by inviting Prof. Channappa Gowda, Department of ISE, TOCE, Bangalore.

The function began with a brief introduction of Yoga Day by Prof. Channappa Gowda,

Dr. Kannan. N, Principal, TOCE has explained the importance of Yoga in the life of youngsters. He explained that regular practice of Yoga will help the students achieve better mental and physical health.

Prof. Channappa Gowda started Yoga demonstrations after which a few warm up and simple Asanas were performed by the students and the teachers enthusiastically and the importance of these Asanas was explained simultaneously by Prof. Channappa Gowda.

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Glimpses of the yoga session

Co-Ordinator
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TOCE, Bangalore-560068

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Bengaluru-560 068.