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# CROSSCUTTING ISSUES 2022-23

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PRINCIPAL the Oxford College of Engineering Bommanahalli, Hosur Road Bengaluru-660 068







CHILDREN'S EDUCATION SOCIETY(Regd.) THE OXFORD COLLEGE OF ENGINEERING (Recognised by the Govt. of Karnataka, Affiliated to Visvesvaraya Technological University, Belagavi. Accreditated NAAC 'A' Grade, Approved by A.I.C.T.E. New Delhi. Recognised by UGC Under Section 2(f)) Bommanahalli, Hosur Road, Bangalore-560068. Ph:080-61754601/602,Fax:080-25730551 E-mail:engprincipal@theoxford.edu. Web:www.theoxfordengg.org

# Summary on Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The Oxford College of Engineering, Bangalore has prioritizes a comprehensive education that seamlessly integrates crosscutting issues into its curriculum, ensuring a well-rounded and socially responsible learning experience. Professional ethics are focal point, with dedicated modules designed to instill an understanding and adherence to ethical standards in various fields. The inclusion of gender perspectives raises awareness of equality challenges and fosters inclusivity. The curriculum places strong emphasis on human values, nurturing qualities like empathy and integrity deemed essential for navigating complex professional landscapes. Environmental considerations are seamlessly woven into coursework, fostering an understanding of ecological footprint associated with diverse professions. Sustainability principles are integrated, encouraging students to evaluate the long-term impacts of their decisions across economic, social, and environmental dimensions. The institution promotes a collaborative and inclusive learning environment through group projects and team-based activities, facilitating engagement with peers from diverse backgrounds. This collaborative ethos mirrors the professional world, enhancing cultural competence and interpersonal skills crucial for success in any field. This holistic approach ensures that graduates not only possess technical expertise but also grasp the broader societal and environmental implications of their work, shaping conscientious professionals capable of navigating the intricate interplay between their careers and the world around them.



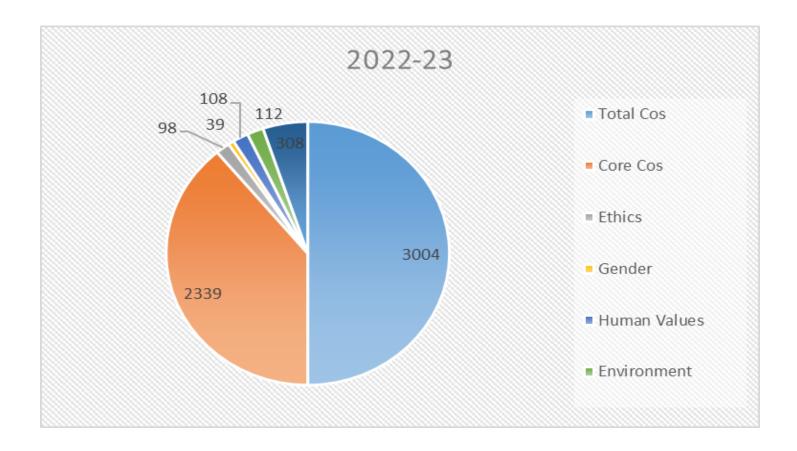
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# Departmental wise- Course Outcome's (Cos) with Crosscutting Issues- Academic Year 2022-23

								Field Visit
Department	Total Number of	Total Cos	Core Cos	Ethics	Gender	Human	Environment	Research
- open time int	Courses					Values		Internship
								Project
CSE	58	267	215	10	5	11	7	19
CIVIL	64	314	234	11	2	14	28	25
ECE	63	312	258	9	4	7	9	25
Mechatronics	60	261	215	7	3	9	8	19
Biotechnology	66	250	165	19	8	15	16	27
ISE	58	286	238	9	5	11	7	16
EEE	59	296	228	8	4	10	11	35
Mech	66	291	227	11	2	13	16	22
AIML	35	168	138	9	4	5	9	3
PG CSE	18	68	62	0	0	1	0	5
PG CIVIL	20	83	67	0	0	0	0	16
PG ECE	19	125	74	0	0	0	0	51
MBA	31	133	95	2	2	7	1	26
MCA	31	150	123	3	0	5	0	19
Total	648	3004	2339	98	39	108	112	308



Total Cos	Core Cos	Ethics	Gender	Human Values	Environment	Field Visit Research Internship Project
3004	2339	98	39	108	112	308





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# Institution integrates crosscutting issues – Curriculum CO-PO-PSO Mapping 2022-23

S.No	Year /Semester	Name of the Program	Name of the Course	Course Code	Cross Cutting issues	PO, CO, PSO,Mapping
1	3rd Year/5th sem	Department of Biotechnology	Bio-Business and Entrepreneurship	18BT51	Professional Ethics	PO 8- CO 1- PSO 2
2	1st Year/1st sem	Department of Biotechnology	Indian Constitution	BICOK107-207	Professional Ethics	PO 8- CO 5- PSO 2
3	2nd Year/3rd and 4th sem	Department of Biotechnology	Constitution of India and Professional Ethics	21CIP37/47	Professional Ethics	PO 8- CO 5- PSO 2
4	4th Year/7th sem	Department of Biotechnology	Bioethics, Biosafety& IPR	18BT741	Professional Ethics	PO 8- CO 2- PSO 2
5	3rd Year/6th sem	Department of Biotechnology	Food Process Engineering	18BT641	Professional Ethics	PO 8- CO 1- PSO 2
6	2nd Year/3rd and 4th sem	Department of Information Science & Engineering	Constitution of India and Professional Ethics	21CIP37/47	Professional Ethics	PO 8- CO 5- PSO 2
7	1st Year/1st sem	Department of Information Science & Engineering	Indian Constitution	BICOK107-207	Professional Ethics	PO 8- CO 5- PSO 2
8	2nd Year/3rd and 4th sem	Department of Information Science & Engineering	Constitution of India and Professional Ethics	21CIP37/47	Professional Ethics	PO 8- CO 5- PSO 2
9	1st Year/1st sem	Department of Mechanical Engineering	Indian Constitution	BICOK107-207	Professional Ethics	PO 8- CO 5- PSO 2
10	2nd Year/3rd and 4th sem	Department of Mechanical Engineering	Constitution of India and Professional Ethics	21CIP37/47	Professional Ethics	PO 8- CO 5- PSO 2
11	2nd Year/3rd and 4th sem	Department of Computer Science & Engineering	Constitution of India and Professional Ethics	21CIP37/47	Professional Ethics	PO 8- CO 5- PSO 2
12	1st Year/1st sem	Department of Computer Science & Engineering	Indian Constitution	BICOK107-207	Professional Ethics	PO 8- CO 5- PSO 2
13	2nd Year/3rd and 4th sem	Department of Electrical and Communication	Constitution of India and Professional Ethics	21CIP37/47	Professional Ethics	PO 8- CO 5- PSO 3



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		Engineering				
		Department of				
	1st Year/1st	Electrical and Communication			Professional	PO 8- CO 5-
14	sem	Engineering	Indian Constitution	BICOK107-207	Ethics	PSO 3
	Sem	Department of			Eunos	
		Artificial				
		Intelligence and				
	1st Year/1st	Machine			Professional	PO 8- CO 5-
15	sem	Learning	Indian Constitution	BICOK107-207	Ethics	PSO 2
		Department of Artificial				
		Intelligence and				
	2nd Year/3rd	Machine	Constitution of India and		Professional	PO 8- CO 5-
16	and 4th sem	Learning	Professional Ethics	21CIP37/47	Ethics	PSO 2
	1st Year/1st	Department of			Professional	PO 8- CO 5-
17	sem	Mechatronics	Indian Constitution	BICOK107-207	Ethics	PSO 1
	3rd Year/5th	Department of Civil	Design of RC structural		Professional	PO 8- CO 4-
18	sem	Engineering	elements	18CV53	Ethics	PSO 3
10	30111	Department of	ciements	100 100	Lunes	150 5
	3rd Year/5th	Civil	Construction management		Professional	PO 8- CO 4-
19	sem	Engineering	and entrepreneurship	18CV51	Ethics	PSO 3
		Department of				
20	1st Year/2nd Sem	Civil En ain corin a	Indian Constitution	BICOK207	Professional Ethics	PO 8- CO 5- PSO 3
20	Selli	Engineering Department of	Indian Constitution	BICOK207	Eulies	150.5
		Electrical &				
	1st Year/1st	Electronics		BKBKK107-	Professional	PO 8- CO2-
21	sem	Engineering	baLake Kannada	207	Ethics	PSO 3
		Department of				
	1st Year/2nd	Electrical &			Drofossional	
22	Sem	Electronics Engineering	Indian Constitution	BICOK207	Professional Ethics	PO 8- CO 5- PSO 3
		Department of	Instan Constitution	210011207	Zunes	1000
		Electrical &				
	2nd Year/3rd	Electronics	Constitution of India and		Professional	PO 8- CO 5-
23	and 4th sem	Engineering	Professional Ethics	21CIP37/47	Ethics	PSO 3
	1 of Vec 1/1 of	Department of	Entrance constation		Duefeesterri	
24	1st Year/1st Sem	Business Administration	Entrepreneurship Development	22MBA12	Professional Ethics	PO 8- CO 5- PSO 3
<u>_</u> +	John	Department of			Zuneo	PO 8- CO 4-
	2nd Year/3rd	Business	Emerging Exponential		Professional	PSO 3
25	Sem	Administration	Technologies	20MBA301	Ethics	
		Department of				PO 8- CO 3-
	2nd Year/4th	Business			Professional	PSO 3
26	Sem	Administration	Organisational Leadership	20MBAHR401	Ethics	
		Department of	<b>T T T</b>			PO 8- CO 4-
27	2nd Year/4th	Business	Intenational Human	2014D A 11D 402	Professional Ethics	PSO 3
27	Sem	Administration	Resource Management	20MBAHR403	Ethics	



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1	1	Master of		1		PO 8- CO 2-
	2nd Year/3rd	Computer	Software Project		Professional	PSO 3
28	Sem	Applications	Management	20MCA354	Ethics	150 5
20	bein	Master of		20001071351	Lunes	PO 8- CO 2-
	1st Year/2nd	Computer			Professional	PSO 3
29	Sem	Applications	User Interface Design	22MCA254	Ethics	150.5
29	Selli	Department of	User Interface Design	221VICA234	Lunes	
	1st Year/1st	Mechanical				PO 6- CO 5-
30	sem	Engineering	Indian Constitution	BICOK107-207	Gender	PSO 2
50	Sem	Lingineering		BICORIO/ 20/	Gender	150 2
	3rd Year/5th	Department of	Genetic Engineering			PO 6- CO 4-
31	sem	Biotechnology	&Applications	18BT56	Gender	PSO 2
51	Jem	Department of		101150	Gender	150 2
		Artificial				
		Intelligence and				
	1st Year/1st	Machine				PO 6- CO 5-
32	sem	Learning	Indian Constitution	BICOK107-207	Gender	PSO 2
	1	Department of				
		Artificial				
		Intelligence and				
	2nd Year/3rd	Machine	Constitution of India and			PO 6- CO 5-
33	and 4th sem	Learning	Professional Ethics	21CIP37/47	Gender	PSO 2
		Department of				
	1st Year/2nd	Civil				PO 6- CO 5-
34	Sem	Engineering	Indian Constitution	BICOK207	Gender	PSO 2
		Department of				
		Electrical &				
	1st Year/2nd	Electronics			~ .	PO 6- CO 5-
35	Sem	Engineering	Indian Constitution	BICOK207	Gender	PSO 3
		Department of				PO 6- CO 2-
	2nd Year/4th	Business				PSO 2
36	Sem	Administration	Organisational Leadership	20MBAHR401	Gender	
		Department of				PO 6- CO 4-
	2nd Year/4th	Business	Intenational Human			PSO 2
37	Sem	Administration	Resource Management	20MBAHR403	Gender	
	1st Year/1st	Department of	Scientific Foundations of		Human	PO 3- CO 3-
38	sem	Biotechnology	Health	BSFHK158/258	Values	PSO 2
	2nd Year/3rd	Department of			Human	PO 3- CO 3-
39	sem	Biotechnology	Microbiology lab	21BTL35	Values	PSO 2
10	2nd Year/3rd	Department of	Social Connect and	211112	Human	PO 3- CO 1-
40	sem	Biotechnology	Responsibilities	21UH36	Values	PSO 2
			Universal Human Values			
	and Very /44	Department	II: Understanding,		Human	DO 2 CO 5
4.1	2nd Year/4th	Department of	Harmony and Ethical Human Conduct	2111111/40	Human	PO 3- CO 5-
41	sem	Biotechnology Department of		21UHV49	Values	PSO 2
		Information				
	2nd Year/3rd	Science &	Constitution of India and		Human	PO 3- CO 5-
42	and 4th sem	Engineering	Professional Ethics	21CIP37/47	Values	PSO 2
42	and 401 Selli	Engineering	1 TOTESSIONAL EULIUS	21CII 57/47	v alues	150 2



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I	1			I	I	
		Department of	Universal Human Values			PO 3- CO 5-
		Information	II: Understanding,			PSO 2
	2nd Year/4th	Science &	Harmony and Ethical		Human	
43	sem	Engineering	Human Conduct	21UHV49	Values	
		Department of				PO 3- CO 3-
		Information				PSO 2
	1st Year/1st	Science &	Scientific Foundations of		Human	
44	sem	Engineering	Health	BSFHK158/258	Values	
		Department of				PO 3- CO 3-
	1st Year/1st	Mechanical	Scientific Foundations of		Human	PSO 2
45	sem	Engineering	Health	BSFHK158/258	Values	
			Universal Human Values			PO 3- CO 5-
		Department of	II: Understanding,			PSO 2
	2nd Year/4th	Mechanical	Harmony and Ethical		Human	1502
46	sem	Engineering	Human Conduct	21UHV49	Values	
		Department of				
	1st Year/1st	Mechanical			Human	PO 3- CO 5-
47	sem	Engineering	Indian Constitution	BICOK107-207	Values	PSO 2
/	Sem	Department of		DICORTO/ 207	values	150 2
		Computer				
	2nd Year/3rd	Science &	Constitution of India and		Human	PO 3- CO 5-
48	and 4th sem	Engineering	Professional Ethics	21CIP37/47	Values	PSO 2
40	and 401 sem	Department of	Universal Human Values	21CIF3//4/	values	130.2
		Computer				
	2nd Year/4th	Science &	II: Understanding, Harmony and Ethical		Human	PO 3- CO 5-
49			Human Conduct	21UHV49	Values	PSO 2
49	sem	Engineering Department of		21011049	values	130 2
		Computer				
	1st Year/1st	Science &	Scientific Foundations of		Human	PO 3- CO 3-
50			Health	BSFHK158/258	Values	PSO 2
50	sem	Engineering	неани	DSFIIN130/230	values	PSO 2
		Department of Electrical and				
	$2 \times 1 $ $V_{\rm exc} \times 2 \times 1$				TT	
<b>C</b> 1	2nd Year/3rd	Communication	Constitution of India and	01 CID27 /47	Human	PO 3- CO 5-
51	and 4th sem	Engineering	Professional Ethics	21CIP37/47	Values	PSO 3
		Department of				
		Electrical and				
	1st Year/1st	Communication	Scientific Foundations of		Human	PO 3- CO 5-
52	sem	Engineering	Health	BSFHK158/258	Values	PSO 3
		Department of				
		Artificial				
		Intelligence and				
	1st Year/1st	Machine			Human	PO 3- CO 5-
53	sem	Learning	Indian Constitution	BICOK107-207	Values	PSO 2
		Department of				PO 3- CO 5-
		Artificial	Universal Human Values			PSO 2
		Intelligence and	II: Understanding,			
	2nd Year/4th	Machine	Harmony and Ethical		Human	
54	sem	Learning	Human Conduct	21UHV49	Values	



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		Department of				PO 3- CO 3-
		Artificial				CO 2
	1 - 4 37 /1 - 4	Intelligence and			TT	
55	1st Year/1st	Machine	Scientific Foundations of Health	BSFHK158/258	Human Values	
	sem	Learning	Healui	DSFIIN130/230	values	
		Department of Artificial				
	2nd Year/3rd	Intelligence and Machine	Constitution of India and		Human	PO 3- CO 5-
56	and 4th sem	Learning	Professional Ethics	21CIP37/47	Values	PSO 2
50			Universal Human Values	21011 37/47	v alues	150 2
			II: Understanding,			
	2nd Year/4th	Department of	Harmony and Ethical		Human	PO 3- CO 5-
57	sem	Mechatronics	Human Conduct	21UHV49	Values	PSO 1
51	sem	wicemationites		21011(4)	values	1501
	1st Year/1st	Department of	Scientific Foundations of		Human	PO 3- CO 5-
58	sem	Mechatronics	Health	BSFHK158/258	Values	PSO 1
		Department of				
	1st Year/2nd	Civil			Human	PO 3- CO 5-
59	Sem	Engineering	Indian Constitution	BICOK207	Values	PSO 3
			Universal Human Values			
		Department of	II: Understanding,			
	2nd Year/4th	Civil	Harmony and Ethical		Human	PO 3- CO 5-
60	Sem	Engineering	Human Conduct	21UHV49	Values	PSO 3
		Department of				
	1st Year/1st	Civil	Scientific Foundations of		Human	PO 3- CO 5-
61	sem	Engineering	Health	BSFHK158/258	Values	PSO 3
	0 1 37 /4/1	Department of				
(2)	2nd Year/4th	Civil	Dali's Health Easta and	2101/12	Human	PO 3- CO 1-
62	Sem	Engineering	Public Health Engineering	21CV43	Values	PSO 3
		Department of Electrical &				
	1st Year/2nd	Electronics			Human	PO 3- CO 5-
63	Sem	Engineering	Indian Constitution	BICOK207	Values	PSO 3
03	Sem	Department of		DICOK207	values	PO 3- CO 3-
		Electrical &				
	1st Year/1st	Electronics	Scientific Foundations of		Human	CO 3
64	sem	Engineering	Health	BSFHK158/258	Values	
	Som	Department of		551111150/250	, 11100	PO 3- CO 2-
		Electrical &				PSO 3
	3rd Year/5th	Electronics	Management and		Human	150 5
65	sem	Engineering	Entrepreneurship	18EE51	Values	
		Department of				PO 3- CO 1-
		Electrical &				CO 3
	2nd Year/3rd	Electronics	Social Connect and		Human	
66	sem	Engineering	Responsibilities	21SCR36	Values	
		Department of				
		Electrical &				
	2nd Year/3rd	Electronics	Constitution of India and		Human	PO 3- CO 5-
67	and 4th sem	Engineering	Professional Ethics	21CIP37/47	Values	PSO 3



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ĺ	1	Department of	Principles of Management	I		PO 3- CO 3-
	1st Year/1st	Business	and Organisational		Human	PSO 3
68	Sem	Administration	Behaviour	22MBA11	Values	
		Department of				PO 3- CO 5-
10	1st Year/1st	Business			Human	PSO 3
69	Sem	Administration	Marketing Management	22MBA15	Values	DO 2 CO 1
	1 . 37 /1 .	Department of				PO 3- CO 1-
70	1st Year/1st Sem	Business Administration	Business Communication	22MBA16	Human Values	PSO 3
70	Sem		Business Communication	ZZIVIDATO	values	PO 3- CO 4-
	2nd Year/4th	Department of Business	Personal Growth and		Human	PSO 3
71	Sem	Administration	Interpersonal Effectiveness	20MBAHR402	Values	150 5
, 1		Master of		2011121111102		PO 3- CO 2-
	2nd Year/3rd	Computer	Software Project		Human	PSO 3
72	Sem	Applications	Management	20MCA354	Values	
		Master of				PO 3- CO 3-
	1st Year/2nd	Computer			Human	PSO 3
73	Sem	Applications	User Interface Design	22MCA254	Values	
		-			Environment	
74	3rd Year/5th	Department of	Bio-Business and	100751	and	PO 7- CO 1-
74	sem	Biotechnology	Entrepreneurship	18BT51	Sustainability	PSO 2 PO 7- CO 1-
	3rd Year/5th	Department of			Environment and	PSO 2
75	sem	Biotechnology	Environmental Studies	18CIV59	Sustainability	1502
					Environment	PO 7- CO 3-
	4th Year/7th	Department of			and	PSO 2
76	sem	Biotechnology	Energy and Environment	18ME751	Sustainability	
					Environment	PO 7- CO 3-
	2nd Year/3rd	Department of			and	PSO 2
77	Sem	Biotechnology	Microbiology	21BT34	Sustainability	
		Department of Information			Environment	PO 7- CO 1-
	3rd Year/5th	Science &			and	PSO 2
78	Sem	Engineering	Environmental Studies	18CIV59	Sustainability	
_		Department of		-	Environment	PO 7- CO 1-
	3rd Year/5th	Mechanical			and	PSO 2
79	sem	Engineering	Environmental Studies	18CIV59	Sustainability	
		Department of			Environment	PO 7- CO 1-
	3rd Year/6th	Mechanical	Non conventional energy		and	PSO 2
80	sem	Engineering	sources	18ME651	Sustainability	
		Department of			Environment	PO 7- CO 1-
	3rd Year/5th	Computer Science &			and	PSO 2
81	Sem	Engineering	Environmental Studies	18CIV59	Sustainability	
		Department of		-	·····	PO 7- CO 1-
		Electrical and			Environment	PSO 3
	3rd Year/5th	Communication		1000150	and	
82	Sem	Engineering	Environmental Studies	18CIV59	Sustainability	



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		1			Environment	PO 7- CO 1-
	3rd Year/5th	Department of			and	PSO 1
83	sem	Mechatronics	Environmental Studies	18CIV59	Sustainability	
		Department of			Environment	PO 7- CO 1-
	3rd Year/5th	Civil			&	PSO 3
84	Sem	Engineering	Environmental Studies	18CIV59	Sustainability	
		Department of			Environment	PO 7- CO 4-
	3rd Year/6th	Civil	Environmental		&	PSO 3
85	Sem	Engineering	Engineering Laboratory	18CVL67	Sustainability	
		Department of			Environment	PO 7- CO 1-
	4th Year/7th	Civil			&	PSO 3
86	sem	Engineering	Air Pollution And Control	18CIV732	Sustainability	
		Department of			Environment	PO 7- CO 3-
	4th Year/7th	Civil			&	PSO 3
87	sem	Engineering	Ground Water Hydraulics	18CIV734	Sustainability	
		Department of				PO 7- CO 1-
		Electrical &			Environment	PSO 3
	3rd Year/5th	Electronics			and	
88	sem	Engineering	Environmental Studies	18CIV59	Sustainability	
		Department of				PO 7- CO 1-
		Electrical &			Environment	PSO 2
	4th Year/7th	Electronics	Introduction to Electric	1041745	and	
89	sem	Engineering	Vehicles	18AU745	Sustainability	
		Department of			Environment	PO 7- CO 5-
	1st Year/2nd	Business	Research Methodology and		and	PSO 2
90	Sem	Administration	IPR	22MBA23	Sustainability	



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# **Professional Ethics**

# Department of Biotechnology

	D-BUSINESS AND ENTRE		
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:			
<ul> <li>To learn about the project</li> </ul>			
<ul> <li>To explore entrepreneursh</li> </ul>	-		
<ul> <li>To understand IPR and its</li> </ul>	implications		
Module-1			
BIO ENTERPREUNERSHIP:			
Introduction to bio-business, fr	rom the Indian context, S	WOT analysis of bio-bu	siness. Ownershi
Development of Entrepreneurship	p; Stages in entrepreneurial	process; Role of entrepret	neurs in Econom
Development; Entrepreneurship in			
Characteristics; Need and rational			
Financial Feasibility Study & Soci			-
Module-2			
ENTREPRENEURSHIP OPPOI	PTUNITY IN ACRI PIOT	CHNOLOCY.	
Business opportunity, Essential re			-
study on Plant cell and tissue			
Nutraceuticals, value added herbal			
of system biology for agricultural a	applications. Biosensor devel	opment in Agri management	
Module-3			
ENTREPRENEURSHIP OPPO			
Essential requirement, marketing			
monitoring and Bioremediation	for Industrial pollutants, P	esticides, Herbicides etc. l	Integrated compo
production- microbe enriched con	npost.Bio pesticide/insecticide	e production. Fermented pro	ducts-probiotic ar
prebiotics. Stem cell production,	, stem cell bank, contract r	esearch. Production of mo	noclonal/polyclon
antibodies, Single cell protein and			
Module-4			-
PROJECT MANAGEMENT	INTELLECTUAL	PROPERTY, TECHNO	LOGY
MANAGEMENT AND STARTU			
MANAGEMENT AND STARTU Building Biotech business chal		iotech partners (BICEPS,	BIRAC, DBT,
Building Biotech business chal	llenges in Indian context-b		
Building Biotech business chal Incubation centers. Etc.,), operatio	llenges in Indian context-b onal biotech parks in India. In	dian Company act for Bio b	usiness-schemes
Building Biotech business chall Incubation centers. Etc.,), operation and subsidies. Meaning of Projection	llenges in Indian context-b onal biotech parks in India. In ect; Project Identification; Pr	dian Company act for Bio b roject Selection; Project Re	usiness-schemes port; Need and
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#### 26.10.2022

#### Theory -01 Credit Course Indian Constitution

#### BICOK107-207

	Title;	Indian Constitution		1000
Course	Code:	1	CIE Marks	50
Course	Type (Theory/Practical /Integrated)	BIGOK107-207	SEE Marks Total Marks	50
Teachin	g Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
	ours of Pedagogy	15 hours	Credits	01
	objectives:	å	199 - 199 - 199 - 199 - 199 - 199 - 199 - 199 - 199 - 199 - 199 - 199 - 199 - 199 - 199 - 199 - 199 - 199 - 199	
The cou	rse INDIAN CONSTITUTION (22	ICO17 / 27) will enable th	ie students,	
1.	To know about the basic structure of	f Indian Constitution.		
2.	To know the Fundamental Rights (F	R's), DPSP's and Fundam	ental Duties (FD's) of ou	rconstitution
3.	To know about our Union Governm	ent, political structure & or	odes, procedures.	
4.	To know the State Executive & Ele	ctions system of India.		
5.	To learn the Amendments and Emer	gency Provisions, other in	portant provisions given	by the constitution.
Teachi	ing-Learning Process			
	eaching -Learning more effective: The pedagogy shall involve the com Direct instructional method (Low/O (iii) Blended learning (Combination learning, (vi) Problems based learning Apart from conventional lecture met animation films may be adapted so t mention dilus	bination of different metho Id Technology), (ii) Flippe of both), (iv) Enquiry and ig through discussion hods, various types of inno	dologies which suit mod ed classrooms (High/adva l evaluation based learnin ovative teaching techniqu	em technolog cal tools. need Technological tools), g, (v) Personalized es through viccos,
	practical skills.	(02 )		
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Constitution of India and Drofossional Ethics
<b>Constitution of India and Professional Ethics</b>
(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) Personalizedlearning, (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 ofIndia, Judicial Reviews and Judicial Activism.

## Module – 4



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# **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 & 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 liabilityin Engineering.

### Course outcome (Course Skill Set) :

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

C01	Analyse the basic structure of Indian Constitution.
C02	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
C04	Understand our State Executive & Elections system of India.
C05	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.



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Outcome Based	Education (OBE) and Choi SEMESTER - 1		CS)
	BIOETHICS, BIOSAF		
Course Code	18BT741	CIE Marks	40
Teaching Hours/Week (L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03
BIOTECHNOLOGY AND SC introduction to science, technolo developed countries. Owner: environmental sustainability, pu and development divide. Public for the Indian Biotechnological : Module-2	ogy and society, issues of acce ship, monopoly, traditional iblic vs. private funding, biote c acceptance issues for biotec	l knowledge, biodiversity, chnology in international rela	benefit sharin stions, globalizati
BIOETHICS & LEGAL ISSU			
equity etc. The expanding scop ethics, ethical dimensions of IPF The legal, institutional and soci Public education to increase t	R technology transfer and othe oeconomic impacts of biotech he awareness of bioethics w	r global biotech issues. inology, biotechnology and a	ocial responsibili
informed decision making - wit	h case studies		
Module-3			
BIOSAFETY CONCEPTS AN			and a state of the second
Ethical conflicts in biotechnolog benefits of biotechnology, Ratio hazard, exposure and safeguards society, region, country and the implications of biotechnological	nal vs. subjective perceptions s. Biotechnology and biosafety world. The Cartagena protoco	of risks and benefits, relations concerns at the level of indiv	ship between risk, riduals, institution
Module-4			
REGULATIONS: Biosafety assessment procedure convention on biological weapo and national and international g in transgenic plants. Good man international regulations for foo	ns. Social and ethical implicat uidelines with regard to recom nufacturing practice and Goo	ions of biological weapons. B binant DNA technology. Gui	iosafety regulatio delines for resear
Module-5			
IPR, PATENTS AND PATEN	T LAWS:		
Intellectual property rights-TRI	P- GATT International conven	tions patents Methods of appl	lication of patents
Legal implications Biodiversity	and farmer rights		-
Objectives of the patent system			
inventions and patent law Le	gal development-Patentable	subjects and protection in 1	biotechnology .T
patenting of living organisms.			
	of the course the student will b governing manufacture, u ally engineered organisms or (	se/import/export and stora	ige of hazardo

Describe the ethical issues related to biotechnology research



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B. E. BIOTECHNOLOGY Outcome Based Education (OBE) and Choice Based Credit System (CBCS) SEMESTER - VI				
FOOD PROCESS ENGINEERING				
18BT641	CIE Marks	40		
(3:0:0)	SEE Marks	60		
03	Exam Hours	03		
	Incation (OBE) and Choice SEMESTER - V FOOD PROCESS ENGIN 18BT641 (3:0:0)	lucation (OBE) and Choice Based Credit System (CBC SEMESTER - VI FOOD PROCESS ENGINEERING 18BT641 CIE Marks (3:0:0) SEE Marks		

Course Learning Objectives:

- To explain the concept of food and its physiological characteristics.
- To understand the role of beneficial microorganisms in food processing and preservation and to list the major food spoilage microorganisms and the detection techniques.
- To apply the principles and procedures to process and preserve food.
- To analyze the food sample for microbial contamination.

#### Module-1

#### FOOD SCIENCE & FOOD NUTRITION

Introduction, history, constituents of food, Regulation of food intake colloidal systems in food, stability of colloidal systems, Carbohydrates, Starches, Proteins, Fats in food, sugars in food, Minerals, Aroma compounds and flavors in food, Browning reactions, anti-nutritional factors in foods, Rancidity of food factors affecting rancidity, preventive measures. Metabolism in starvation and malnutrition, Diet and nutrition in India, Food faddism and faulty food habits.

#### Module-2

#### MICROBIAL SPOILAGE, DETECTION

Intrinsic and extrinsic factors influences the growth of microorganism in food, primary sources of microorganisms found in foods, Synopsis of common food-borne bacteria, genera of molds, genera of yeasts, Food borne infection and intoxication. Brief discussions on food borne gastroenteritis caused by Salmonella, Shigella, Listeria, Staphylococcus, Clostridium, Vibrio, Yersinia and Campylobacter Microbial detection in food: Culture, Microscopic & sampling methods, Conventional SPC, Membrane filters, microscope colony Counts, Agar droplets, Dry films, Most probable nos. (MPN), Dye-reduction, roll tube, microscopic count (DMC).

#### Module-3

#### FOOD FERMENTATION& PRESERVATION

Fermented foods - Production of Bread, Cheese and Sauerkraut. Fermentation of wines, distilled liquor, vinegar, Fermented Dairy products. Principles underlying preservation of food. Food preservation using chemical preservatives, irradiation, high temperature, low temperature and dehydration.

#### Module-4

#### FOOD INDUSTRY AND BIOTECHNOLOGY IN FOOD

Characteristics of food industry. Food manufacturing and processing, objectives of food processing, effect of food processing on food constituents, methods of evaluation of food, proximate analysis of food constituents, Nutritional value, labeling of constituents, (Soya foods, organic foods, dietary foods, (for individuals, for specific groups), nutritional food supplements, Food packaging, edible films, Factors influencing food product development, marketing and promotional strategies. Applications of Biotechnology in food industry, Nutraceuticals, flavonoids, antioxidants, vitamins, enzymes in food industry, economic aspects, enzyme generation of flavor and aroma compounds.

#### Module-5

#### FOOD TECHNOLOGY

Properties of foods and processing theory, Process control, Raw material processing, Thermal properties of frozen foods, Prediction of freezing rates, Food freezing equipments: Air blast freezers, plate freezers and immersion freezers. Food dehydration: estimation of drying time, constant rate period and falling rate period. Equipments: fixed tray dehydration, cabinet drying, tunnel drying. Equipments related to pulping, fruit juice



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extraction, dehulling and distillation, Food safety (HACCP and FSO systems), good manufacturing practice and quality assurance. Current technologies and Future Scope.

#### Course Outcomes:

- Display a solid foundation in understanding the biochemical, nutritional, physiological, ethical and safety aspect of food.
- Understand the factors influencing microbial growth, its intoxication and diagnostic system used in fo industry to detect the microbial spoilage.
- To illustrate the different processing, preservative techniques to enhance the shelf life and production of food by fermentation processes using biotechnological approach.
- To analyse the different food sample for microbial contamination.

#### Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

SI No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year
Text	books			
1	Food microbiology	William C Frazier and Westhoff Dennis C	Tata McGraw Hill publication	5th Edn 2013
2	Food Biotechnology	KalidasShetty	CRC Press	2nd Edn 2005
3	Food Biotechnology	J Polak, J Tramper and S Bielecki	Elsevier Science	2000
Refe	rence Books			
1	The technology of food preservation	Desrosier, Norman W; Desrosier, James N.	Westport, Conn. : AVI Pub. Co.	1977
2	Essentials of Food Sciences	Vickie A. Vaclavik, Elizabeth W. Christian	Springer	1998
Web	links and Video Lectures: -			



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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

- 6. To know about the basic structure of Indian Constitution.
- 7. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
- 8. To know about our Union Government, political structure & codes, procedures.
- 9. To know the State Executive & Elections system of India.

10. 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) Personalizedlearning, (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 ofIndia 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 ofIndia, Judicial Reviews and Judicial Activism.

Module – 4



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# **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 & 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 liabilityin Engineering.

### Course outcome (Course Skill Set) :

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

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



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#### 26.10.2022

#### BICOK107-207

#### Theory -01 Credit Course Indian Constitution

	Fitle:	Indian Constitution		
Course (	Code:		CIE Marks	50
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course	Type (Theory/Practical /Integrated)		Total Marks	100
Teaching	g Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
Total Ho	ours of Pedagogy	15 hours	Credits	01
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# Department of Mechanical Engineering

#### 26.10.2022

# Theory -01 Credit Course

#### BICOK107-207

Course Title:	Indian Constitution	the formation of the start least sectors	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1
Course Code:	1-2010 100-2000 200 000	CIE Marks	50
C	BIGOK 107-207	SEE Marks	50
Course Type (Theory/Practical /Integrat	ed)	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		ie students,	
<ol> <li>To know about the basic structure</li> </ol>		19121000 BADYO M 15	1000
<ol><li>To know the Fundamental Right</li></ol>			rconstitution
<ol><li>To know about our Union Gove</li></ol>		odes, procedures.	
<ol><li>To know the State Executive &amp;</li></ol>			
<ol><li>To learn the Amendments and I</li></ol>	Emergency Provisions, other in	nportant provisions given	by the constitution.
Teaching-Learning Process			
These are sample Strategies, which tea			
make Teaching -Learning more effect			and the second
process. The pedagogy shall involve the		and the second of the second	
<ul> <li>(i) Direct instructional method ( Le</li> </ul>			
(iii) Blended learning (Combine		evaluation based learnin	g, (v) Personalized
learning, (vi) Problems based le			
(a) Apart from conventional lecture			
animation films may be adapted	I so that the delivered lesson ca	n progress the students In	theoretical applied and
practical skills.			
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	titution, Role of the Constituent	t Assembly.	
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#### **IV Semester**

Course	The subject	21UHV49	CIE Marks	50
	ig Hours/Week (L:T:P:S)	2:0:0	SEE Marks	50
	ours of Pedagogy	20	Total Marks	100
redits		01	Exam Hours	01
Course	objectives:	22	201 - 225 - 225 -	
This in	troductory course input is int	ended:		
		iate the essential complementa and prosperity which are the cor		
F	rofession as well as towards luman reality and the rest o	nt of a Holistic perspective happiness and prosperity base f existence. Such a holistic pers towards value-based living in a n	d on a correct understa pective forms the basis	anding of the
c		ations of such a Holistic under / fulfilling human behaviour and		
	ourse is intended to provide ing minds.	a much-needed orientational in	put in value education	to the young
1.	systematic and rational stud	ourse is explorational and thus y of the human being vis-à-vis the		t involves a
2.	The course is in the form of 2	0 lectures (discussions)		
3.	It is free from any dogma or v	value prescriptions.		
4.	found as truth or reality is s own right, based on their Na	tigation and self-exploration, and tated as a proposal and the stude tural Acceptance and subsequent ab and every activity is a source of	nts are facilitated to ver Experiential Validation	ify it in their
5.		ion takes the form of a dialogue t intinue within the student in ever		
6.	This self-exploration also present beliefs.	enables them to critically eva	aluate their pre-condit	ionings and
		Module-1		
Intro	duction to Value Education (	(4 hours)		
Ris	t Understanding, Relations	hip and Physical Facility (Holi	stic Development and	the Role of
	ucation)			5023887238
Un Ha	derstanding Value Education ppiness and Prosperity - th	, Self-exploration as the Proce e Basic Human Aspirations, H		
SCE	nario, Method to Fulfil the Ba	sic Human Aspirations due Education- Chalk and talk me		
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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) Personalizedlearning, (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 ofIndia 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 ofIndia, 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
Profess Ethics:	Ethics & Values. Types of Ethics. Scope & Aims of Professional & Engineering Ethics.
	and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to
Respons	ibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and
	<mark>n Engineering.</mark>
	outcome (Course Skill Set) :
	d of the course the student will be able to :
C01	Analyse the basic structure of Indian Constitution.
C02	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
C04	Understand our State Executive & Elections system of India.
C05	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

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

- 6. To know about the basic structure of Indian Constitution.
- 7. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution.
- 8. To know about our Union Government, political structure & codes, procedures.
- 9. To know the State Executive & Elections system of India.

10. 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) Personalizedlearning, (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 ofIndia 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 ofIndia, Judicial Reviews and Judicial Activism.

Module – 4



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# **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 & 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 liabilityin Engineering.

### Course outcome (Course Skill Set) :

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

C01	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.
C05	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.



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# 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**

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) Personalizedlearning, (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 ofIndia 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 ofIndia, Judicial Reviews and Judicial Activism.

Module – 4



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# **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 & 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 liabilityin Engineering.

### Course outcome (Course Skill Set) :

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

C01	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.
C05	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

#### BICOK107-207

# Theory -01 Credit Course

Course Title:	Indian Constitution		
Course Code:	Participation of the second second	CIE Marks	50
Courses Turns (Theory (Described Acts	BIGOK 107-207	SEE Marks	50
Course Type (Theory/Practical /Integrat	VA51	Total Marks	100
Teaching Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy Course objectives :	15 hours	Credits	01
The course INDIAN CONSTITUTION 1. To know about the basic structu 2. To know the Fundamental Righ 3. To know the State Executive & 5. To karn the Amendments and I Teaching-Learning Process These are sample Strategies, which tea make Teaching -Learning more effecti process. The pedagogy shall involve the (i) Direct instructional method (Lo (iii) Blended learning (Combina learning, (vi) Problems based le (a) Apart from conventional lecture	re of Indian Constitution. ts (FR's), DPSP's and Fundam mment, political structure & co Elections system of India. Emergency Provisions, other im icher can use to accelerate the we: Teachers shall adopt suitab combination of different metho w/Old Technology), (ii) Flippe tion of both), (iv) Enquiry and aming through discussion.	ental Duties (FD's) of ou odes, procedures. portant provisions given e attainment of the vario le pedagogy for effective dologies which suit mode d classrooms (High/adva evaluation based learning	by the constitution. ous course outcomes and teaching - learning ern technolog cal tools. need Technological tools), g, (v) Personalized
animation films may be adapted			
practical skills.			
practical skills. Modul Indian Constitution: Necessity of the C	It has not entered that	ars of pedagogy)	doption. Introduction to th
Modul Indian Constitution: Necessity of the C Indian constitution, Making of the Const Modul	onstitution, Societies before an itution, Role of the Constituent e-2 (03 hor	d after the Constitution a Assembly. ars of pedagogy)	
Modul Indian Constitution: Necessity of the C Indian constitution, Making of the Const	onstitution, Societies before an itution, Role of the Constituent e-2 (03 hor	d after the Constitution a Assembly. ars of pedagogy)	
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#### IV Semester

	the sufficit			
Course		21UHV49	CIE Marks	50
	g Hours /Week (L:T:P:S)	2:0:0	SEE Marks Total Marks	50
Credits	ours of Pedagogy	01	Exam Hours	01
		01	Examinouis	01
	objectives: troductory course in put is in	tended:		
		ciate the essential complementa and prosperity which are the cor		
p H	rofession as well as toward luman reality and the rest of	ent of a Holistic perspective s happiness and prosperity base of existence. Such a holistic pers towards value-based living in a n	d on a correct understa pective forms the basis	anding of the
0		ations of such a Holistic under y fulfilling human behaviour and		
	ourse is intended to provide ing minds.	a much-needed orientational in	put in value education	to the young
Thes	omes.	ch teacher can use to accelerate		
1.		ourse is explorational and thus ly of the human being vis-à-vis the		It involves a
2	The course is in the form of	20 lectures (discussions)		
3.	It is free from any dogma or	value prescriptions.		
4.	found as truth or reality is s own right, based on their Na	tigation and self-exploration, and stated as a proposal and the stude stural Acceptance and subsequent lab and every activity is a source o	nts are facilitated to ver Experiential Validation	ify it in their
5.		tion takes the form of a dialogue t ontinue within the student in ever		
6.	This self-exploration also present beliefs.	enables them to critically eva	aluate their pre-condit	ionings and
		Module-1		
Intro	duction to Value Education	(4 hours)		
		ship and Physical Facility (Holi	stic Development and	the Role of
Edi	acation)			
Ha	ppiness and Prosperity - t	n, Self-exploration as the Proce he Basic Human Aspirations, H		
	nario, Method to Fulfil the Ba		al a fair and a	
Teachin	ig- Introduction to Va	alue Education - Chalk and talk me	thod, Discussion, Sharin	g of experience



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# **Constitution of India and Professional Ethics**

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) Personalizedlearning, (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 ofIndia 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 ofIndia, Judicial Reviews and Judicial Activism.

#### Module – 4



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# **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 & 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 liabilityin Engineering.

### Course outcome (Course Skill Set) :

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

C01	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.
C05	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.



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# Department of Mechatronics

#### 26.10.2022

#### BICOK107-207

#### Theory - 01 Credit Course Indian Constitution

#### Course Title; Indian Constitution Course Code: **CIE Marks** 50 BIGOK 107-207 SEE Marks 50 Course Type (Theory/Practical /Integrated) Total Marks 100 Teaching Hours/Week (L:T:P:S) 1:0:0:0 01 Theory Exam Hours Total Hours of Pedagogy 15 hours Credits 01 Course objectives : The course INDIAN CONSTITUTION (22)CO17 / 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 To know about our Union Government, political structure & codes, procedures. 3. 4. To know the State Executive & Elections system of India. 5. To karn 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 technolog cal 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, 000 animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills. (03 hours of pedagogy) Module-1 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. (03 hours of pedagogy) Module-5 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: Analyse the basic structure of Indian Constitution. CO 1 CO2 Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution. CO 3 know about our Union Government, political structure & codes, procedures CO4 Understand our State Executive & Elections system of India. CO<sub>5</sub> Remember the Amendments and Emergency Provisions, other important provisions given by the constitution



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# Department of Civil Engineering

#### 26.10.2022

### Theory -01 Credit Course

#### BICOK107-207

	Title:	Indian Constitution		
Course	Code:		CIE Marks	50
Course	Type (Theory/Practical /Integrated)	BIGOK 107-207	SEE Marks	50
2020			Total Marks	100
	g Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
	ours of Pedagogy e objectives :	15 hours	Credits	01
1. 2. 3. 4. 5. <b>Teachi</b> These a make Te	rse INDIAN CONSTITUTION (22 To know about the basic structure o To know the Fundamental Rights (F To know about our Union Governm To know the State Executive & Ele To learn the Amendments and Emer ing-Learning Process re sample Strategies, which teache eaching -Learning more effective: The pedagogy shall involve the com Direct instructional method ( Low/O (iii) Blended learning (Combination learning, (vi) Problems based learnin Apart from conventional lecture met	f Indian Constitution. 'R's), DPSP's and Fundam- tent, political structure & co- excitons system of India. rgency Provisions, other im- er can use to accelerate the bination of different metho- lod Technology), (ii) Flippe of both), (iv) Enquiry and ng through discussion. thods, various types of inno-	ental Duties (FD's) of our sdes, procedures. portant provisions given l e attainment of the vario le pedago gy for effective dologies which suit mode d classrooms (High/advai e valuation based learning vative teaching technique	by the constitution. teaching - learning rm technolog cal tools. need Technological tools), g, (v) Personalized is through videos,
Indian	animation films may be adapted so t practical skills. Module-1 Constitution: Necessity of the Cons	(03 hou	irs of pedagogy)	. 80 1000000 80 00000
Indian o	onstitution, Making of the Constituti	on, Role of the Constituent	Assembly.	
	Module-2	(03 ho	irs of pedagogy)	
	Produite a	100100	it's of peuagogy j	
	features of India Constitution. Prear (FR's) and its Restriction and limit	mble of Indian Constitution	n & Key concepts of th	e Preamble. Fundamenta
	features of India Constitution. Prear (FR's) and its Restriction and limit	nble of Indian Constitutio tations in different Complete	n & Key concepts of the Situations, building,	e Preamble. Funda menta
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SEMESTER - V						
CONSTRUCTION MANAGEMENT AND ENTREPRENEURSHIP						
Course Code 18CV51 CIE Marks 40						
Teaching Hours/Week(L:T:P) (2:2:0) SEE Marks 60						
Credits						

#### Course Learning Objectives: This course will enable students to

- Understand the concept of planning, scheduling, cost and quality control, safety during construction, organization and use of project information necessary for construction project.
- 2. Inculcate Human values to grow as responsible human beings with proper personality.
- 3. Keep up ethical conduct and discharge professional duties.

#### Module -1

Management: Characteristics of management, functions of management, importance and purpose of planning process, types of plans.

Construction Project Formulation: Introduction to construction management, project organization, management functions, management styles.

**Construction Planning and Scheduling:** Introduction, types of project plans, work breakdown structure, Grant Chart, preparation of network diagram- event and activity based and its critical path-critical path method, PERT method, concept of activity on arrow and activity on node.

#### Module -2

Resource Management: Basic concepts of resource management, class of lab our, Wages & statutory requirement, Labour Production rate or Productivity, Factors affecting labour output or productivity.

Construction Equipments: classification of construction equipment, estimation of productivity for: excavator, dozer, compactors, graders and dumpers. Estimation of ownership cost, operational and maintenance cost of construction equipments. Selection of construction equipment and basic concept on equipment maintenance

Materials: material management functions, inventory management.

#### Module -3

#### Construction Quality, safety and Human Values:

Construction quality process, inspection, quality control and quality assurance, cost of quality, ISO standards. Introduction to concept of Total Quality Management

HSE: Introduction to concepts of HSE as applicable to Construction. Importance of safety in construction, Safety measures to be taken during Excavation, Explosives, drilling and blasting, hot bituminous works, scaffolds / platforms / ladder, form work and equipment operation. Storage of materials. Safety through legislation, safety campaign. Insurances.

Ethics : Morals, values and ethics, integrity, trustworthiness, work ethics, need of engineering ethics, Professional Duties, Professional and Individual Rights, Confidential and Proprietary Information, Conflict of Interest Confidentiality, Gifts and Bribes, Price Fixing, Whistle Blowing.

#### Module -4

Introduction to engineering economy: Principles of engineering economics, concept on Micro and macro analysis, problem solving and decision making.

Interest and time value of money: concept of simple and compound interest, interest formula for: single payment, equal payment and uniform gradient series. Nominal and effective interest rates, deferred annuities, capitalized cost.

**Comparison of alternatives:** Present worth, annual equivalent, capitalized and rate of return methods, Minimum Cost analysis and break even analysis.

Module -5



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Entrepreneurship: Evolution of the concept, functions of an entrepreneur, concepts of entrepreneurship, stages in entrepreneurial process, different sources of finance for entrepreneur, central and state level financial institutions.

Micro, Small & Medium Enterprises (MSME): definition, characteristics, objectives, scope, role of MSME in economic development, advantages of MSME, Introduction to different schemes: TECKSOK, KIADB, KSSIDC, DIC, Single Window Agency: SISI, NSIC, SIDBI, KSFC.

Business Planning Process: Business planning process, marketing plan, financial plan, project report and feasibility study, guidelines for preparation of model project report for starting a new venture. Introduction to international entrepreneurship opportunities, entry into international business, exporting, direct foreign investment, venture capital.

Course Outcomes: After studying this course, students will be able to:

- Prepare a project plan based on requirements and prepare schedule of a project by understanding the activities and their sequence.
- Understand labour output, equipment efficiency to allocate resources required for an activity / project to achieve desired quality and safety.
- Analyze the economics of alternatives and evaluate benefits and profits of a construction activity based on monetary value and time value.
- Establish as an ethical entrepreneur and establish an enterprise utilizing the provisions offered by the federal agencies.

#### Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- · There will be two full questions (with a maximum of four sub- questions) from each module.
- Each full question will have sub- question covering all the topics under a module.
- The students will have to answer five full questions, selecting one full question from each module.

#### Textbooks:

- 1. P C Tripathi and P N Reddy, "Principles of Management", Tata McGraw-Hill Education
- Chitkara, K.K., "Construction Project Management: Planning Scheduling and Control", Tata McGraw-Hill Publishing Company, New Delhi.
- Poornima M. Charantimath, "Entrepreneurship Development and Small Business Enterprise", Dorling Kindersley (India) Pvt. Ltd., Licensees of PearsonEducation
- Dr. U.K. Shrivastava "Construction Planning and Management", Galgotia publications Pvt. Ltd. New Delhi.
- Bureau of Indian standards IS 7272 (Part-1)- 1974 : Recommendations for labour output constant for building works:

#### Reference Books:

- Robert L Peurifoy, Clifford J. Schexnayder, AviadShapira, Robert Schmitt, "Construction Planning, Equipment, and Methods (Civil Engineering), McGraw-HillEducation
- Harold Koontz, Heinz Weihrich, "Essentials of Management: An International, Innovation, and Leadership perspective", T.M.H. Edition, NewDelhi
- Frank Harris, Ronald McCaffer with Francis Edum-Fotwe, "Modern Construction Management", Wiley-Blackwell
- 4. Mike Martin, Roland Schinzinger, "Ethics in Engineering", McGraw-HillEducation



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#### B. E. CIVIL ENGINEERING

#### Choice Based Credit System (CBCS) and Outcome Based Education (OBE) SEMESTER - V

DESIGN OF RC STRUCTURAL ELEMENTS				
Course Code	18CV53	CIE Marks	40	
Teaching Hours/Week(L:T:P)	(3:2:0)	SEE Marks	60	
Credits	04	Exam Hours	03	

#### Course Learning Objectives: This course will enable students to

- Identify, formulate and solve engineering problems of RC elements subjected to different kinds of loading.
- 2. Follow a procedural knowledge in designing various structural RC elements.
- 3. Impart the usage of codes for strength, serviceability and durability.
- 4. Provide knowledge in analysis and design of RC elements.

#### Module-1

Introduction to working stress and limit State Design: Introduction to working stress method, Difference between Working stress and Limit State Method of design, Modular Ratio and Factor of Safety and evaluation of design constants for working stress method.

Philosophy and principle of limit state design with assumptions. Partial Safety factors, Characteristic load and strength. Stress block parameters, concept of balanced section, under reinforced and over reinforced section.

Limiting deflection, short term deflection, long term deflection, Calculation of deflection of singly reinforced beam only. Cracking in reinforced concrete members, calculation of crack width of singly reinforced beam. Side face reinforcement, slender limits of beams for stability.

#### Module-2

#### Limit State Analysis of Beams:

Analysis of singly reinforced, doubly reinforced and flanged beams for flexure and shear.

#### Module-3

Limit State Design of Beams: Design of singly and doubly reinforced beams, Design of flanged beams, design for combined bending, shear and torsion as per IS-456.

#### Module-4

Limit State Design of Slabs and Stairs: Introduction to one way and two way slabs, Design of cantilever, simply supported and one way continuous slab. Design of two way slabs for different boundary conditions. Design of dog legged and open well staircases. Importance of bond, anchorage length and lap length.

#### Module-5

Limit State Deign of Columns and Footings: Analysis and design of short axially loaded RC column. Design of columns with uniaxial and biaxial moments, Design concepts of the footings. Design of Rectangular and square column footings with axial load and also for axial load & moment.

Course outcomes: After studying this course, students will be able to:

- 1. Understand the design philosophy and principles.
- 2. Solve engineering problems of RC elements subjected to flexure, shear and torsion.
- Demonstrate the procedural knowledge in designs of RC structural elements such as slabs, columns and footings.
- 4. Owns professional and ethical responsibility.



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## Department of Electrical & Electronics Engineering

Module - 2	(03 hours of pedagogy)
<ol> <li>ನಾಮಪದಗಳ ಸಂಬಂಧಾರ್ಥಕ ರೂಪಗಳು, ಸಂದೇಹಾಸ ನಾಮಪದಗಳು - Possessive forms of nouns, dubiti</li> <li>ಗುಣ, ಪರಿಮಾಣ ಮತ್ತು ವರ್ಣಬಣ್ಣ ವಿಶೇಷಣಗಳು, ಸಂ.</li> </ol>	ive question and Relative nouns
Colour Adjectives, Numerals	
3, ಕಾರಕ ರೂಪಗಳು ಮತ್ತು ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು –ಸಪ್ತಮಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ – (1	ಆ, ಅದು, ಅವು, ಅಲ್ಲಿ) −Predictive Forms, Locative Case
Module - 3	(03 hours of pedagogy
1. ಚತಾರ್ಥಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯದ ಬಳಕೆ ಮತ್ತು ಸಂಖ್ಯಾವಾಚಕಗಳು - Dative (	Cases, and Numerals
2. ಸಂಖ್ಯಾಗುಣವಾಚಕಗಳು ಮತ್ತು ಬಹುವಚನ ನಾಮರೂಪಗಳು -Ordina	I numerals and Plural markers
3. ನ್ಯೂಸ/ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾಪದಗಳು & ವರ್ಣ ಗುಣವಾಚಕಗಳು - Det	fective/Negative Verbs & Colour Adjectives
Module- 4	(03 hours of pedagogy
1. ಅಪ್ಪಣೆ / ಒಪ್ಪಿಗೆ, ನಿರ್ದೇಶನ, ಪ್ರೋತ್ಸಾಹ ಮತು ಒತ್ತಾಯ ಆ	ರ್ಥರೂಪ ಪದಗಳು ಮತ್ತು ವಾಕ್ಯಗಳು
Permission, Commands, encouraging and Urging words (I	mperative words and sentences)
2. ಸಾಮಾನ್ಯ ಸಂಭಾಷಣೆಗಳಲ್ಲಿ ದ್ವಿತೀಯ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು	ಮತ್ತು ಸಂಭವನೀಯ ಪ್ರಕಾರಗಳು
Accusative Cases and Potential Forms used in General Com	munication
<ol> <li>"ಇರು ಮತ್ತು ಇರಲ್ಲ" ಸಹಾಯಕ ಕ್ರಿಯಾಪದಗಳು, ಸಂಭಾವ್ಯ</li> </ol>	ಸೂಚಕ ಮತ್ತು ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾ ಪದಗಳು -
Helping Verbs "iru and iralla", Corresponding Future and New	gation Verbs
4. ಹೋಲಿಕೆ (ತರತಮ), ಸಂಬಂಧ ಸೂಚಕ, ವಸ್ತು ಸೂಚಕ ಪ್ರತ	ಕ್ಯಯಗಳು ಮತ್ತು ನಿಷೇಧಾರ್ಥಕ ಪದಗಳ ಬಳಕೆ-
Comparitive, Relationship, Identification and Negation Words	
Module - 5	(03 hours of pedagogy)
1. ಕಾಲ ಮತ್ತು ಸಮಯದ ಹಾಗೂ ಕ್ರಿಯಾಪದಗಳ ವಿವಿಧ ಪ್ರಕಾಣ	-Different types of Tense, Time and Verbs
2. ದ್, -ತ್, - ತು, - ಇತು, - ಆಗಿ, - ಅಲ್ಲ, - ಗ್, -ಕ್, ಇದೆ, ಕ್ರಿಯಾ ಪ	್ರತ್ಯಯಗಳೊಂದಿಗೆ ಭೂತ, ಭವಿಷ್ಯತ್ ಮತ್ತು
ವರ್ತಮಾನ ಕಾಲ ವಾಕ್ಯ ರಚನೆ - Formation of Past, Future	and Present Tense Sentences with Verb Forms

### Course outcome (Course Skill Set)

ಬಳಕೆ ಕನ್ನಡ ಪಠ್ಯ ಕಲಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಗುವ ಅನುಕೂಲಗಳು ಮತ್ತು ಫಲಿತಾಂಶಗಳು:

CO1	To understand the necessity of learning of local language for comfortable life.
COZ	To speak, read and write Kannada language as per requirement.
C03	To communicate (converse) in Kannada language in their daily life with kannada speakers.
C04	To Listen and understand the Kannada language properly.
C05	To speak in polite conservation.



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## Indian Constitution

	Title:	Indian Constitution		
Course (	Code:		CIE Marks	50
Courses	Para (Phana (Paratian) (Internet A)	BIGOK107-207	SEE Marks	50
Lourse	Type (Theory/Practical /Integrated)		Total Marks	100
Teachin	g Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Ho	ours of Pedagogy	15 hours	Credits	01
3. 4. 5. Teachi These au make Te process. (i)	To know about the basic structure o To know the Fundamental Rights (F To know about our Union Governm To know the State Executive & Ele To learn the Amendments and Emer ng-Learning Process re sample Strategies, which teache eaching -Learning more effective: The pedagogy shall involve the com Direct instructional method (Low/O (iii) Blended learning (Combination learning, (vi) Problems based learning	R's), DPSP's and Fundam ent, political structure & co ctions system of India. gency Provisions, other in r can use to accelerate the reachers shall adopt suitab bination of different metho ld Technology), (ii) Flippe of both), (iv) Enquiry and	odes, procedures. aportant provisions given e attainment of the varie le pedagogy for effective odologies which suit mod ed classrooms (High/adva	by the constitution. ous course outcomes and teaching - learning ern technological tools. need Technological tools),
60	Apart from conventional lecture met animation films may be adapted so t practical skills.	hods, various types of inno		
	Module-1	(03 hor	urs of pedagogy)	
			10	
	Constitution: Necessity of the Const onstitution, Making of the Constitution	on, Role of the Constituent	ad after the Constitution a Assembly.	doption. Introduction to the
Indian ce	onstitution, Making of the Constituti Module-2	on, Role of the Constituent (03 ho	nd after the Constitution a Assembly. urs of pedagogy)	
Indian co Salient f	onstitution, Making of the Constitution	on, Role of the Constituent (03 ho nble of Indian Constitutio	nd after the Constitution a Assembly. urs of pedagogy) on & Key concepts of th	
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	21CIP37/47	CIE Marks	50
Teaching Hours/Week (L:T:P: S	) 1:0,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
<ol> <li>To know the Fundamental 1</li> <li>To know about our Union 0</li> <li>To know the State Executiv</li> <li>To learn the Amendments a</li> </ol>	will enable the students ructure of Indian Constitution. Rights (FR's), DPSP's and Fundamental Government, political structure & codes, j we & Elections system of India. and Emergency Provisions, other importa	procedures.	
make Teaching -Learning more ef process. The pedagogy shall involve (i) Direct instructional method tools), (iii) Blended learnin learning, (vi) Problems base Apart from conventional lecture films may be adapted so that the	h teacher can use to accelerate the attain fective: Teachers shall adopt suitable peo- the combination of different methodolog (Low/Old Technology), (ii) Flipped classing (Combination of both), (iv) Enquiry and ed learning through discussion. In methods, various types of innovative teal e delivered lesson can progress the student	lagogy for effective teach gies which suit modern tea strooms (High/ndvanced 7 ad evaluation based learni sching techniques through	ing - learning chnological tools. Fechnological ing, (v) Personalized videos, animation
Module - 1	titution: The Necessity of the Const	de la companya de la	
	on to the Indian constitution. The Ma mble of Indian Constitution & Key co		
Situations. Directive Principles	damental Rights and its Restriction an of State Policy (DPSP) and its pre- and its Scope and significance in Nati-	esent relevance in our	
Situations. Directive Principles examples. Fundamental Duties a		esent relevance in our	
Situations. Directive Principles examples. Fundamental Duties a Module - 3 Union Executive : Parliamen	of State Policy (DPSP) and its pre- and its Scope and significance in National stary System, Union Executive – Pre- tentary Committees, Important Parlia	esent relevance in our on building, resident, Prime Minist	society with er, Union Cabinet
Situations. Directive Principles examples. Fundamental Duties a Module - 3 Union Executive : Parliamen Parliament - LS and RS, Parliam	of State Policy (DPSP) and its pre- and its Scope and significance in National stary System, Union Executive – Pre- tentary Committees, Important Parlia	esent relevance in our on building, resident, Prime Minist	society with er, Union Cabinet
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Situations. Directive Principles examples. Fundamental Duties a Module - 3 Union Executive : Parliamen Parliament - LS and RS, Parliam India, Judicial Reviews and Judic Module - 4 State Executive & Election Commission, Elections & Elec Constitutional Amendments till t Module-5 Professional Ethics: Ethics & Positive and Negative Faces of	of State Policy (DPSP) and its pre- and its Scope and significance in National stary System, Union Executive – Pre- mentary Committees, Important Parlian cial Activism. s, Amendments and Emergency toral Process. Amendment to Cons-	esent relevance in our on building. resident, Prime Minist mentary Terminologies y Provisions: State 1 titution (How and W ims of Professional & Conflicts of Interest. 1	society with er, Union Cabinet Supreme Court o Executive, Election hy) and Importan Engineering Ethics
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# Department of Business Administration

ENTREPREN	EURSHIP DEVEL	OPMENT	
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
<ul> <li>Course Learning objectives:</li> <li>To develop and strengthen entreprene</li> <li>To impart basic entrepreneurial ski effectively.</li> <li>To provide insights to students on institutions supporting entrepreneurs.</li> <li>To make students understand the way</li> </ul>	ills and understanding	s to run a business e	efficiently and
Module-1 (7 Hours) Introduction to Entrepreneur & Entre			
concept - Functions of an Entrepreneur - Concept of Entrepreneurship -Entrepreneur Creativity and Innovation: The role of er Methods of Generating Ideas , Creative Pr	rial Culture - Stages in eativity . The innovati	entrepreneurial proces on Process , Sources of	5.
Module-2 (9 Hours) Developing Business Model: Importance	2000-01 V000-000		2011
starting a new venture. Lab Component and assignment: Desig Module-3 (9 Hours) Managing and Growing New Venture: decisions, Managing early growth of the a Getting Financing or Funding for the New and preparation of a financial plan, Sou Equity Financing, Business Angels, Ver	Preparing for the new new venture- new venture w Venture: Estimating turces of Personal Fina nture Capital, Initial Po	venture launch - early are expansion strategie the financial needs of a meing. Preparing to R ablic Offering, Comm	s and issues. new venture taise Debt or ercial Banks,
Other Sources of Debt Financing, Leasin Partnership, Limited liability partnership			oprictorship ,
Module-4 (9 Hours)	100	ana an	2.055
Entrepreneurship Development and Government in promoting Entrepreneursh - Export Oriented Units - Fiscal and Ta Entrepreneurs, Reasons for low wome Strategies to motivate entrepreneurship an Institutions supporting Entrepreneurs: A NABARD - IDBI - SIDCO - Indian Inst Industrial Policy of Government of India.	iip - Introduction to variation available at concessions available en Entrepreneurs, Pro- nongst women, brief overview of final	rious incentives, subsic le- Start Up India sel ispects for Women incial institutions in In	dies and grants herne. Women Entrepreneurs, idia - SIDBI -
Module-5 (7 Hours)			
Process of Company Incorporation; pro limited company, a partnership; Character Up. Intellectual property protection and indications, Ethical and social responsibil	ristics of a limited liabi Ethics: Patents , Co	ility partnership; Four	stages of Start



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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

- 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 1	FCHNOLOGIES	
Course Code	20MBA301	CIE Marks	40
Teaching Hours/Week	3:0:2	SEE Marks	60
Credits	04	Exam Hours	03
Objective of the Course:	04	Examinours	05
<ol> <li>To study data scien</li> <li>To understand the of</li> </ol>	emerging technologies applicable in ce as a tool for decision making in N concept of AI, IOT and AR. rging technologies in Management.		
Module -1 Introduction to	Emerging Technologies	9 h	ours
Revolution; Introduction to	Fourth industrial revolution (IR works for emerging technologies	ution; Historical background of the 4.0); Role of data for Emerging teo (programmable devices); Human to	hnologies
Module -2 Data Science		7 h	ours
		Data types and representation; Data Va Data Usage; Basic concepts of Big Data	
Module -3 Artificial Intelli	gence(AI)	91	ours
		Types of AI, Applications of AI in A atforms (eg: scratch/object tracking).	griculture
Module -4 Internet of Thin			ours
Wearable devices; Smart far Module-5 Augmented Real	ming; IOT tools and platforms; Sam lity (AR) and Virtual Reality (VR	ns of IOT at Smart home; Smart grid; ple application with hands on activity. ) 9 h AR) vs mixed reality (MR), Architect	ours
		istance, entertainment) workshop orien	
systems. Application of AF demo. Module-6 Ethics, Professio	R systems (education, medical, assi malism and Other Emerging Tech	nologies 7 ho	nted hands
systems. Application of AF demo. Module-6 Ethics, Professio Technology and ethics, Digi Other Technologies: Block	R systems (education, medical, assi malism and Other Emerging Tech tal privacy, Accountability and trust	nologies 7 ho	nted hands
systems. Application of AF demo. Module-6 Ethics, Profession Technology and ethics, Digit Other Technologies: Block vision, Cyber security, Addit Course Outcomes: By the end of this course the 1. Identify different emerge 2. Select appropriate technologies. 3. Identify necessary input 4. Understand the latest determined Module-6 Ethics, Profession Technology and ethics, Digit Other Technologies: Block vision, Cyber security, Addit Course Outcomes: By the end of this course the 1. Identify different emerge 2. Select appropriate technologies. 3. Identify necessary input 4. Understand the latest determined Select appropriate technologies. Select appropriate t	R systems (education, medical, assi <b>malism and Other Emerging Tech</b> tal privacy, Accountability and trust chain technology, Cloud and quant tive manufacturing (3D Printing) e student will able to:	nologies 7 ho , Treats and challenges. um computing, Autonomic computing,	nted hands
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systems. Application of AF demo. Module-6 Ethics, Professio Technology and ethics, Digi Other Technologies: Block vision, Cyber security, Addi Course Outcomes: By the end of this course the 1. Identify different emerg 2. Select appropriate techn 3. Identify necessary input 4. Understand the latest de Practical Component: • Big data analysis using	R systems (education, medical, assi malism and Other Emerging Tech tal privacy, Accountability and trust chain technology, Cloud and quant tive manufacturing (3D Printing) e student will able to: ting technologies tology and tools for a given task ts for application of emerging technolog evelopments in the area of technolog an analytical tool	nologies 7 ho , Treats and challenges. um computing, Autonomic computing, ologies y to support business	nted hand
systems. Application of AF demo. Module-6 Ethics, Professio Technology and ethics, Digi Other Technologies: Block vision, Cyber security, Addi Course Outcomes: By the end of this course the 1. Identify different emerg 2. Select appropriate techn 3. Identify necessary input 4. Understand the latest de Practical Component: • Big data analysis using • Study the Application o	R systems (education, medical, assi malism and Other Emerging Tech tal privacy, Accountability and trust chain technology, Cloud and quant tive manufacturing (3D Printing) e student will able to: ting technologies tology and tools for a given task ts for application of emerging technolog evelopments in the area of technolog an analytical tool f AI in any one field and prepare a R	nologies 7 ho , Treats and challenges. um computing, Autonomic computing, ologies y to support business	nted hand
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systems. Application of AF demo. Module-6 Ethics, Professio Technology and ethics, Digi Other Technologies: Block vision, Cyber security, Addi Course Outcomes: By the end of this course the 1. Identify different emerg 2. Select appropriate techn 3. Identify necessary input 4. Understand the latest de Practical Component: • Big data analysis using • Study the Application o	R systems (education, medical, assi malism and Other Emerging Tech tal privacy, Accountability and trust chain technology, Cloud and quant tive manufacturing (3D Printing) e student will able to: ging technologies nology and tools for a given task ts for application of emerging technolog evelopments in the area of technolog an analytical tool f AI in any one field and prepare a R ces of a Company iroup or team	nologies 7 ho , Treats and challenges. um computing, Autonomic computing, ologies y to support business	nted hand



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#### HUMAN RESOURCE SPECIALISATION COURSES

Course Code Teaching Hours/Week (L:T:P)		CIE Marks	40
TERCHING FIGHES WEEK [L. T.F.]	20MBAHR401	SEE Marks	60
Credits	03	Exam Hours	03
Course Objectives	102	Exam Froms	.0.2
<ol> <li>in the Organisation</li> <li>The student will be able to various Leadership practices</li> <li>The student will be able to a</li> <li>The student will be able to Organisation</li> <li>The student will be able to e Organisation</li> <li>The student will be able to a</li> </ol>	describe and Identify the application describe and explain in her/his of and style followed in the Organisa pply and solve the workplace proble classify and categories different Lo reate and reconstruct Leadership re- appraise and judge the practical app	wn words, the relevance and imp tion ems through Leadership practices adership practices and styles follo quired to manage the Human Resou	wed in the
the Organisation Module-1 Introduction		5 hr	ours
	Conceptualizing Leadership, Defin		175.52
	Assigned Versus Emergent Leade		
Module -2 Model of Leadershi	o - Part A	7 he	urs
Strengths, Criticisms, Applicatio Skills Approach	n, Case Studies, Leadership Instrum	vent	
Description, Three-Skill Approa Approach, Skills Model, Comp Environmental Influences, Sum Criticisms, Application, Case Sta Behavioral Approach Description, The Ohio State St (Leadership) Grid, Authority–C (1,1), Middle-of-the-Road Mana How Does the Behavioral Ap Instrument Situational Approach Description, Leadership Styles, Criticisms, Application, Case Sta	udies, The University of Michiga ompliance (9,1), Country-Club Ma gement (5,5), Team Management ( proach Work? Strengths, Criticis Development Levels, How Does dies, Leadership Instrument	Leadership, Outcomes, Career Es Does the Skills Approach Work? In Studies, Blake and Mouton's I magement (1.9) Impoverished M 9,9), Patemalism/Matemalism, Op ms, Application, Case Studies, I the Situational Approach Work?	xperiences Strengths Manageria anagemen portunism Leadership Strengths
Description, Three-Skill Approa Approach, Skills Model, Comp Environmental Influences, Sum Criticisms, Application, Case Sta Behavioral Approach Description, The Ohio State St (Leadership) Grid, Authority–C (1,1), Middle-of-the-Road Mana How Does the Behavioral Ap Instrument Situational Approach	petencies, Individual Attributes, I mary of the Skills Model, How I idies, Leadership Instrument udies, The University of Michiga ompliance (9,1), Country-Club Ma gement (5,5), Team Management ( proach Work? Strengths, Criticis Development Levels, How Does idies, Leadership Instrument	Leadership, Outcomes, Career Es Does the Skills Approach Work? In Studies, Blake and Mouton's I magement (1.9) Impoverished M 9,9), Patemalism/Matemalism, Op ms, Application, Case Studies, I the Situational Approach Work?	xperiences Strengths Manageria anagemen portunism Leadershij



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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
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.
<ol> <li>Developing better insight in understanding the leadership traits that influence them to work effectively in</li> </ol>
group.
<ol> <li>Demonstrate their ability to apply of their knowledge in organizational leadership.</li> </ol>
Practical Components:
<ul> <li>Meet any Leader- Organisation or Academic and ask 10 questions related to Leadership. Than analysis the</li> </ul>
type of leadership style adopted.
<ul> <li>Meet 4-5 Leaders from different roles and compare - contrast the different style son leadership.</li> <li>Meet Condex angli is leaders and two angles in a who we have the best leader in which tags a fast we</li> </ul>
<ul> <li>Meet Gender specific leaders and try analysing who makes the best leader in which type of set-up.</li> </ul>
• 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
<ul> <li>Meet Gender specific leaders and try analysing who makes the best leader in which type of set-up.</li> </ul>



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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	90	Estatin Liours	0.5
<ol> <li>Organisation</li> <li>The student will be able to de in managing and developing a</li> <li>The student will be able to ap</li> <li>The student will be able to ch</li> <li>The student will be able to c International employees</li> </ol>	ply and solve the workplace problem assify and categorise different Laws reate and reconstruct HRM System openise and judge the practical appli	words, the relevance and importance ins involving International issues related to IHRM it to be adopted in the Organisation	related to
Module-1 Introduction		7.6	ours
and and a standard standard and an an an an an and an a standard	Evolution, Challenges, Objectives		
Globalisation and HRM, The in Human Resource Management	<ul> <li>d views: "Culture and power": Comportance of context, Differences in – Review of IHRM approaches, hat factors affect HRM approaches</li> </ul>	HRM practice; Approaches to In The concept of HRM, Are IHR	ternational M models
Module -2 IHRM Policies and	Practices - Part A	7 ho	urs
retention From the management Training and Development: Dev Training and Development: De Basic Concepts and Models Lea	cloping Global Leaders and Expatri mestic Versus International Organ dership Training and Development	ates isations International Training Ma	inagement
International Training Managem Module -3 IHRM Policies and		74-	1000
Global Performance Management		7 ho	urs
Introduction, Key components economies: China, India, Japan, Total Rewards in the Internation Recap: differentiating between Complexities faced by IHR mainternational assignments, Key	of PMSs Factors affecting PMSs South Korea, UK and USA, PMS fe	or expatriates duction: the current state of tota is objectives for the MNC Newer ards programs. Approaches to in	il rewards
	ments And Employment Practice		шгэ
Introduction Staffing policies, N The international assignment pro Multinational Companies and environments, Sustainability of	lotives for international transfers, A cess Dimensions of international as the Host Country Environmen divergent, employment arrangement country effects on IHRM practices	Iternative forms of international as signment success t Introduction, Varieties of hos nts Understanding how MNCs act	signments at country in diverse
		Global Employment Palation	
Importance of regulation and po	reportations: The Changing Context of litical context, Political agendas to de-regulation in a global context. H	de-regulate, Political and institution	

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.

-	-		PO		(1. p.)
СО	PO1	PO2	PO3	PO4	POS
CO1	X	1	X		X
CO2	X	8	X		X
CO3	X	X	X	[	00
CO4	X		X	X	X

## CO DO MADDINO

#### 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. .

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, WhyisSoftwareProjectManagementimportant?Whatisa Project?, ContractManagement, ActivitiesCoveredbySoftwareProjectManagement, Plans, MethodsandMethodologies, Somewaysof categorizingsoftwareprojects, Stakeholders, SettingObjectives, BusinessCase, ProjectSuccessandFailure, Whatis Management? Management Control, Traditional versus Modern Project ManagementPractices

Module-2 PROJECTEVALUATION&FINANCE Evaluation of IndividualProjects,CostBenefitEvaluationTechniques,RiskEvaluation, ProgrammeManagement,Managingallocation ResourceswithinProgrammes, FinancialAccounting– Anoverview– Accountingconcepts,Principles&Standards, Ledgerposting,Trialbalance,ProfitandLossaccountBalancesheet

Module-3 ACTIVITYPLANNING ObjectivesofActivityPlanning,Whento Plan,ProjectSchedules,Sequencingand SchedulingActivities,NetworkPlanningModels,ForwardPass– BackwardPass, Identifyingcriticalpath,ActivityFloat,ShorteningProjectDuration,Activityon Arrow Networks RiskManagement,NatureofRisk,CategoriesofRisk,Aframeworkfordealingwith Risk, Risk Identification, Risk analysis and prioritization, risk planning and risk monitoring

Module-4 MONITORINGANDCONTROL

CreatingtheFramework,CollectingtheData,Review,ProjectTerminationReview, VisualizingProgress,CostMonitoring,EarnedValueAnalysis,PrioritizingMonitoring, GettingProjectBackToTarget,ChangeControl,SoftwareConfiguration Management

Module-5 MANAGINGPEOPLEANDWORKINGINTEAMS Introduction,UnderstandingBehavior,OrganizationalBehavior:A Background,



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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 Menu Organization, Single Menus,



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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

Theory -01 Credit Course

#### BICOK107-207

**Indian Constitution** Course Title; Indian Constitution Course Code **CIE Marks** 50 BIGOK 107-207 SEE Marks 50 Course Type (Theory/Practical /Integrated) 100 **Total Marks** 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)CO17 / 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 To know about our Union Government, political structure & codes, procedures. 3 To know the State Executive & Elections system of India. 4. 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 technolog cal 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, 00 animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills. (03 hours of pedagogy) Module-1 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. Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution. CO 2 know about our Union Government, political structure & codes, procedures CO3 Understand our State Executive & Elections system of India CO4

CO5 Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.



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# Department of Biotechnology

### GENETIC ENGINEERING & APPLICATIONS

Course Code	18BT56	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 rDNA technology, vectors and enzymes used in genetic engineering.
- To learn acquire the knowledge of specific techniques like PCR, NA hybridization & libraries.
- To learn about various gene transfer techniques, applications of transgenic plants & animals and importance of gene therapy

#### Module-1

### VECTORS & ENZYMES IN GENETIC ENGINEERING:

Vectors in rDNA technology, salient features of vectors, types of vectors-plasmids, cosmids, phagemids and viruses. Construction of rDNA& vectors (BAC, Blue script and YAC). Exonucleases and Restriction Endonculeases: classification, mode of action. Enzymes in modification - Polynucleotide phosphorylase, DNase, Methylases, phosphatases, polynucleotide Kinase, Ligases, RNase and their mechansim of action

#### Module-2

### NUCLEIC ACID HYBRIDIZATION, AMPLIFICATION & CONSTRUCTION OF LIBRARIES:

Methods of nucleic acid detection, polymerase chain reaction (PCR), variants of PCR and applications, methods of nucleic acid hybridization, Southern, Northern & Western hybridization techniques & applications. Isolation of nucleic acids (DNA & RNA). Isolation of plasmids, construction of genomic and cDNA libraries, purification, screening and preservation

#### Module-3

### METHODS OF GENE/DNA TRANSFER:

Overview & classification of gene transfer techniques in plants, animals and microbes – Transformation, stable & transient transformation, transfection, electroporation, microinjection, liposome mediated gene transfer, transfection of DNA by calcium phosphate coprecipitation, gene gun method. Agrobacteriummediated gene transfer in plants – Ti &Ri plasmids: structure and functions, Ti plasmid based vectors – advantages, disease control of Agrobacterium tumefaciens. Chloroplast transformation & its applications.

Module-4

### TRANSGENIC SCIENCE IN GENETIC IMPROVEMENT

Transgenic science in plant improvement, biopharming – plants as bioreactors, transgenic crops for increased yield, resistance to biotic and abiotic stresses. Techniques of gene mapping in plants. Marker-assisted selection and breeding for improvement. Transgenic science for animal improvement, biopharming - animals as bioreactors for recombinant proteins, Gene mapping in farm animals. Marker-assisted selection and genetic improvement of livestock.

#### Module-5

### OTHER APPLICATIONS & GENE THERAPY

Microbial biotechnology - Genetic manipulation, engineering microbes for the production of antibiotics, enzymes, Insulin, growth hormones, monoclonal antibodies, clearing oil spills. Introduction to gene therapy. Methods of Gene therapy. Gene targeting and silencing. Gene therapy in the treatment of cancer, SCID, muscular dystrophy, respiratory disease (emphysema), cystic fibrosis. Challenges & future of gene therapy.



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

- Explain & compare the different vectors & enzymes used in the construction of recombinant DNA in Genetic engineering
- Choose& explain specific techniques like PCR, Blotting & construction of libraries
- · Differentiate between & learn the different gene/DNA transfer techniques
- Outline the various methods of producing transgenic organisms and sub-divide/summarize the
  applications of genetic engineering for the welfare of mankind & society

## Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- · Each full question will be for 20 marks.
- · There will be two full questions (with a maximum of four sub- questions) from each module.
- · Each full question will have sub- question covering all the topics under a module.
- · The students will have to answer five full questions, selecting one full question from each module.

SI No	Title of the Book	Name of the Author/s	Name of the Publisher	Edition and Year				
Text	Textbook/s							
1	Principles of Gene Manipulation and Genomics	S.B. Primrose and R. M. Twyman	Blackwell Science Publications	7th edition 2006				
2	Gene Cloning and DNA Analysis: An Introduction	T A Brown	Wiley – Blackwell Publications.	(6th edition)				
	rence Books							
3	Recombinant DNA	Watson.J.D. et al	Scientific American Books, New York	1993				
4	Plant Genetic Engineering	J. H. Dodds	Cambridge University Press	1983				
5	Gene Cloning and Manipulation	Howe C. J	Cambridge University Press	2007				



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# Department of Artificial Intelligence and Machine Learning

Theory	- 01 Credit Course			BICOK107-207
	n Constitution			
Course 7	l'itle:	Indian Constitution	1/12:576	
Course (	Code:		CIE Marks	50
Course	Type (Theory/Practical /Integrated)	BIGOK107-207	SEE Marks	50
KO - me		1:0:0:0	Total Marks	100
the second s	g Hours/Week (L:T:P: 5) ours of Pedagogy	15 hours	Exam Hours Credits	01 Theory 01
_	objectives :	1 13 nours	[ Greanes	
	ise INDIAN CONSTITUTION (22	ICO17 / 27) will enable the	students.	
L	To know about the basic structure o		No. of Concession, Name	
	To know the Fundamental Rights (F		tal Duties (FD's) of or	ir constitution.
	To know about our Union Governm		CLASS OF CLEAN CARE IN MARK	
4	To know the State Executive & Ele			
	To learn the Amendments and Emer		ortunt provisions given	by the constitution.
	ng-Learning Process		and the second press	
	re sample Strategies, which teache	r can use to accelerate the	attainment of the vari	ous course outcomes and
	eaching -Learning more effective:			
	The pedagogy shall involve the com	SAL MARTING AND INCOMENTATION AND A STREET	A	
	Direct instructional method ( Low/0			
	(iii) Blended learning (Combination	A CONTRACTOR OF A CONTRACTOR OF A CONTRACTOR AND A CONTRACT	the second s	
	learning, (vi) Problems based learning			and the second second
	Apart from conventional lecture met	March 1997 March 1997 March 1997 March 1997	ative teaching techniqu	as through videos.
	animation films may be adapted so t		and the second	
	practical skills.		-	
_	Module-1	(03 hou	s of pedagogy)	3.12%
Ngori	Module-1		rs of pedagogy)	and and a second second second
Indian (	Module-1 Constitution: Necessity of the Const	titution, Societies before and	after the Constitution	adoption. Introduction to t
Indian (	Module-1	titution, Societies before and	after the Constitution	adoption. Introduction to t
Indian (	Module-1 Constitution: Necessity of the Const	titution, Societies before and on, Role of the Constituent 3	after the Constitution	adoption. Introduction to th
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THE OXFORD COLLEGE OF ENGINEERING

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### 25112022 OK

#### III/IV Semester

Constitution (	of India and Professio	onal Ethics (CI	P)
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
To know about our Union Gover     4. To know the State Executive &     5. To learn the Amendments and Executive State Executive and Executing-Learning Process     These are sample Strategies, which tead     make Teaching -Learning more effective     process. The pedagogy shall involve the c     (i) Direct instructional method (Low	s (FR's), DPSP's and Fundamental innent, political structure & codes, Elections system of India. mergency Provisions, other importa- ther can use to accelerate the atta- te: Teachers shall adopt suitable per- ombination of different methodolog wOld Technology), (ii) Flipped cla enbination of both). (iv) Enquiry a ming through discussion. nods, various types of innovative tes- vered lesson can progress the studer	procedures. int provisions given by the inment of the various co lagogy for effective teach gies which suit modern to asrooms (High/advanced/ ad evaluation based learn sching techniques through its in theoretical applied a	e constitution. ourse outcomes and ing - learning chnological tools. Technological ing, (v) Personalized a videos, animation and practical skills.
Constitution adoption. Introduction to Constituent Assembly. The Preamble India Constitution.	the Indian constitution, The Ma	king of the Constitution	n, The Role of the
Module - 2			
FR's, FD's and DPSP's: Fundame Situations, Directive Principles of S examples. Fundamental Duties and it	state Policy (DPSP) and its pro-	esent relevance in our	
Module - 3			
Union Executive : Parliamentary Parliament - LS and RS, Parliamentar India, Judicial Reviews and Judicial A	y Committees, Important Parlia		
Module - 4			
State Executive & Elections, A Commission, Elections & Electoral Constitutional Amendments till today.	Process. Amendment to Con-		
Module-5		and the second second second	an that the second
Professional Ethics: Ethics & Value Positive and Negative Faces of Engin Responsibility. Trust & Reliability in in Engineering.	neering Ethics. Clash of Ethics,	Conflicts of Interest.	The impediments t



Theory -01 Credit Course

## CHILDREN'S EDUCATION SOCIETY(Regd.)

THE OXFORD COLLEGE OF ENGINEERING

(Recognised by the Govt. of Karnataka, Affiliated to Visvesvaraya Technological University, Belagavi. Accreditated NAAC 'A' Grade, Approved by A.I.C.T.E. New Delhi. Recognised by UGC Under Section 2(f)) Bommanahalli, Hosur Road, Bangalore-560068. Ph:080-61754601/602,Fax:080-25730551 E-mail:engprincipal@theoxford.edu. Web:www.theoxfordengg.org

# Department of Civil Engineering

#### 26.10.2022

#### BICOK107-207

Course Title:	Indian Constitution		
Course Code:		CIE Marks	50
Courses Three (7th a set (Described, Astronomic d)	BIGOK 107-207	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 Course objectives :	15 hours	Credits	01
The course INDIAN CONSTITUTION (22 1. To know about the basic structure o 2. To know the Fundamental Rights (F 3. To know the State Executive & Ele 5. To karn the Amendments and Eme Teaching-Learning Process These are sample Strategies, which teacher make Teaching -Learning more effective: process. The pedagogy shall involve the com (i) Direct instructional method (Low/O (iii) Blended learning (Combination karning, (vi) Problems based learning (a) Apart from conventional lecture method	f Indian Constitution. R's), DPSP's and Fundam ent, political structure & o extions system of India. rgency Provisions, other in er can use to accelerate the Teachers shall adopt suitabe bination of different mether Nd Technology), (ii) Flippe of both), (iv) Enquiry and ng through discussion.	ental Duties (FD's) of ou odes, procedures. nportant provisions given e attainment of the varie le pedago gy for effective scologies which suit mode ed classrooms (High/adva e valuation based learning	by the constitution. ous course outcomes and teaching - learning em technolog cal tools. need Technological tools), g, (v) Personalized
animation films may be adapted so t practical skills. Module-1			theoretical applied and
Indian Constitution: Necessity of the Const	SANAR BUSIERS	urs of pedagogy) and after the Constitution a	doption. Introduction to the
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THE COST WORKS SET OF SERVICE	titution, Societies before an on, Role of the Constituent	nd after the Constitution a	doption. Introduction to the
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# Department of Electrical & Electronics Engineering

### 26.10.2022

#### BICOK107-207

# Theory - 01 Credit Course

Course T	Title;	Indian Constitution		
Course (	lode:		CIE Marks	50
Courses 7	ype (Theory/Practical /Integrated)	BIGOK 107-207	SEE Marks	50
course a	ype (Theory/Practical /Integrated)		Total Marks	100
Teaching	g Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
Total Ho	urs of Pedagogy	15 hours	Credits	01
Course	objectives:			
The cour	se INDIAN CONSTITUTION (22	ICO17 / 27) will enable th	e students,	
1.	To know about the basic structure o	f Indian Constitution.		
2.	To know the Fundamental Rights (I	R's), DPSP's and Fundam	ental Duties (FD's) of or	urconstitution
3.	To know about our Union Governm	ent, political structure & or	odes, procedures.	
4.	To know the State Executive & Ele	ctions system of India.		
5.	To learn the Amendments and Eme	rgency Provisions, other im	portant provisions given	by the constitution.
Teachi	ng-Learning Process			
	e sample Strategies, which teache	r can use to accelerate the	e attainment of the vari	ous course outcomes and
	aching -Learning more effective:			
	The pedagogy shall involve the com			
· · · · · · · · · · · · · · · · · · ·	Direct instructional method ( Low/C		A REAL PROPERTY OF A READ REAL PROPERTY OF A REAL P	
	(iii) Blended learning (Combination			
	earning, (vi) Problems based learning		evaluation based feating	ig, (v) reisonalized
	Apart from conventional lecture met		antino tas duina tas baira	on the such wide as
	animation films may be adapted so t			-
	animation films may be adapted so t	hat the delivered lesson car	n progress the students H	n theoretical applied and
			- Programme and a second second	Contraction of the state of the
1	practical skills.			11
1		(03 hou	urs of pedagogy)	11
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Indian C	practical skills.	titution, Societies before an	urs of pedagogy)	a na constante da station
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THE OXFORD COLLEGE OF ENGINEERING

(Recognised by the Govt. of Karnataka, Affiliated to Visvesvaraya Technological University, Belagavi. Accreditated NAAC 'A' Grade, Approved by A.I.C.T.E. New Delhi. Recognised by UGC Under Section 2(f)) Bommanahalli, Hosur Road, Bangalore-560068. Ph:080-61754601/602,Fax:080-25730551 E-mail:engprincipal@theoxford.edu. Web:www.theoxfordengg.org

# Department of Business Administration

## HUMAN RESOURCE SPECIALISATION COURSES

Course Code	ORGANISATIONAL LEAD	ERSHIP	
	20MBAHR401	CIE Marks	40
Teaching Hours/Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03
<ol> <li>in the Organisation</li> <li>The student will be able to various Leadership practices</li> <li>The student will be able to a</li> <li>The student will be able to a</li> <li>Organisation</li> <li>The student will be able to a</li> <li>Organisation</li> <li>The student will be able to a</li> <li>Organisation</li> </ol>	describe and explain in her/his of and style followed in the Organisa pply and solve the workplace proble classify and categories different Lo reate and reconstruct Leadership re-	n of Leadership styles and practice own words, the relevance and imp tion erns through Leadership practices adership practices and styles follo quired to manage the Human Resou slicability of Leadership practices f	ortance of wed in the uves in the
the Organisation			
Module-1 Introduction			ours.
	Assigned Versus Emergent Leade	ition and Components, Leadership rship. Leadership and Power, Lead	
Module -2 Model of Leadership	- Part A	7 ho	urs
Approach, Skills Model, Comp	petencies, Individual Attributes, 1 mary of the Skills Model, How 1	Conceptual Skill, Summary of the T Leadership, Outcomes, Career Ex Does the Skills Ammach Work?	
(Leadership) Grid, Authority-Co (1,1), Middle-of-the-Road Mana How Does the Behavioral Ap- Instrument Situational Approach Description, Leadership Styles,	udies, The University of Michiga ompliance (9,1), Country-Club Ma gement (5,5), Team Management ( proach Work? Strengths, Criticis Development Levels, How Does	in Studies, Blake and Mouton's ) imagement (1,9) Impoverished Mi 9,9), Paternalism/Maternalism, Op ims, Application, Case Studies, 1 the Situational Approach Work?	Strengths, Managerial anagement portunism, Leadership
Description, The Ohio State St (Leadership) Grid, Authority-Co (1,1), Middle-of-the-Road Mana How Does the Behavioral Ap- Instrument Situational Approach	udies, The University of Michiga ompliance (9,1), Country-Club Ma gement (5,5), Team Management ( proach Work? Strengths, Criticis Development Levels, How Does alies, Leadership Instrument	m Studies, Blake and Mouton's ) anagement (1,9) Impoverished M (9,9), Paternalism/Maternalism, Op ms, Application, Case Studies, 1 the Situational Approach Work?	Strengths, Managerial anagement portunism, Leadership



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Description, Authentic Leadership Defined, Approaches to Authentic Leaders Theoretical Approach, How Does Authentic Leadership Theory Work? Strengths, Cr Studies, Leadership Instrument Psychodynamic Approach Description, The Clinical Paradigm, History of the Psychodynamic Approach, Key Within the Psychodynamic Approach.	ship, Practical Approach,
Psychodynamic Approach Description, The Clinical Paradigm, History of the Psychodynamic Approach, Key	iticisms, Application, Case
Description, The Clinical Paradigm, History of the Psychodynamic Approach, Key	
	y Concepts and Dynamics
1. Focus on the Inner Theatre	
2. Focus on the Leader-Follower Relationships	
Social Defense Mechanisms, Mirroring and Idealizing, Identification With the Aggress	sor
3. Focus on the Shadow Side of Leadership Narcissiam	
How Does the Psychodynamic Approach Work? Strengths, Criticisms, Application,	, Case Studies, Leadership
Instrument	1.2019.000
Module -4 Leadership Instrument Description, Culture Defined, Related Concepts, Ethnocentrism, Prejudice, Dimensio	7 hours
Avoidance, Power Distance, Institutional Collectivism, In-Group, Collectivism Assertiveness, Future Orientation, Performance Orientation, Humane Orientation, C Characteristics of Clusters, Anglo, Confucian Asia, Eastern Europe, Germanic Eur Europe, Middle East, Nordic Europe, Southern Asia, Sub-Saharan Africa, Leaders Clusters, Eastern Europe Leadership Profile, Latin America Leadership Profile, Latin Confucian Asia Leadership Profile, Nordic Europe Leadership Profile, Anglo Leader Africa Leadership Profile, Southern Asia Leadership Profile, Germanic Europe Lead Leadership Profile, Universally Desirable and Undesirable Leadership Attribut	a. Gender Egalitarianism Justers of World Cultures ope, Latin America, Latin hip Behavior and Culture Europe Leadership Profile aship Profile, Sub-Saharat ership Profile, Middle East
Application, Case Studies on Leadership Instrument Module -5 Ethical Leadership	7 hours
Description, Ethics Defined (Level 1, Preconventional Morality (Level 2, Conventional	
Ethical Leadership, Ethical Leaders Respect Others, Ethical Leaders Serve Others, Ethical Leaders Are Honest, Ethical Leaders Build CommModuley, Strengths, Cri Studies, Leadership Instrument. Module – 6 Leadership Practices	
Select Case of Successful Leadership Practices; TATA Group; Reliance; Infosys; V which are listed as Fortune Companies. Survey Report analysis of NHRD; NIPM; CII; CCL - Centre of Creative Leadership.	
Course Outcomes:	
<ol> <li>Understand the fundamental concepts and principles, theories of Organizational Lo</li> <li>Analyze the organizational leadership style, approaches and traits, its impact on th</li> <li>leadership theories and instruments.</li> </ol>	
beauter study theorem and an	
<ol><li>Developing better insight in understanding the leadership traits that influence them group.</li></ol>	n to work effectively in
group. 4. Demonstrate their ability to apply of their knowledge in organizational leadership.	
<ul> <li>group.</li> <li>Demonstrate their ability to apply of their knowledge in organizational leadership.</li> <li>Practical Components:</li> <li>Meet any Leader-Organisation or Academic and ask 10 questions related to Leatware of leadership style adopted.</li> </ul>	adership. Than analysis th
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 Leader-	adership. Than analysis th n leadership.



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	ATIONAL HUMAN RESOURC	the second se	4.0
Course Code Teaching Hours/Week (L:T:P)	20MBAHR403 3:0:0	CIE Marks SEE Marks	40
	03		10.00
Credits Course Objectives	03	Exam Hours	03
Organisation 2. The student will be able to de in managing and developing a 3. The student will be able to ap 4. The student will be able to cla 5. The student will be able to c International employees 6. The student will be able to ap	scribe and explain in her/his own v an Organisation ply and solve the workplace proble ssify and categorise different Laws reate and reconstruct HRM Systen praise and judge the practical appli		e of IHRM 1 related to
managing International Organ	isation	71	ours
IHRM: Approaches Emergeno Introduction, Studies on cultur 'Culture and meanings' Critica Globalisation and HRM, The in Human Resource Management applicable to other contexts? WI	<ul> <li>of Global HR Manager IHRM</li> <li>in management Positivist view</li> <li>l views: 'Culture and power'; Comportance of context, Differences i</li> <li>Review of IHRM approaches,</li> </ul>	s, IHRM Versus Single Nation-cer d;Culture and Cross-Cultural Ma vs: 'Culture and values' Interpret omparative Human Resource Mar n HRM practice; Approaches to In The concept of HRM, Are IHR internationally? What are the impl	nagement- ive views: agement - ternational M models
change for IHRM approaches? Module -2 IHRM Policies and	Practices - Part A	7 ho	urs
retention From the management Training and Development: Dev Training and Development: Do Basic Concepts and Models Lea	of knowledge to innovation cloping Global Leaders and Expatri mestic Versus International Organ dership Training and Development	g necess to external knowledge, I iates sisations International Training Ma in International Organisations Tee	magement
International Training Managem		7 he	
Module -3 IHRM Policies and		7 80	urs
economies: China, India, Japan, Total Rewards in the Internation Recap: differentiating between Complexities faced by IHR mainternational assignments, Key compensation Repatriation issue	of PMSs Factors affecting PMS South Korea, UK and USA, PMS fa al Context PCNs, TCNs and HCNs Intro- inagers, International total reward components of global total rew s, International trends in global tota	duction: the current state of tota is objectives for the MNC Newer ards programs. Approaches to in d rewards.	il rewards r forms of ternational
	ments And Employment Practice		
The international assignment pro Multinational Companies and environments, Sustainability of host country, environments Host	cess Dimensions of international as the Host Country Environmen divergent, employment arrangeme country effects on IHRM practices	at Introduction, Varieties of her rts Understanding how MNCs act of MNC subsidiaries	st country in diverse
Module -5 Employment Practi-	oes .	7 ho	ILL
Importance of regulation and po of de-regulation, Problems with	de-regulation in a global context. H ural differences and cross-border	of Global Employment Relations de-regulate, Political and institutio luman Resource Management in Cr M&A performance, Managing cr	oss-Border



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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.

-	21. 21.	-	PO		_
CO	PO1	PO2	PO3	PO4	POS
CO1	X		X	3	X
CO2	X	2	X	3	X
CO3	X	X	X		
CO4	X	1	X	X	X

### CO DO MADDING

#### **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.

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

	1		05	
		MICROBIOLOGY LAB		
Course C	Code	21BTL35	CIE Marks	50
Teaching Hours/Week (L:T:P: S)		0:0:2:0	SEE Marks	50
Credits		01	Exam Hours	03
	bjectives:			
	To develop ability to use basic inst			
	To prepare required media and ster		crobes	
	To be able to characterize and enun			
- <u>\$</u> -	To analyse the bacterial growth cur To isolate and study the microbes fi	ves and phases of growth	life	
SLNO	To isolate and study the interobes in	EXPERIMENTS		
1	Study of Lab Instruments (Aster)			Observation
1	Study of Lab Instruments (Autocl bacterial (prokaryotic) and fungal			d Observation of
2	Media preparation, plugging and	· · · · · · · · · · · · · · · · · · ·	•	a (Social dilution
2	streak, pour and spread - plates)	sternization (media, reur plates a	ind tubes), Flating technique	es (Seriai dilution,
3	Morphological characterization, E	numeration of microbes (Plate co	ount, haemocytometer), size	determination usin
	micrometry.			
4	Staining techniques I: Gram stain	ing, Capsule staining, and endosp	oore staining	
5	Staining techniques II: Acid Fast	Staining, Flagella staining and Fu	ıngal staining	
6	Characterization of bacteria by Bi	ochemical Tests: IMViC, Starch I	hydrolysis, carbohydrate fer	mentation, Catalase
	Urease, hydrogen sulphide, Gelat			
7	Growth of microbes (Static and sh	nake flask conditions), Growth cu	irve studies	
8	Bacterial motility studies			
9	Isolation and identification of acti	nomycetes and rhizobium		
10	Isolation and identification of mic	roorganisms from air, water & s	oil	
11	Antibiotic susceptibility test of a s	selected bacterium		
12	Microbial quality assessment of n	nilk and water		
Course o	utcomes (Course Skill Set)			
At the en	d of the course the student will b	e able to:		

ourse the student will be able to:

Apply the theoretical knowledge and execute experiments pertaining to methods of sterilization, microbial ≻ identification and characterization.

Apply the basic techniques of Microbiology in various experiments related to Agriculture, Food and Environment. ≻

Analyze the relationship of microbes with human health.



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Course Title:	Scientific Foundation	ons 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
The course Scientific Foundations of Heal 1. To know about Health and wellness 2. To Build the healthy lifestyles for go 3. To Create a Healthy and caring relat 4. To Jearn about Avoiding risks and h	(and its Beliefs) & It's l ood health for their better tionships to meet the requ armful habits in their car	valance for positive mindse future. irrements of good/social/po npus and outside the campt	sitive life.
<ol><li>To Prevent and fight against harmfu</li></ol>	I diseases for good health	through positive mindset	
make Teaching -Learning more effective: Teachers shall adopt suitable pedagogy for el combination of different methodologies whic (i) Direct instructional method (Low/Old (iii) Blended learning (Combination of bo (v) Personalized learning, (vi) Problems b learning Tools and techniques, (viii) Use of Apart from conventional lecture methods, var may be adapted so that the delivered lesson c	h suit modern technolog Technology), (ii) Flippe th), (iv) Enquiry and ever used learning through di of audio visual methods. rious types of innovative	cal tools. d classrooms (High/advanc luation based learning, scussion, (vii) Following th teaching techniques throug	ed Technological tools), ie method of expeditionary th videos, animation films
Mo	dule-1	(03 ho	ours of pedagogy)
	good psychological heal dule-2	th, Changing health habits (03 ho	for good health. urs of pedagogy)
Building of healthy lifestyles for better	r future: Developing he	althy diet for good health,	Food & health, Nutritional
guidelines for good health, Obesity & overw	eight disorders and its n	anagement, Eating disorde	rrs, Fitness components for
health Wellness and physical function. How			
	lule-3		irs of pedagogy)
Creation of Healthy and caring relation	onships : Building com	nunication skills, Friends a	and friendship - Education.
the value of relationship and communication			
			and an
instincts of life (more than a biology), Chang	ing health behaviours th	rough social engineering.	
Mod	lule-4	(03 hot	ars of pedagogy)
Avoiding risks and harmful habits : C	haracteristics of health of	ompromising behaviors, R	ecognizing and avoiding of
addictions, How addiction develops, Types		- S - S - S	
people and non addictive people & their beha			8
Moo	dule-5	(03 hot	ars of pedagogy)
Preventing & fighting against diseases reduce risks for good health, Reducing risks	& coping with chronic		f chronic illness for Quality



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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) Personalizedlearning, (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 ofIndia 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 ofIndia, 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.



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Modul	e-5
Profes Ethics	
	e and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments to
<mark>Respon</mark>	sibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and
	<mark>in Engineering.</mark>
	e outcome (Course Skill Set) :
At the en	d of the course the student will be able to :
C01	Analyse the basic structure of Indian Constitution.
C02	Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution.
CO3	know about our Union Government, political structure & codes, procedures.
C04	Understand our State Executive & Elections system of India.
C05	Remember the Amendments and Emergency Provisions, other important provisions given by the
	constitution.

# UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT

The 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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## **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-	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences,
Learning Process	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	e Family and Society (4 hours)	
H <mark>armony i</mark>	n the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in	
Relationsh	ip, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human	
<b>Relationsh</b>	ip, Understanding Harmony in the Society, Vision for the Universal Human Order	
Teaching-	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences,	
Learning	Live Examples and videos	
Process		
	Module-4	
Harmony in the	e Nature/Existence (4 hours)	
	ding 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-	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences,	
Learning	Live Examples and videos	
Process		
<b>* 1</b> * .*	Module-5	
-	f the Holistic Understanding – a Look at Professional Ethics (4 hours)	
	cceptance 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-	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences,	
Learning	Live Examples and videos	
Process		
Course outcome (Course Skill Set)		
surroundings	of the course, students are expected to become more aware of themselves, and their (family, society, nature); they would become more responsible in life, and in handling h 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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## Scientific Foundations of Health

Scientific Foundations of	neatui		
Course Title:	Scientific Foundations o	f 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       7         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 skilll			
Good Health & It's balance for posi-	tive mindset: Health -Impor	tance of Health, In	fluencing 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.			
	dule-Z		ours of pedagogy)
Building of healthy lifestyles for better	future: Developing healthy	diet for good health	Food & health, Nutritional
guidelines for good health, Obesity & overw	night disorders and its manage	ment, Eating disord	lers, Fitness components for
health Wellness and physical function. How Mod	to avoid exercise iniuries. Iule-3	(03 ho	urs of pedagogy)
Creation of Healthy and caring relation	nships : Building communic	ation skills, Friends	and friendship - Education,
the value of relationship and communication	skills, Relationships for Bett	er or worsening of	life, understanding of basic
instincts of life (more than a biology), Chang	ing health behaviours through	social engineering.	
Mod	lule-4	(03 h	ours of pedagogy)
Avoiding risks and harmful habits : C	haracteristics of health compre	omising behaviors, l	Recognizing and avoiding of
addictions, How addiction develops, Types	of addictions, influencing fact	ors of addictions, D	ifferences between addictive
people and non addictive people & their beha	wiors. Effects of addictions Suc	ch as, how to rec	overy from addictions.
Mo	dule-5	(03 h	ours of pedagogy)
Preventing & fighting against diseases	for good health: How to pe	rotect from differen	t types of infections, How to
reduce risks for good health, Reducing risks	& coping with chronic conditi	ions, Management (	of chronic illness for Quality
of life, Health & Wellness of youth :a challes	nge for upcoming future, Meas	uring of health & w	walth status.



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E-mail:engprincipal@theoxford.edu. Web:www.theoxfordengg.org

#### 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:

#### Textbook:

- 1. "Scientific Foundations of Health" Study Material Prepared by Dr. L Thimmesha, Published in VTU - University Website.
- "Scientific Foundations of Health", (ISBN-978-81-955465-6-5) published by Infinite Learning Solutions, Bangalore - 2022.
- Health Psychology A Textbook, FOURTH EDITION by Jane Ogden McGraw Hill Education (India) Private Limited - Open University Press.

#### Reference Books:

- Health Psychology (Second edition) by Charles Abraham, Mark Conner, Fiona Jones and Daryl O'Connor Published by Routledge 711 Third Avenue, New York, NY 10017.
- HEALTH PSYCHOLOGY (Ninth Edition) by SHELLEY E. TAYLOR University of California, Los Angeles, McGraw Hill Education (India) Private Limited - Open University Press.



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## Department of Mechanical Engineering

### Scientific Foundations of Health

Course Title:	Scientific Foundations of Health			
Course Code:	BSFHK158/258	CIE Marks	50	
	Theory	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 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 dist	t for good health, Food & health, Nutritional
guidelines for good health, Obesity & overweight disorders and its manageme	nt, 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	n skills, Friends and friendship - Education,
the value of relationship and communication skills, Relationships for Better of	or worsening of life, understanding of basic
instincts of life (more than a biology), Changing health behaviours through soc	tial 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 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 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.

- 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-<br/>Learning<br/>ProcessIntroduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences,<br/>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-         Introduction to the concepts- Chalk and talk method, Discussion, Sharing of	
Learning Process experiences, Live Examples and videos	

Module-3

# Harmony in the Family and Society (4 hours)

H<mark>armony 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</mark>

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

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

#### **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

#### BICOK107-207

Course Title:	Indian Constitution	Statements in the statement	
Course Code:	The second se	CIE Marks	50
Constant Theorem Contract of the second state	BIGOK 107-207	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 th	e students,	
the second s	and the second	e students,	
<ol> <li>To know about the basic structure of the str</li></ol>			
<ol> <li>To know the Fundamental Rights ()</li> </ol>			constitution
3. To know about our Union Governm		odes, procedures.	
<ol><li>To know the State Executive &amp; Ele</li></ol>		12 12 AVA 10 10	
<ol><li>To learn the Amendments and Eme</li></ol>	rgency Provisions, other in	portant provisions given	by the constitution.
Teaching-Learning Process			
These are sample Strategies, which teache	er can use to accelerate the	e attainment of the vario	us course outcomes and
make Teaching -Learning more effective:	Teachers shall adopt suitab	le pedago gy for effective	teaching - learning
process. The pedagogy shall involve the con	ibination of different metho	dologies which suit mode	ern technolog cal tools.
(i) Direct instructional method ( Low/C	Old Technology), (ii) Flippe	ed classrooms (High/adva	need Technological tools),
(iii) Blended learning (Combination	of both), (iv) Enquiry and	evaluation based learning	g, (v) Personalized
learning, (vi) Problems based learni	ng through discussion.		
(a) Apart from conventional lecture me	thods, various types of inno	ovative teaching technique	s through videos,
animation films may be adapted so			
practical skills.		Programma international internat	meet enter of parts and
Module-1	(02 has	are of podagoout)	
Module-1	(03 110	urs of pedagogy)	A 1951 1 1 2 2 3 4 3 5 2 3 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
Indian Constitution: Necessity of the Const	titution, Societies before an	nd after the Constitution a	doption. Introduction to the
Indian constitution, Making of the Constituti	ion, Role of the Constituent	Assembly.	
Module-2	(03 ho	urs of pedagogy)	
Salient features of India Constitution. Prea			e Preamble, Fundamenta
Rights (FR's) and its Restriction and limi			
Module-3	(03 hou	urs of pedagogy)	1
Directive Principles of State Policy (DP	SP's) and its present rel	levance in Indian soc	iety. Fundamental Duties
and its Scope and significance in Nation, I	Union Executive : Parliame	ntary System, Union Exe	cutive - President, Prime
Minister, Union Cabinet.			
Module-4		urs of pedagogy)	
Parliament - LS and RS, Parliamentary Co			Judicial System of India
Supreme Court of India and other Courts, Ju	dicial Reviews and Judicial	Activism.	
Module-5		urs of pedagogy)	
State Executive and Governer, CM, State (			
Process. Amendment to Constitution, and In	nportant Constitutional An	nendments till today. Eme	rgency Provisions.
-0 00-00 00-00 00-00-00-			
Course outcome (Course Skill Set)			
At the end of the course 22ICO 17/27 the s			
01 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 Governme	ent, political structure & co	des, procedures.	
CO4 Understand our State Executive d			

CO5 Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.



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# Department of Computer Science & Engineering 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
- 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-Z (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

Module-S

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.

#### (03 hours of pedagogy)

(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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# **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) Personalizedlearning, (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 ofIndia 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 ofIndia, 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.



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Module-5			
Profess Ethics			
Respons	e and Negative Faces of Engineering Ethics. Clash of Ethics, Conflicts of Interest. The impediments t sibility. Trust & Reliability in Engineering, IPRs (Intellectual Property Rights), Risks, Safety and in Engineering.		
Course outcome (Course Skill Set) :         At the end of the course the student will be able to :			
C01	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.		
C04	Understand our State Executive & Elections system of India.		
CO5	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.		
<b>UNIVERS</b>	SAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT		

The 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 young enquiring 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.

- 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

#### 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-	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences,
Learning Process	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

Feaching- 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	e Family and Society (4 hours)
H <mark>armony i</mark>	n the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in
Relationsh	ip, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human
<b>Relationsh</b>	ip, Understanding Harmony in the Society, Vision for the Universal Human Order
Teaching-	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences,
Learning	Live Examples and videos
Process	
	Module-4
Harmony in the	e Nature/Existence (4 hours)
Understan	ding 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-	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences,
Learning	Live Examples and videos
Process	
	Module-5
-	f the Holistic Understanding – a Look at Professional Ethics (4 hours)
Humanistic Profession	cceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for c Education, Humanistic Constitution and Universal Human Order, Competence in al Ethics Holistic Technologies, Production Systems and Management Models-Typical es, Strategies for Transition towards Value-based Life and Profession
Teaching-	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences,
Learning	Live Examples and videos
Process	
Course outcome	(Course Skill Set)
surroundings	of the course, students are expected to become more aware of themselves, and their (family, society, nature); they would become more responsible in life, and in handling h sustainable solutions, while keeping human relationships and human nature in mind.
	have better critical ability. They would also become sensitive to their commitment t they have understood (human values, human relationship and human society). It is

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 and Communication Engineering Constitution of India and Professional Ethics

Course Code	21CIP37/47	<b>CIE Marks</b>	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) Personalizedlearning, (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 theConstitution 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 ofIndia 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



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**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 liabilityin Engineering.

Course outcome (Course Skill Set) :

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

C01	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.
C04	Understand our State Executive & Elections system of India.
C05	Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.



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# Scientific Foundations of Health

Scientific Foundations of			
Course Title:	Scientific Foundation	s of Health	
Course Code:	BSFHK158/258	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
	1.0.0.0	Total Marks	100
Teaching Hours/Week (L:T:P: S) Total Hours of Pedagogy	1:0:0:0 15 hours	Exam Hours Credits	01 Theory 01
Course objectives The course Scientific Foundations of Healt 1. To know about Health and wellness 2. To Build the healthy lifestyles for go 3. To Create a Healthy and caring relat 4. To learn about Avoiding risks and h 5. To Prevent and fight against harmfu <b>Teaching-Learning Process</b> These are sample Strategies, which teacher make Teaching -Learning more effective: Teachers shall adopt suitable pedagogy for ed combination of different methodologies whic (i) Direct instructional method ( Low'Old	(and its Beliefs) & It's bal bod health for their better fi ionships to meet the requir armful habits in their camp I diseases for good health t r can use to accelerate the ffective teaching - learning h suit modern technologica Technology), (ii) Flipped of	ance for positive mindset iture. ements of good/social/po- us and outside the campu- krough positive mindset attainment of the vario process. The pedagogy sl d tools. classrooms (High/advance	sitive life. Is for their bright future ous course outcomes and hall involve the
(iii) Blended learning (Combination of bo	th), (iv) Enquiry and evalu	ation based learning,	
(v) Personalized learning, (vi) Problems b		assion, (vii) Following th	e method of expeditionary
learning Tools and techniques, (viii) Use ( Apart from conventional lecture methods, var		aching techniques through	buildess minution films
may be adapted so that the delivered lesson c			
	dule-1		urs of pedagogy)
Good Health & It's balance for posit	tive mindset: Health -In	portance of Health, Infl	uencing factors of Health
Health beliefs, Advantages of good health, F	lealth & Behavior, Health	& Society, Health & far	nily, Health & Personality
Psychological disorders-Methods to improve		Changing health habits (	for good health.
Mod	dule-Z	(03 hou	urs of pedagogy)
Building of healthy lifestyles for better	r future: Developing heat	thy diet for good health,	Food & health, Nutritions
guidelines for good health, Obesity & overw	night disorders and its man	nagement, Eating disorde	rs, Fitness components fo
health Wellness and physical function. How			
Mod	lule-3	(03 hou	rs of pedagogy)
Creation of Healthy and caring relation	nships : Building comm	mication skills, Friends a	nd friendship - Education
the value of relationship and communication	s skills, Relationships for l	Better or worsening of li	fe, understanding of basi
instincts of life (more than a biology), Chang	ing health behaviours thro	ugh social engineering.	
Mod	lule-4	(03 hou	irs of pedagogy)
Avoiding risks and harmful habits : C	haracteristics of health cor	npromising behaviors, Re	cognizing and avoiding o
addictions, How addiction develops, Types (	of addictions, influencing	factors of addictions, Dif	ferences between addictiv
people and non addictive people $\delta t$ their beha	viors. Effects of addictions	Such as, how to reco	very from addictions.
Moo	dule-5	(03 hou	urs of pedagogy)
Preventing & fighting against diseases	for good health: How t	o protect from different	types of infections, How t
reduce risks for good health, Reducing risks	& coping with chronic co	nditions, Management of	chronic illness for Qualit
of life, Health & Wellness of youth :a challed	nge for upcoming future, N	leasuring of health & we	alth status.
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# Department of Artificial Intelligence and Machine Learning

Incory	- 01 Credit Course			BICOK107-207
India	n Constitution			
Course'	the standard state of the state	Indian Constitution	denormy - ex	
Course			CIE Marks	50
1000000		BIGOK107-207	SEE Marks	50
	Type (Theory/Practical /Integrated)		Total Marks	100
	g Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
	ours of Pedagogy	15 hours	Credits	01
	objectives :	alasta and a series of	States -	
	ise INDIAN CONSTITUTION (22		students,	
1.	To know about the basic structure of	f Indian Constitution.		
2.	To know the Fundamental Rights (f	'R's), DPSP's and Fundamer	ntal Duties (FD's) of ou	r constitution.
	To know about our Union Governme		les, procedures.	
	To know the State Executive & Ele			
5,	To learn the Amendments and Eme	rgency Provisions, other imp	ortant provisions given	by the constitution.
	ng-Learning Process			
These a	re sample Strategies, which teache	r can use to accelerate the	attainment of the varia	ous course outcomes and
make To	eaching -Learning more effective:	Teachers shall adopt suitable	pedagogy for effective	teaching - learning
process.	The pedagogy shall involve the com	bination of different method	ologies which suit mod	ern technological tools.
(i)	Direct instructional method [ Low/C	Id Technology), (ii) Flipped	classrooms (High/adva	meed Technological tools)
	(iii) Blended learning (Combination	of both), (iv) Enquiry and e	valuation based learnin	g, (v) Personalized
	learning, (vi) Problems based learning	ng through discussion.		
141	Apart from conventional lecture met	thods, various types of innov	utive teaching technique	es through videos,
	animation films may be adapted so t	hat the delivered lesson can	progress the students In	theoretical applied and
	practical skills.			
	Module-1	(03 hou	rs of pedagogy)	
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	THE PARTY AND	or much the second periods must		
Indian c	enstitution, Making of the Constituti	on. Role of the Constituent J	tearmhly.	
Indian c	enstitution, Making of the Constitution Module-2		1000 March 1000	
20-17-064	Module-2	(03 hou	rs of pedagogy)	
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Salient 1	Module-2 entures of India Constitution. Prea FR's) and its Restriction and limit	(03 hou able of Indian Constitution tations in different Complex	rs of pedagogy) & Key concepts of the Situations, building.	
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Saliest 1 Rights ( Directiv and its Ministe Parliame Supremo State Es Process. Course At the m CO1 CO2	Module-2 entures of India Constitution. Preu FR's) and its Restriction and limit Module-3 re Principles of State Policy (DP) Scope and significance in Nation, U r, Union Cabinet. Module-4 ent - LS and RS, Parliamentary Cr Court of India and other Courts, Ju Module-5 ecutive and Governer, CM, State C Amendment to Constitution, and Ir outcome (Course Skill Set) and of the course 22ICO17/27 the s Analyse the basic structure of Ind Remember their Fundamental Rig	(03 hou able of Indias Constitution tations in different Complex (03 hou SP's) and its present rele baion Executive : Parliamen (03 hou omnittees, Important Parlia dicial Reviews and Judicial A (03 hou omnittees, Important Parlia dicial Reviews and Judicial A (03 hou omnittees, Important Parlia dicial Reviews and Judicial A (03 hou bainet, Legislature - VS & aportant Constitutional Amo- tandent will be able to; ian Constitution, ghts, DPSP's and Fundament	rs of pedagogy) & Key concepts of th Situations: building rs of pedagogy) vance in Indian sox tary System, Union Ex- rs of pedagogy) mentary Terminologies Activism. ars of pedagogy) VP, Election Commis adments till today. Em- tal Duties (FD's) of our	e Preamble. Fundament ciety. Pundamental Duties ecutive – President, Prime - Judicial System of Indi ston, Elections & Electors ergency Provisions.
Salient 1 Rights ( Directly and its Ministe Parliama Suprema State Es Process. Courso At the r. C01 C02 C03	Module-Z entures of India Constitution. Preu FR's) and its Restriction and limi Module-3 re Principles of State Policy (DP) Scope and significance in Nation, U r, Union Cabinet. Module-4 mt - LS and RS, Parliamentary Cr Court of India and other Courts, Ju Module-5 ecutive and Governer, CM, State C Amendment to Constitution, and Is outcome (Course Skill Set) and of the course 22ICO17/27 the s Analyse the basis structure of Ind Remember their Fundamental Rij Jacow about our Union Governme	(03 hou able of Indias Constitution tations in different Complex (03 hou SP's) and its present rele baion Executive : Parliamen (03 hou munities, Important Parlia decial Reviews and Judicial a (03 hou munities, Important Parlia decial Reviews and Judicial a (03 hou munities, Important Parlia decial Reviews and Judicial a (03 hou bainet, Legislature - VS & aportant Constitutional Amo tadient will be able to: han Constitution. phis, DPSP's and Fundament at, political structure & code	rs of pedagogy) & Key concepts of th Situations: building, rs of pedagogy) vance in Indian sox tary System, Union Ex- rs of pedagogy) mentary Terminologies (ctivism, ars of pedagogy) VP, Election Commis adments till today, Em- tal Duties (FD's) of our cs, procedures.	e Preamble. Fundament ciety. Pundamental Duties ecutive – President, Prime . Judicial System of Indi tion, Elections & Elector: ergency Provisions.
Saliest 1 Rights ( Directiv and its Ministe Parliame Supremo State Es Process. Course At the m CO1 CO2	Module-2 entures of India Constitution. Preu FR's) and its Restriction and limit Module-3 re Principles of State Policy (DP) Scope and significance in Nation, U r, Union Cabinet. Module-4 ent - LS and RS, Parliamentary Cr Court of India and other Courts, Ju Module-5 ecutive and Governer, CM, State C Amendment to Constitution, and Ir outcome (Course Skill Set) and of the course 22ICO17/27 the s Analyse the basic structure of Ind Remember their Fundamental Rig	(03 hou able of Indias Constitution tations in different Complex (03 hou SP's) and its present rele baion Executive : Parliamen (03 hou munities, Important Parlia decial Reviews and Judicial a (03 hou munities, Important Parlia decial Reviews and Judicial a (03 hou munities, Important Parlia decial Reviews and Judicial a (03 hou and the second parlia decial Reviews and Judicial a (03 hou munities, Important Parlia decial Reviews and Judicial a (03 hou and the second parlia (03 hou (03 hou (04 hou (05	rs of pedagogy) & Key concepts of th Situations: building, rs of pedagogy) vance in Indian sox tary System, Union Ex- rs of pedagogy) mentary Terminologies (ctivism, ars of pedagogy) VP, Election Commis adments till today, Em- tal Duties (FD's) of our cs, procedures.	e Preamble. Fundament iety. Pundamental Duties ecutive – President, Prime Judicial System of Indi sion, Elections & Elector ergency Provisions.



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#### SAMPLE TEMPLATE

#### IV Semester

UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT				
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:

- 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.
- 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.

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



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#### SAMPLE TEMPLATE

	Module-2
Harmony in t	the Human Being (4 hours)
and the second second	nding Human being as the Co-existence of the Self and the Body, Distinguishing between
	s of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony
in the Self	f, Harmony of the Self with the Body, Programme to ensure self-regulation and Health
Teaching- Learning Proc	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos
	Module-3
Harmony in t	the Family and Society (4 hours)
	y in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in
Relation	ship, 'Respect' - as the Right Evaluation, Other Feelings, Justice in Human-to-Huma
Relation	ship, Understanding Harmony in the Society, Vision for the Universal Human Order
Teaching-	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experience
Learning	Live Examples and videos
Process	
	Module-4
Understa	the Nature/Existence (4 hours) anding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilmen
Understa among Perceptio Teaching- Learning	
Understa among Perceptio Teaching- Learning	anding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilmen the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holisti on of Harmony in Existence Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experience Live Examples and videos
Understa among f Perceptio Teaching- Learning Process	anding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilmen the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holisti on of Harmony in Existence Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experience Live Examples and videos Module-5
Understa among f Perception Teaching- Learning Process Implications Natural Humanis Profession	anding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilmen the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holisti on of Harmony in Existence Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experience Live Examples and videos
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Understa among f Perception Teaching- Learning Process Implications Natural Humanis Profession Case Stur Teaching- Learning	anding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilmen the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holisti on of Harmony in Existence Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experience Live Examples and videos Module-5 of the Holistic Understanding – a Look at Professional Ethics (4 hours) Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis fo stic Education, Humanistic Constitution and Universal Human Order, Competence in onal Ethics Holistic Technologies, Production Systems and Management Models-Typica dies, Strategies for Transition towards Value-based Life and Profession
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#### 26.10.2022

#### BSFHK158/258

# Scientific Foundations of Health

Course Title	Scientific Foundation	s of Health	
Course Code:	BSFHK158/258	CIE Marks	50
Course Type [Theory/Practical /Integrated]	Theory	SEE Marks	50
Course Type [Theory/Practical /Integrated]	6143598W	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.

Direct instructional method ( Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools),
 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.

#### (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)

Module-1

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 ha	bits : Characteristics of health c	ampromising behaviors, Recognizing and avoiding of
ddictions, How addiction develops	, Types of addictions, influencin	g factors of addictions, Differences between addictive
cople and non addictive people & t	heir behaviors. Effects of addictio	ns Such as, how to recovery from addictions.
	Module-5	(03 hours of pedagogy)

of life, Health & Wellness of youth a challenge for upcoming future, Measuring of health & wealth status.



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#### 25112022 OK

#### III/IV Semester

Constitution of	of India and Professio	onal Ethics (CI)	P)
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
<ol> <li>To know about our Union Gover</li> <li>To know the State Executive &amp; 1</li> <li>To learn the Amendments and Er</li> <li>To learn the Amendments and Er</li> <li>Teaching-Learning Process</li> <li>These are sample Strategies, which teaching reaching -Learning more effective</li> <li>To reaching -Learning more effective</li> <li>To reaching shall involve the original method (Low</li> </ol>	e of Indian Constitution. (FR's), DPSP's and Fundamental intent, political structure & codes, Elections system of India. mergency Provisions, other importa ther can use to accelerate the atta e: Teachers shall adopt suitable per	procedures. Int provisions given by the imment of the various co lagogy for effective teach gies which suit modern tea isrooms (High/advanced 7)	constitution. urse outcomes and ing - learning chnological tools. Feehnological
learning, (vi) Problems based lear Apart from conventional lecture meth films may be adapted so that the deliv <b>Module - 1</b> <b>introduction to Indian Constitut</b> Constitution adoption. Introduction to Constituent Assembly. The Preamble	ods, various types of innovative tea vered lesson can progress the studer ion: The Necessity of the Cons the Indian constitution, The Ma	ats In theoretical applied a titution, The Societies b king of the Constitution	nd practical skills. before and after the h, The Role of the
India Constitution.			
Module - 2			
FR's, FD's and DPSP's: Fundame Situations, Directive Principles of S examples, Fundamental Duties and its	tate Policy (DPSP) and its pr	esent relevance in our	
Module - 3			
Union Executive : Parliamentary Parliament - LS and RS, Parliamentar India, Judicial Reviews and Judicial A	y Committees, Important Parlia		
Module - 4			x 12
State Executive & Elections, Au Commission, Elections & Electoral Constitutional Amendments till today.	Process. Amendment to Con-		
Module-5		a second and a second	en an estado
Professional Ethics: Ethics & Value Positive and Negative Faces of Engir Responsibility. Trust & Reliability in I in Engineering.	neering Ethics. Clash of Ethics,	Conflicts of Interest. T	The impediments to



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# Department of Mechatronics

#### SAMPLE TEMPLATE

#### IV Semester

UNIVERSAL HUMAN VALUES-II: UN	DERSTANDING HARMON	Y and ETHICAL HUMAN	CONDUCT
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:

- 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.
- 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.

- 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.
- 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 selfevolution.
- 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-	Introduction to Value Education- Chalk and talk method, Discussion, Sharing of experiences,	È
Learning	Live Examples and videos	
Process		L



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#### SAMPLE TEMPLATE

	Module-2
Harmony in th	e Human Being (4 hours)
	ding Human being as the Co-existence of the Self and the Body, Distinguishing between
	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 Proce	ss Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos
	Module-3
Harmony in th	e Family and Society (4 hours)
	in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in
Relations	hip, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human
Relations	hip, Understanding Harmony in the Society, Vision for the Universal Human Order
Teaching-	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences,
Learning	Live Examples and videos
Process	
	Module-4
Understar among th	ne Nature/Existence (4 hours) Inding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment Ine Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic In of Harmony in Existence
Teaching-	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences,
Learning Process	Live Examples and videos
1	Module-5
Natural A Humanist Profession	of the Holistic Understanding – a Look at Professional Ethics (4 hours) cceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for ic Education, Humanistic Constitution and Universal Human Order, Competence in nal Ethics Holistic Technologies, Production Systems and Management Models-Typical ies, 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 outcom	e (Course Skill Set)
surrounding	of the course, students are expected to become more aware of themselves, and their s (family, society, nature); they would become more responsible in life, and in handling th sustainable solutions, while keeping human relationships and human nature in mind.
towards what the	have better critical ability. They would also become sensitive to their commitment at they have understood (human values, human relationship and human society). It is hey would be able to apply what they have learnt to their own self in different day-to-day al life, at least a beginning would be made in this direction.



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# Scientific Foundations of Health

Course Title:         Scientific Foundations of Health           Course Code:         BSFHK158/258         CIE Marks         50           Course Code:         DSFHK158/258         CIE Marks         50           Total Hours //Week (LT:P: 5)         10:0:0         Exam Hours         01 Theory           Total Hours of Pedagogy         15 hours         Credits         01           Course Scientific Foundations of Health (225FH18/23) will enable the stadent,         01         Credits         01           To course Scientific Foundations of Health (225FH18/23) will enable the stadent,         01         Credits         01           To course Scientific Foundations of Health (225FH18/23) will enable the stadent,         01         Credits         01           To create a Healthy and caring particle (and its Beliefs) & fir to bance for positive mindset         10         Course Scientific Foundations of Health (225FH18/23) will enable the stadent,         10         Credits         01           To reveat and fight against hammful ababits in their campus and outside the campus for their bright future         5.         To Create a Health provide against in their campus and outside the campus for their bright future           To Prevent and fight against hammful diseases for good health furough positive mindset         Teaching Health (2000)         Teaching Health (2000)           Teaching Lecorning Procost         The starting Proco	Scientific Foundations of	nealth		
Course Type (Theory/Precise) /Integrated)         Theory         SEE Marks         50           Total Marks         100         Tatal Marks         100           Teaching Hours/Week (LT:P:S)         1:0:0:0         Exam Hours         01 Theory           Total Mours of Fedagogy         1:5:hours         Credits         01           Course objectives         01         Exam Hours         01 Theory           The course Scientific Foundations of Health (225FH18/25) will enable the students,         01         01           To Build the healthy lifestyles for good health for their better future.         01         01           To Create a Healthy and caring relationships to meet the requirements of good locial positive life.         To learn about Avoiding risks and harmful labits in their computs and outside the campus for their bright future           To Prevent and fight againt harmful diseases for good health through positive mindset         Teaching Hours / View (View Teaching / Larming more effective: teaching - learning process. The pedagogy shall involve the combination of directive tracking - learning through discussion. (View Following the method of carpool (VI Technology). (ii) Flipped cleaser oms. (Fliph advanced Technological tools), (ii) Discussion (View Teaching Hours / View Teaching / Larming (Control teachor / View teaching - learning process. The pedagogy shall involve the combination of directive savehod based learning, (View Provide Teachor / View Teaching - learning through discussion, (View Following the method of expeditionary learning Contractive and hours / View Teaching Hours / V	Course Title:	Scientific Foundations of	of Health	
Course Type (Theory/Precised /Integrated)         Total Marks         100           Teaching Hours/Week (LT:P: 5)         1:0:0:0         Exam Hours         01 Theory           Total Mours of Fedagogy         1:0:0:0         Exam Hours         01           Course objectives         01         The course Scientific Foundations of Health (22SFH18/23) will enable the students,         01           To course objectives         01         To course course objectives         01           The course Scientific Foundations of Health (22SFH18/23) will enable the students,         01         01           To Divide the healthy infertyles for good health for their better future.         1         0 Prevent and fight against harmful labits in their campus and outside the campus for their bright future           To Prevent and fight against harmful diseases for good health foroget boots         To result and fight against harmful diseases for good least how outside the campus course outcomes and make Teaching - Learning more effective:           Teaching Learning more effective:         Teaching - Learning more effective:           Teaching - Learning more effective:         Teaching learning (vi) Problems based learning (rourse of pedagogy) (iii) Blanded learning (courbinstion of both), (vi) English advanced more, animation films may be adapted so that the delivered lease can propress the students in theoretical applied and practical wills.           May be adapted so that the delivered lease can propress the students in fuencring factors of fedagogy)	Course Code:	BSFHK158/258	CIE Marks	50
Teaching Hours/Week (L.T.F.S)       1.00:0       Exam Hours       01 Theory         Total Hours of Fedgogy       15 hours       Credits       01         Course objectives       01       01       01         The course Scientific Foundations of Health (228FH18/25) will enable the students,       01       01         1. To bourd the health gliftatyles for good health for their better future.       01       01         2. To Build the healthy liftatyles for good health for their better future.       1. To chean about Avoiding risks and harmful labits in their campus and outside the campus for their bright future         3. To Create a Healthy und caring relationships to meet the requirements of good local local local local hourse ourse outcomes and make Teaching Learning Process       These are rample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching - Learning more effective:         10. Direct instructional method (Low Old Technologi, (i)) (ii) Flipped classrooms (High advanced Technological tools, (iii) Disouris of stateworks the advance of moretrive teaching techniques, trong trots and techniques, (viii) Use of studio visual method.       (03 hours of pedagogy)         Good Health & Lif's balance for positive mindset: Health & Inprovement bala classrooms (High advanced Technological tools), (iii) Played to the the delivered leason care progress the students.       (03 hours of pedagogy)         Good Health & Lif's balance for positive mindset: Health -Importance of Health, Influencing factors of Health       (03 hours of pedagogy) <td>Course Type (Theory (Prostical (Intersted))</td> <td>Theory</td> <td></td> <td>50</td>	Course Type (Theory (Prostical (Intersted))	Theory		50
Total Hours of Pedagogy       15 hours       Credits       01         Course objectives       Course objectives       01         The course Scientific Foundations of Health (22SFH18/23) will enable the students,       0       0         1. To know shout Health and wellness (and in Belisch) & It's balance for positive mindset.       0.       0         2. To Suid the healthy lifetyles for good health for their better future.       0.       0         3. To Create a Healthy and caring relationships to meet the requirements of good/social positive mindset       0       0         Teaching-Learning Process       Takes are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching - Learning more affective:       Teachem shall adopt within andhold (arw will modern teachnological tools).         (iii) Blanded learning (Combination of bod). (iv) Pinputry and variaution based learning.       0       Total Wender and and the delivered learning through discussion. (vii) Following the method of expeditionary learning Tools and techniques. (viii) Use of suito virual methods.         (iii) Blanded learning (Combination of bod). (viii) Blander and applied and practical will.       Weight and the precision of the precision of the precision of pedagogy).         (iv) Parconalized learning through discussion. (vii) Following the method of expeditionary learning through discussion. (vii) Following the method of expeditionary learning through discussion. (vii) Following the method of expeditionary learning through as of the divereel learning. <td></td> <td></td> <td></td> <td></td>				
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The course Scientific Foundations of Health (225FH18.73) will enable the students, 1. To know shout Health and wellness (and its Beliafs) & It's balance for positive mindset. 2. To Build the healthy infestyles 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 Arouiding ricks and harmful labits 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 7. Teachars that Moving ricks and harmful labits 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 7. Teachars that adopt suitable pedagogy for effective teaching - Learning process. The pedagogy shall involve the combination of different method (looging which suit modern technological tools. (i) Direct instructional method (Low/Old Technology), (ii) Filped classrooms (High advanced Technological tools), (iii) Blanded learning (Combination of both), (iv) Enquiry and evaluation based learning. (v) Paroalised learning (Combination of both), (iv) Enquiry and evaluation based learning. (vi) Direct learne subtod Active use foldo, various types of finocatitic backing techniques through videor, 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 & Sciency, Health & Family, Health & Peronality, Psychological disorder, Methods to improve good psychological health, Changing leadth, Food & health, Murritoas guidelines for good health, Health & Sciency, Health & Sciency, Health & Peronality, Psychological disorder, Methods to improve good psychological health, Changing leadth, Food & health, Murritoas guidelines for good health, Veronatips : Building communication skills frise and marouse for healthy lifestyl	Total Hours of Pedagogy	15 hours	Credits	01
Health beliefs, Advantages of good health, Health & Behavior, Health & Society, Health & Emily, 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 iniuries.         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 vorsening 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 chroni	The course Scientific Foundations of Heal 1. To know about Health and wellness 2. To Build the healthy lifestyles for g 3. To Create a Healthy and caring relat 4. To learn about Avoiding risks and h 5. To Prevent and fight against harmfu <b>Teaching-Learning Process</b> These are sample Strategies, which teacher make Teaching -Learning more effective: Teachers shall adopt suitable pedagogy for ef- combination of different methodologies which (i) Direct instructional method ( Low'Old (iii) Blended learning (Combination of boo (v) Personalized learning, (vi) Problems b- learning Tools and techniques, (viii) Use ( Apart from conventional lecture methods, var- may be adapted so that the delivered lesson of	(and its Beliefs) & It's balance ood health for their better future tionships to meet the requirem armful habits in their campus - al diseases for good health through r can use to accelerate the at ffective teaching - learning pro- ch suit modern technological to Technology), (ii) Flipped class (b), (iv) Enquiry and evaluation cased learning through discussion of audio visual methods. rious types of innovative teach can progress the students In the	ce for positive mindse re. ents of good/social/po and outside the campu ugh positive mindset tainment of the varie tainment of the varie coss. The pedagogy s bols. strooms (High/advanc on based learning, ion, (vii) Following the ting techniques throug coretical applied and p	witive life. as for their bright future ous course outcomes and hall involve the ed Technological tools), as method of expeditionary th videos, animation films ractical skills.
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reduce risks for good health, Reducing risks & coping with chronic conditions, Management of chronic illness for Quality	Preventing & fighting against diseases	for good health: How to a	rotect from different	types of infections. How to
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THE OXFORD COLLEGE OF ENGINEERING

(Recognised by the Govt. of Karnataka, Affiliated to Visvesvaraya Technological University, Belagavi. Accreditated NAAC 'A' Grade, Approved by A.I.C.T.E. New Delhi. Recognised by UGC Under Section 2(f)) Bommanahalli, Hosur Road, Bangalore-560068. Ph:080-61754601/602,Fax:080-25730551 E-mail:engprincipal@theoxford.edu. Web:www.theoxfordengg.org

# Department of Civil Engineering

#### 26.10.2022

#### BICOK107-207

# Theory -01 Credit Course

Course	Title:	Indian Constitution		
Course	Code:		CIE Marks	50
Course	Type (Theory/Practical /Integrated)	BIGOK 107-207	SEE Marks	50
2020	11 C 11 C 1		Total Marks	100
	ng Hours/Week (L:T:P:S)	1:0:0:0	Exam Hours	01 Theory
	ours of Pedagogy	15 hours	Credits	01
	e objectives :			
	use INDIAN CONSTITUTION (22		e students,	
1.	To know about the basic structure o			
2.	To know the Fundamental Rights (I		and the second	ur constitution
	To know about our Union Governm		odes, procedures.	
4.	To know the State Executive & Ele	ctions system of India.		
5.	To learn the Amendments and Emer	rgency Provisions, other in	portant provisions giver	by the constitution.
These a make To	ing-Learning Process ir e sample Strategies, which teache eaching -Learning more effective: . The pedagogy shall involve the com Direct instructional method (Low/C (iii) Blended learning (Combination learning, (vi) Problems based learning Apart from conventional lecture met- animation films may be adapted so t	Teachers shall adopt suitab ibination of different metho Old Technology), (ii) Flippe of both), (iv) Enquiry and ng through discussion. thods, various types of inno	le pedago gy for effectiv dologies which suit mos ed classrooms (High/adv evaluation based learnin ovative teaching techniq	e teaching - lesming dem technolog cal tools. anced Technological tools), ng, (v) Personalized ues through viccos,
Indian c	practical skills. Module-1 Constitution: Necessity of the Const constitution, Making of the Constitution Module-2 features of India Constitution, Preas	titution, Societies before ar on, Role of the Constituent (03 hor	Assembly. urs of pedagogy)	
Indian e Salient	Module-1 Constitution: Necessity of the Const constitution, Making of the Constitution Module-2 features of India Constitution. Preas	titution, Societies before ar on, Role of the Constituent (03 hor mble of Indian Constitution	ad after the Constitution Assembly. urs of pedagogy) on & Key concepts of t	
Indian e Salient	Module-1 Constitution: Necessity of the Const constitution, Making of the Constitution Module-2 features of India Constitution. Prear (FR's) and its Restriction and limit	titution, Societies before ar on, Role of the Constituent (03ho mble of Indian Constitution tations in different Comple	d after the Constitution Assembly. urs of pedagogy) n & Key concepts of t x Situations. building.	
Indian c Salient Rights Directi	Module-1 Constitution: Necessity of the Const constitution, Making of the Constitution Module-2 features of India Constitution. Preas	titution, Societies before ar on, Role of the Constituent (03 hor mble of Indian Constitution tations in different Comple (03 hor SP's) and its present rel	ad after the Constitution Assembly. urs of pedagogy) on & Key concepts of t x Situations. building. urs of pedagogy) levance in Indian so	he Preamble. Fundamenta ciety. Fundamental Duties
Indian of Salient of Rights of Direction and its	Module-1 Constitution: Necessity of the Const onstitution, Making of the Constitution Module-2 features of India Constitution. Preas (FR's) and its Restriction and limit Module-3 ve Principles of State Policy (DP: Scope and significance in Nation, U er, Union Cabinet.	titution, Societies before ar on, Role of the Constituent (03 ho mble of Indian Constitution tations in different Comple (03 ho SP's) and its present rel Juion Executive : Parliame	ad after the Constitution Assembly. urs of pedagogy) on & Key concepts of t x Situations. building. urs of pedagogy) levance in Indian so ontary System, Union Es	he Preamble. Fundamental ciety. Fundamental Duties
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Indian c Salient Rights Directi and its Ministe Parliamo Supremo	Module-1 Constitution: Necessity of the Constitution, Making of the Constitution Module-2 features of India Constitution. Prear (FR's) and its Restriction and limit Module-3 ve Principles of State Policy (DP) Scope and significance in Nation, U er, Union Cabinet. Module-4 ent - LS and RS, Parliamentary Co e Court of India and other Courts, Jue Module-5	titution, Societies before ar on, Role of the Constituent (03 hor mble of Indian Constitution tations in different Comple (03 hor SP's) and its present rel Juion Executive : Parliame (03 hor sommittees, Important Parli dicial Reviews and Judicial (03 hor	d after the Constitution Assembly. urs of pedagogy) on & Key concepts of t x Situations. building. ars of pedagogy) levance in Indian so ontary System, Union Es urs of pedagogy) amentary Terminologie Activism. urs of pedagogy)	he Preamble. Fundamental ciety. Fundamental Duties tecutive – President, Prime s. Judicial System of India
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Course Code		21UHV49	CIE Marks	50
	ars/Week (L:T:P:S)	2:0:0	SEE Marks	50
Total Hours of		20	Total Marks	100
redits		01	Exam Hours	01
ourse obje	ctives:		28	
	ictory course input is intend	ed:		
	lp the students appreciate are sustained happiness and			
profes Humai	cilitate the development sion as well as towards hap n reality and the rest of ex n Values and movement towards	piness and prosperity base istence. Such a holistic pers	ed on a correct understa spective forms the basis	anding of the
	ghlight plausible implication ct, trustful and mutually ful s.			
This course enquiring m	is intended to provide a m iinds.	uch-needed orientational ir	uput in value education	to the young
	methodology of this cours ematic and rational study of			It involves a
			e rest of existence.	
	course is in the form of 20 le			
3. It is	free from any dogmaor value	e prescriptions.		
four	a process of self-investigat d as truth or reality is stated right, based on their Natura whole existence is the lab a	i as a proposal and the stud Acceptance and subsequen	ents are facilitated to ver t Experiential Validation	ify it in their
to b	process of self-exploration t egin with, and then to contin ution.			
	self-exploration also ena entbeliefs.	bles them to critically ev	aluate their pre-condit	tionings and
		Module-1		
Introducti	on to Value Education (4 h	ours)		
Educatio			2010 2010 2010 2010 2010 2010 2010 2010	
Happine Scenario	anding Value Education, Se ss and Prosperity – the B , Method to Fulfil the Basic F	asic Human Aspirations, H luman Aspirations	lappiness and Prosperit	y - Current
Teaching- Learning Process	Introduction to Value Live Examples and vid	Education - Chalk and talk me eos	ethod, Discussion, Sharin	g of experienc



# CHILDREN'S EDUCATION SOCIETY(Regd.)

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	Module-2
Understar the Needs	<b>he Human Being (4 hours)</b> ading Human being as the Co-existence of the Self and the Body, Distinguishing between of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony , Harmony of the Self with the Body, Programme to ensure self-regulation and Health
Teaching- Learning Proc	Introduction to the concepts- Chalk and talk method, Discussion, Sharing of experiences, Live Examples and videos
2	Module-3
Harmony Relations	he Family and Society (4hours) r in the Family – the Basic Unit of Human Interaction, "Trust" – the Foundational Value in ship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human ship, 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
Understa among t Perceptic	he Nature/Existence (4 hours) nding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment he FourOrders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic on 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
Natural Humanis Professio	of the Holistic Understanding – a Look at Professional Ethics (4 hours) Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for tic Education, Humanistic Constitution and UniversalHuman Order, Competence in and EthicsHolistic Technologies, Production Systems and Management Models-Typical lies, 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 outcom	ne (Course Skill Set)
surrounding	of the course, students are expected to become more aware of themselves, and their gs (family, society, nature): they would become more responsible in life, and in handling ith sustainable solutions, while keeping human relationships and human nature in mind.
towards wh hoped that	I have better critical ability. They would also become sensitive to their commitment bat they have understood (human values, human relationship and human society). It is they would be able to apply what they have learnt to their own self in different day-to-day eal life, at least a beginning would be made in this direction.

2



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	PU	BLIC HEALTH ENGINEER	NG	
Course Code		21CV43	CIE Marks	50
Teaching Hours/Week (L.:	T:P: S)	2+2+2+0	SEE Marks	50
Total Hours of Pedagogy		50	Total Marks	100
Credits		4	Exam Hours	3
Course objectives:				
<ol> <li>Analyze the variati</li> </ol>	on of water d	emand and to estimate water r	equirement for a con	nmunity.
2. Study drinking wat	er quality stan	dards and to illustrate qualitat	ive analysis of water	
3. Analysis of physica	and chemica	d characteristics of water and	wastewater.	
4.Understand and desi	ign of differer	t unit operations and unit pro-	ess involved in wat	er and
wastewater treats	ment process			
outcomes.	tegies, which	structions) teacher can use to accelerate t		
*		ilms may be adopted so that t		<i>v x</i>
students in the	oretical, appli	ed and practical skills.		
		rief information about the wa	ter and wastewater tr	eatment plant.
	0	oup Learning) Learning in the		1
		(Higher-order Thinking) que		which promotec
			-	which promotes
	~	the knowledge of treatment	L	
*		arning (PBL), which fosters		· .
		bility to evaluate, generalize,	and analyze informa	ation rather than
simply recall i	t.			
<ol><li>Seminars, surj develop skills.</li></ol>		I Quizzes may be arranged for	or students in respec	ctive subjects to
		Module-1		
domestic demand, in estimation, factors aff Design period and fa	dustrial, insti ecting per cap ctors governin	tected water supply, Demand tutional and commercial der ita demand, Variations in den ig design period. Methods of p teristics of water( Analysis to	mand, public use an and of water, Peak f population forecastin	nd fire demand actor. g and numerical
1				8hours
Teaching-Learning	Chalk and tal	k, powerpoint presentation, do	emonstration and ana	dysis in
Drogener	laboratory	······································		
	, and the second p			



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# Department of Electrical & Electronics Engineering Indian Constitution

and the state of the	Title:	Indian Constitution	12 March 12	
Course	Code:		CIE Marks	50
Course	Type (Theory/Practical /Integrated)	BIGOK107-207	SEE Marks	50
201200-			Total Marks	100
	ng Hours/Week {L:T:P: S}	1:0:0:0	Exam Hours	01 Theory
	lours of Pedagogy	15 hours	Credits	01
	e objectives : use INDIAN CONSTITUTION (22	ICO17 / 27) will enable th	e students	
	A SHARE AND AND AND AND A SHARE AND	Party and the first state of the	e students,	
1.	To know about the basic structure o To know the Fundamental Rights (F		I Dation (EDVa) of	1741 AT
2.	To know about our Union Governm		방법에는 영상에 위해 방법에 관계 위험에 가격했다.	r consummon.
	To know the State Executive & Ele		odes, procedures.	
				han allow and the set of the
	To learn the Amendments and Emer ing-Learning Process	gency Provisions, other in	iportant provisions given	by the constitution.
make T	ire sample Strategies, which teache 'eaching -Learning more effective: . The pedagogy shall involve the com Direct instructional method ( Low/O (iii) Blanded Lowing (Combined)	Teachers shall adopt suitab bination of different metho Id Technology), (ii) Flippe	le pedagogy for effective adologies which suit mode ed classrooms (High/adva	teaching - learning ern technological tools. need Technological tools),
	(iii) Blended learning (Combination		evaluation based tearning	g, (v) Personalized
1 mart	learning, (vi) Problems based learnin Apart from conventional lecture met		antine territies technics	a through an large
60	animation films may be adapted so t practical skills.			
	practical skins.			
Indian	Module-1 Constitution: Necessity of the Const	COLUMPENDED AND	urs of pedagogy) ad after the Constitution a	doption. Introduction to the
	Constitution: Necessity of the Const constitution, Making of the Constitution	titution, Societies before an on, Role of the Constituent	ad after the Constitution a Assembly.	doption. Introduction to the
Indian c	Constitution: Necessity of the Const constitution, Making of the Constitution Module-2	titution, Societies before ar on, Role of the Constituent (03 ho	ad after the Constitution a Assembly. urs of pedagogy)	
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Indian of Salient Rights Directi and its	Constitution: Necessity of the Const constitution, Making of the Constitution Module-2 features of India Constitution. Preat (FR's) and its Restriction and limit Module-3 ive Principles of State Policy (DPS Scope and significance in Nation, U	titution, Societies before an on, Role of the Constituent (03 hour nble of Indian Constitution ations in different Comple (03 hour SP's) and its present reliance inion Executive : Parliance	ad after the Constitution a Assembly. urs of pedagogy) on & Key concepts of th x Situations. building. urs of pedagogy) levance in Indian soc	e Preamble. Fundamenta iety. Fundamental Duties
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# Scientific Foundations of Health

Course Code:		ins of Health	
course coue.	BSFHK158/258	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
		Total Maries	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01
The course Scientific Foundations of Heal 1. To know about Health and wellness 2. To Build the healthy lifestyles for g 3. To Create a Healthy and caring relat 4. To learn about Avoiding risks and h 5. To Prevent and fight against harmfu	(and its Beliefs) & It's b ood health for their better tionships to meet the requ armful habits in their can	valance for positive mindse future. irrements of good/social/po npus and outside the campo	sitive life.
Teaching-Learning Process These are sample Strategies, which teacher make Teaching -Learning more effective: Teachers shall adopt suitable pedagogy for el combination of different methodologies whice (i) Direct instructional method ( Low/Old (iii) Blended learning (Combination of be (v) Personalized learning, (vi) Problems b learning Tools and techniques, (viii) Use	ffective teaching - learnin th suit modern technologi Technology), (ii) Flippes th), (iv) Enquiry and evo used learning through dis of audio visual methods.	g process. The pedagogy s cal tools. I classrooms (High/advanc luation based learning, cussion, (vii) Following th teaching techniques throug	hall involve the ed Technological tools), ie method of expeditionary (h videos, animation films
Apart from conventional lecture methods, va		in the section from the day of a	and a straight of the line of the straight of
may be adapted so that the delivered lesson c Mc Good Health & It's balance for posi	an progress the students odule-1 tive mindset: Health -	(03 he Importance of Health, Inf	ours of pedagogy) luencing factors of Health
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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.

CD2 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.

Comments of Languages Descriptions



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Course Code	EMENT AND E	NTREPRENEURSHIP	
	18EE51	CIE Marks	40
Number of Lecture Hours/Week (L:T:P)	3:0:0	SEE Marks	60
Credits Course Learning Objectives:	03	Exam Hours	03
<ul> <li>To introduce the field of manageme planning, staff recruitment and sele</li> <li>To discuss the ways in which work i and importance of managerial conti To explain need of coordination bet and leadership.</li> <li>To explaintheroleandimportanceofthe entrepreneurship.</li> <li>To explain various types of entrepre factors required for capacity buildir</li> <li>To discuss theimportanceofSmallSe</li> <li>To discuss methods for generating business plan.</li> <li>To introduce the concepts of projection</li> </ul>	etion process. s allocation, struc rol in business, tween the manager eentrepreneurineco eneurs and their fu ig for entrepreneu caleIndustriesandt ewbusinessideasa t management an	ture of organizations, modes of c and staff, the social responsibilit momicdevelopmentandtheconcep nctions, the myths of entreprene rs herelatedtermsandproblemsinvo ndbusinessopportunitiesinIndiaa d discuss capitol building process	communication ty of business tsof urship and the lved. ndtheimportance of
<ul> <li>To explain project feasibility study :</li> <li>To discuss about different institution</li> </ul> Module-1			enterprises.
Planning: Nature, Importance and Purpo of Planning, Decision Making – Meaning, Module-2 Organizing and Staffing: Meaning, 1	Nature and Char	ns- Steps in Decision Making.	
Centralization Versus Decentralization of and Importance of Staffing, Process of Sel	f Authority and R lection and Recru	itment.	, Types of Committees, (Definition only), Nature
Centralization Versus Decentralization of and Importance of Staffing, Process of Set Directing and Controlling: Meaning and Communication – Meaning and Important	f Authority and R lection and Recru d Nature of Direct nce, Coordination	esponsibility, Span of Control ( itment. ing-Leadership Styles, Motivati - Meaning and Importance, Te	, Types of Committees, (Definition only), Nature on Theories
Centralization Versus Decentralization of and Importance of Staffing, Process of Set Directing and Controlling: Meaning and Communication – Meaning and Importan Coordination, Controlling – Meaning, Ster Module-3	f Authority and R lection and Recru d Nature of Direct nce, Coordination ps in Controlling.	esponsibility, Span of Control ( itment. ing-Leadership Styles, Motivati - Meaning and Importance, Te	, Types of Committees, (Definition only), Nature on Theories chniques of
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Centralization Versus Decentralization of and Importance of Staffing, Process of Sel Directing and Controlling: Meaning and Communication – Meaning and Importan Coordination. Controlling – Meaning. Ster Module-3 Social Responsibilities of Business: M Business towards Different Groups, Soci Definition of Entrepreneur, Im Characteristics of successful Entrepr Class, Comparison between Entrepre	f Authority and R lection and Recru d Nature of Direct nce, Coordination as in Controlling. Meaning of Soci- ial Audit, Busine portance of reneur, Classific eneur and Intr velopment cycle, I	esponsibility, Span of Control ( itment. ing-Leadership Styles, Motivati - Meaning and Importance, Te al Responsibility, Social Resp as Ethics and Corporate Govern Entrepreneurship, concept ation of Entrepreneurs, Intra apreneur, Myths of Entrepre Problems faced by Entrepreneur	, Types of Committees, (Definition only), Nature on Theories chniques of onsibilities of nance. Entrepreneurship s of Entrepreneurship apreneur – An Emergin encurship, Entrepreneuri s and capacity building fo



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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	-				
Teaching Hours week (L:T:P:S)	1:0:0	SEE Marks	-				
Total Hours of Pedagogy	15	Total Marks	1				
Credits	01	Exam Hours					

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.

3<sup>rd</sup> Semester

Management Studies / Engineering Department

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:

Department

Prerequisite

Offered for

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.

50

50

100

03



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	Code	21CIP37/47	CIE Marks	50
Teachin	ng Hours/Week (L:T:P: S)	L:0,T:2,P:0 = 02 Hours	SEE Marks	50
	ours of Pedagogy	02 Hours/Week	Total Marks	100
Credits		01	Exam Hours	01 Hours
Cours	e objectives: This course will a	enable the students	A	
1.	To know about the basic structur	e of Indian Constitution.		
2.	To know the Fundamental Right	s (FR's), DPSP's and Fundamental	Duties (FD's) of our cons	titution.
3.	To know about our Union Gover	mment, political structure & codes, j	procedures.	
4.	To know the State Executive &	Elections system of India.		
5.	To learn the Amendments and E	mergency Provisions, other importa	nt provisions given by the	constitution.
Teach	ing-Learning Process			
	The second s	cher can use to accelerate the atta		
		e: Teachers shall adopt suitable ped		
1		ombination of different methodolog		
(1)		w/Old Technology), (ii) Flipped clas		
		ombination of both), (iv) Enquiry an	id evaluation based learni	ng, (v) Personalized
A	learning, (vi) Problems based lea	nung inrougn discussion. 10ds, various types of innovative tea	ching techniques theorych	sides, asimation
		vered lesson can progress the studen		
	odule - 1	vereu resson can progress me sinden	is in menercuear apprecia	na practical sents.
		the man bit is the call of	Co	
		ion: The Necessity of the Const		
		the Indian constitution, The Ma		
		of Indian Constitution & Key co	ncepts of the Preamble	Salient features of
	onstitution.			
	odule - 2			
FR's, I	FD's and DPSP's: Fundame	atal Diahts and its Destriction on	d limitations in differen	Panalan.
Situatio	ns. Directive Principles of S	State Policy (DPSP) and its pre-	esent relevance in our	
Situatic exampl	ons. Directive Principles of S es. Fundamental Duties and it		esent relevance in our	
Situatic exampl	ns. Directive Principles of S	State Policy (DPSP) and its pre-	esent relevance in our	
Situatio exampl Me	ons. Directive Principles of S es. Fundamental Duties and it odule - 3	State Policy (DPSP) and its pre-	esent relevance in our on building.	society with
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# Department of Business Administration

Principles of Manager	ment and Organis	ational benaviour	
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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MARKI	TING MANAGEME	NT	5000
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.



# CHILDREN'S EDUCATION SOCIETY(Regd.)

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Course Code	22MBA16	CIE Marks	50
Teaching Hours/Week (L:P:SDA)	4:0:0	SEE Marks	50
and provide the type of the second	50		100
Total Hours of Pedagogy Credits	04	Total Marks Exam Hours	03
Course Learning objectives:	1/4	Exam riours	0.5
<ul> <li>To enable the students to become aw potential to become successful manag</li> <li>To enable learners with the mechanic English precisely and effectively.</li> <li>To introduce the students to some of vogue.</li> <li>To prepare students to develop the analysis.</li> </ul>	gers, es of writing and also of the practices in mar	help them to draft busi nagerial communicatio	iness letters in n those are in
business situations.			
<ul> <li>To train Students towards drafting bu Module-1 (7 Hours)</li> </ul>	siness proposals.		
Introduction: Meaning & Definitio Communication Process, Characteristics of in management, Communication structu Communication in crisis, Communication Barriers to communication.	of successful communia re in organization, Co	cation, Importance of communication in confl	ommunication
Module-2 (9 Hours)			
communication. Modes of Oral Communi Listening as a Communication Skill: App listening, Nonverbal communication: Mea	roaches to listening, h		ner, Process of
Module-3 (9 Hours)			
Written Communication: Purpose of v Approaching the writing process sy communication Pre writing, Writing,	stematically: The 33	K3 writing process	ective writing.
Persuasive and Bad-news Messages. Types of Written Communication In Bu- Types of Business Letters, Writing Routing	siness: Business Letter the And Persuasive Lett	s: Introduction To Bu ers, Positive And Nega	for business itive, Neutral, siness Letters,
Persuasive and Bad-news Messages. Types of Written Communication In Bu- Types of Business Letters, Writing Routin Writing, Employee Reviews, Recommend Module-4 (9 Hours)	siness: Business Letter ne And Persuasive Letter lation Letters, Thank Yo	s: Introduction To Bu ers, Positive And Nega ou Letters.	for business itive, Neutral, siness Letters, itive Messages
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THE OXFORD COLLEGE OF ENGINEERING

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	GROWTH AND INTERPERSONAL EFFE	CHVERESS	
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			
	scribe and Identify the application of various PG		
	scribe and explain in her/his own words, the rele	evance and importance	e of variou
PG and IE to be adopted in the			
	ply and improve the workplace effectiveness three		
	classify and categorise different PG and IE pra-	ctices and to be follo	wed in th
Organisation 5 The student will be able to an	ante and reconstruct I and archin required to man	age the Uuman Decou	man in th
Organisation	eate and reconstruct Leadership required to man	lage the Human Resot	irces in in
0	praise and judge the practical applicability of v	arious PG and IE prac	ctices to b
followed in the Organisation	praise and judge the practical appreciating of t	unous i o unu in pru	
Module-1 Dynamics of Persona	l Crowth	4	hours
	Meaning, nature and scope of personal growth.		
and defense mechanism. Develop	sational roles, role clarity and role boundaries. I	Ego states- Iu, ego and	i super ego
	• • •		
Module -2 Interpersonal Trust			hours
	spot and unknown part of personality. Self-disclo		
	naviors. Discovering facets of interpersonal trust		
<u> </u>	an Personality and Neuro Functioning		hours
	theory of personality types and Myers Briggs T		
	and Type A and B, Emotional intelligence. Bas	sic functions of mind:	Craativity
	tivity. Creativity processes and tools- converg		
thinking Hats, Neuro Linguistic I	Programming.	ent and divergent thi	inking. Siz
thinking Hats, Neuro Linguistic I Module -4 Attitudes, Beliefs, V	Programming. /alues and their impact on Behaviour	ent and divergent thi	inking. Siz
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 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:Designa framework to manage people

Module-1 INTRODUCTIONTOSOFTWAREPROJECTMANAGEMENT Introduction,WhyisSoftwareProjectManagementimportant?Whatisa Project?, ContractManagement,ActivitiesCoveredbySoftwareProjectManagement, Plans, MethodsandMethodologies,Somewaysof categorizingsoftwareprojects, Stakeholders,SettingObjectives,BusinessCase,ProjectSuccessandFailure,Whatis Management? Management Control, Traditional versus Modern Project ManagementPractices

Module-2 PROJECTEVALUATION&FINANCE Evaluation of IndividualProjects,CostBenefitEvaluationTechniques,RiskEvaluation, ProgrammeManagement,Managingallocation ResourceswithinProgrammes, FinancialAccounting– Anoverview– Accountingconcepts,Principles&Standards, Ledgerposting,Trialbalance,ProfitandLossaccountBalancesheet

Module-3 ACTIVITYPLANNING ObjectivesofActivityPlanning,Whento Plan,ProjectSchedules,Sequencingand SchedulingActivities,NetworkPlanningModels,ForwardPass– BackwardPass, Identifyingcriticalpath,ActivityFloat,ShorteningProjectDuration,Activityon Arrow Networks RiskManagement,NatureofRisk,CategoriesofRisk,Aframeworkfordealingwith Risk, Risk Identification, Risk analysis and prioritization, risk planning and risk monitoring

Module-4 MONITORINGANDCONTROL

CreatingtheFramework,CollectingtheData,Review,ProjectTerminationReview, VisualizingProgress,CostMonitoring,EarnedValueAnalysis,PrioritizingMonitoring, GettingProjectBackToTarget,ChangeControl,SoftwareConfiguration Management

Module-5 MANAGINGPEOPLEANDWORKINGINTEAMS Introduction,UnderstandingBehavior,OrganizationalBehavior:A Background, SelectingtheRightPersonfortheJob,InstructionintheBestMethods,Motivation, TheOldham–



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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 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

Course Code	BUSINESS AND ENTREP 18BT51	CIE Marks	40
Teaching Hours/Week (L:T:P)	(3:0:0)	SEE Marks	60
Credits	03	Exam Hours	03
Course Learning Objectives:	05	Exam Hours	03
<ul> <li>To learn about the project n</li> </ul>	nana gement		
<ul> <li>To real about the project in</li> <li>To explore entrepreneurship</li> </ul>			
<ul> <li>To explore entrepreneursing</li> <li>To understand IPR and its in</li> </ul>	•		
	mplications		
Module-1 BIO ENTERPREUNERSHIP:			
	and the last of the second of the	WOT analysis of his hos	
Introduction to bio-business, fro	-		
Development of Entrepreneurship;			
Development; Entrepreneurship in			
Characteristics; Need and rationale,			-
Financial Feasibility Study & Social	i Feasibility Study. Global bi	o ousiness and industry futu	re trends.
Module-2			
ENTREPRENEURSHIP OPPOR			
Business opportunity, Essential req			-
study on Plant cell and tissue			
Nutraceuticals, value added herbal j			source. Integration
of system biology for agricultural ag	pplications. Biosensor develo	pment in Agri management	
Module-3		BIOTECHNOLOCI: D	
ENTREPRENEURSHIP OPPOR			
Essential requirement, marketing			
monitoring and Bioremediation f	for Industrial pollutants. Pe	sticides, Herbicides etc. I	ntegrated compo
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production- microbe enriched comp prebiotics. Stem cell production,	post.Bio pesticide/insecticide stem cell bank, contract re	esearch. Production of mor	noclonal/polyclor
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production- microbe enriched comp prebiotics. Stem cell production, antibodies, Single cell protein and s Module-4	post.Bio pesticide/insecticide stem cell bank, contract re econdary metabolite producti	esearch. Production of mor ion.Contact research in micro	noclonal/polyclor obial genomics.
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	SEMESTER - V	r	
	ENVIRONMENTAL \$	TUDIES	
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 Biodiversity: Types, Value; Ho Deforestation. Module - 2			
Advances in Energy Systems (N Tidal and Wind. Natural Resource Management ( Seeding, and Carbon Trading.			
Module - 3			
Acts, Case-studies): Surface and Waste Management & Public He Industrial and Municipal Sludge. Module - 4 Global Environmental Concern	alth Aspects: Bio-medical W	astes; Solid waste; Hazardo	us wastes; E-waste
Climate Change; Acid Rain; Ozon rehabilitation of people, Environme	e Depletion; Radon and Fluori		
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	MICROBIOLOGY		
Course Code	218134	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	40	Total Marks	100
Credits	03	Exam Hours	03
<ul> <li>Course objectives:</li> <li>To understand the details of classifismicroorganisms.</li> <li>To learn different techniques of microdranaterization of microorganisms.</li> <li>To explain microbial metabolism, growto analyse various industrial application.</li> <li>To analyse various industrial problem and questioning /inquiry based technology.</li> <li>Instructions with interactions in a use of ICT tools, including You?</li> <li>Flipped classroom sessions (~10° Industrial visits, Guests talks and Students' participation through a st</li></ul>	oscopy and be able to describe with and control of microorgani of microbes caused diseases, ions of microbiology. <b>ntructions)</b> or can use to accelerate the attain a situation modelling, and delib saching. classroom lectures (physical/hyl Pube videos, related MOOCs, A % of the classes). I competitions for learning beyo	microbial techniques for gr isms. ment of the various course eration of solutions, hands-c brid). .R/VR/MR tools. nd the syllabus.	owth, cultivation an outcomes. In sessions, reflectiv
<ul> <li>Use of gamification tools (in bot</li> <li>Students' seminars (in solo or group)</li> </ul>		eative learning outcomes.	
OVERVIEW OF MICROBIOLOGY A	ND MICROORGANISMS:		
Scope and History of Microbiology (Maj			
Taxonomy. Classification, characteristics	and reproduction of Bacteria, V	iruses, Fungi, Protozoa, Alg	ae. General features
of true bacteria (Rickettsia, Mycoplasma a	and Chlamydia), Prions, Spirocl	hetes, Actinomycetes. Case :	studies.
	Module-2 (8 hours)		
METHODS AND TECHNIQUES IN M Basic principles of Microscopy, Bright-F SEM, TEM. Micrometry. Media: types a Staining techniques (Simple and different	ield, Dark-Field, Phase-Contra- nd preparation. Pure culture Te		
MICROBIAL GROWTH, METABOLI			
Microbial growth: Phases, Factors affect introduction to Transformation, Transdu- examples, metabolic pathways important ketolase, Mixed acid, TCA).Quorum sens	ing growth, growth measurem ction and Conjugation). Metab in microorganisms- Respiration	olism; Primary and Second on and Fermentation (EMP,	ary metabolites wi HMP, ED, Phosp
MICROBIOLOGY AND DISEASES:			
Common diseases caused by microbes:			
Typhoid, Pneumonia, Plague, Diphtheria, types of fungal infections (ringworm, year		Malaria, Leishmaniasis and	Amebiasis).Comm
therease out thereases are backlessed if the constraints in the	st intection). Case studies.		
types of tangar intections (ringworth, year	Module-5 (8 hours)		

and i



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Aerobiology, Air sampling techniques. Microbiology of potable water and wastewater treatment. Microbiology of soil, Beneficial Microbes, Biofertilizers, VAM, Rhizobium. Microbes in Bioremediation. Case studies. Industrially important microbes: Enzymes, SCP production, Penicillin, vitamin B12 and Glutamate production.

#### Course outcomes (Course Skill Set)

- At the end of the course the student will be able to:
- Correlate the structure, function and metabolic pathways of microorganisms.
- Apply the principles of microbial culture for identifying the appropriate technique used in culture and characterization of microorganisms under aseptic conditions.
- Analyze the role of microorganisms in environmental protection, industrial applications and infectious diseases.

#### 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). 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)

- First test at the end of 5<sup>th</sup> week of the semester
- Second test at the end of the 10<sup>th</sup> week of the semester
- Third test at the end of the 15<sup>th</sup> week of the semester

#### Two assignments each of 10 Marks

- First assignment at the end of 4<sup>th</sup> week of the semester
- Second assignment at the end of 9<sup>th</sup> 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)

At the end of the 13<sup>th</sup> 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 03 hours)

 The question paper will have ten questions. Each question is set for 20 marks. Marks scored shall be proportionally scaled down to 50 marks



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	Professional Electiv		
	ENERGY AND ENVIRON		
Course Code	18ME751	CIE Marks	40
Teaching Hours / Week (L:T:P)	3:0:0	SEE Marks	60
Credits	03	Exam Hours	03
Course Learning Objectives:			
	<u>u</u> ,	ergy use, energy efficiency, and re	esuiting
	ns of various energy supplies.		
	ects of environmental pollutio		
		al Issues like global warming, ozor	ne layer
depletion, climate change	e etc.		
		trol of pollution of water and air,	forest
protection act, wild life pr	rotection act etc.		
Module-1			-
Basic Introduction to Energy: En			
world energy production and con			
energy, Energy production and	-	<u>.</u>	
demographics Policy and Institut	ional framework, Energy pric	es and affordability, Social and e	nvironmen
aspects, Investment.			
Module-2			
Energy storage systems: Thermal		J. J. J. J.	
Energy Management: Principles o			
Energy Audit: Purpose, Methodo		industries, Characteristic method	employed
Certain Energy Intensive Industrie Module-3	PS		
Environment: Introduction, Mu	ltidisciplinary nature of en	vironmental studies- Definition	scope a
Importance, Need for public awar			
Ecosystem: Concept, Energy flow		an ecosystem. Food chains, fo	od webs a
ecological pyramids, Forest ecos			
Ecological succession.	,,,,,,,,,,,,,,,,	,,,,,,	, , , , , , , , , , , , , , , , , , , ,
Module-4			
Environmental Pollution: Definition	on Fausa affacts and contro	measures of , Air pollution Mis	ter pollutio
	Notes pollution Thermal		
Soil pollution, Marine pollution			
Soil pollution, Marine pollution Management, Disaster managem			
Soil pollution, Marine pollution Management, Disaster managem Module-5	ent Role of an Individual in pro	evention of pollution, Pollution ca	se studies.
Soil pollution, Marine pollution Management, Disaster managem Module-5 Social Issues and the Environmen	ent Role of an Individual in pro	evention of pollution, Pollution ca ming, acid rain, ozone layer deple	ise studies. etion, nucle
Soli pollution, Marine pollution Management, Disaster managem Module-5 Social Issues and the Environmen	ent Role of an Individual in pro	evention of pollution, Pollution ca ming, acid rain, ozone layer deple	ise studies. etion, nucle
Soil pollution, Marine pollution Management, Disaster managem Module-5	ent Role of an Individual in pro nt: Climate change, global war a Studies. Wasteland reclar	evention of pollution, Pollution ca ming, acid rain, ozone layer deple nation, Consumerism and was	etion, nucle
Soli pollution, Marine pollution Management, Disaster managem Module-5 Social Issues and the Environmen accidents and holocaust. Case	ent Role of an Individual In pro it: Climate change, global war studies. Wasteland reclar (Prevention and Control of Po	evention of pollution, Pollution ca ming, acid rain, ozone layer deple nation, Consumerism and was illution) Act, Water (Prevention a	etion, nucle te produce and control



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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

	EINVIKONMENTAL SI	UDIE5	
Course Code	<b>18CIV59</b>	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

EnvironmentalActs, 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.



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**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 waterissues on a global scale,
- CO2: Develop critical thinking and/or observation skills, and apply them to the analysis of a problemor 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 thatmanagers 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 andYear
Textboo	k/s			



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# Department of Mechanical Engineering

Updated on 16.04.2020/28092020

	Choice Based Cred		NEEING come Based Education (OBE	E)
SEMESTER – V ENVIRONMENTAL STUDIES				
Course Cod	le	18CIV59	CIE Marks	40
Teaching H	ours / Week (L:T:P)	(1:0:0)	SEE Marks	60
Credits	-36 -36 02	01	Exam Hours	02
Module - 1				10
	y: Types, Value; Hot-spo		Riverine, Oceanic and Lake. rvation of biodiversity, F	
Module - 2				
Seeding, ar	source Management (Con nd Carbon Trading.	cept and case-studies): Di	saster Management, Sustai	nable Mining, Clou
Module - 3	<u></u>		entive measures, Relevant	-
Module - 4 Global Env Climate Ch	vironmental Concerns (Co	pletion; Radon and Fluorid	-studies): Ground water d le problem in drinking wate	
Module - 5				
Latest Dev Remote S Environme Field work Waste wate	ensing, Environment Im ntal Stewardship- NGOs. : Visit to an Environmenta er treatment Plant; ought to	pact Assessment, Enviro 03 Hrs I Engineering Laboratory o o be Followed by understa	n Tools (Concept and App commental Management S for Green Building or Water nding of process and its brid	ystems, ISO14001 Treatment Plant o
Latest Dev Remote S Environme Field work Waste wate Course Out	ensing, Environment Im ntal Stewardship- NGOs. : Visit to an Environmenta er treatment Plant; ought to comes: At the end of the c	pact Assessment, Enviro 03 Hrs I Engineering Laboratory o o be Followed by understa ourse, students will be abl	onmental Management S or Green Building or Water nding of process and its brid e to:	ystems, ISO1400 Treatment Plant c ef documentation.
Latest Dev Remote S Environme Field work Waste wate Course Out	ensing, Environment Im ntal Stewardship- NGOs. : Visit to an Environmenta er treatment Plant; ought to comes: At the end of the c	pact Assessment, Enviro 03 Hrs I Engineering Laboratory o o be Followed by understa ourse, students will be abl	onmental Management S or Green Building or Water nding of process and its brie	ystems, ISO1400 Treatment Plant c ef documentation.
Latest Dev Remote S Environme Field work Waste wate Course Out • CO issi	ensing, Environment Im ntal Stewardship- NGOs. ( : Visit to an Environmenta er treatment Plant; ought to toomes: At the end of the c 1: Understand the principle uses on a global scale,	pact Assessment, Enviro D3 Hrs I Engineering Laboratory of o be Followed by understa ourse, students will be abl es of ecology and environm and/or observation skills, a	onmental Management S or Green Building or Water nding of process and its brid e to:	ystems, ISO14001 Treatment Plant o of documentation. ir, land, and water
Latest Dev Remote S Environme Field work Waste wate Course Out • CO issu • CO or • • CO	ensing, Environment Im ntal Stewardship- NGOs. ( : Visit to an Environmenta er treatment Plant; ought to toomes: At the end of the c 1: Understand the principle ues on a global scale, 2: Develop critical thinking question related to the env	pact Assessment, Enviro 03 Hrs I Engineering Laboratory of o be Followed by understa ourse, students will be able or of ecology and environment and/or observation skills, a ironment.	onmental Management S or Green Building or Water nding of process and its brid e to: nental issues that apply to a	ystems, ISO14001 Treatment Plant o ef documentation. ir, land, and water alysis of a problem



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# NON CONVENTIONAL ENERGY SOURCES Course Code 18ME651 CIE Marks 40 Teaching Hours/Week (L:T:P) 3:0:0 SEE Marks 60 Credits 03 Exam Hours 03

#### Course Learning Objectives:

- To introduce the concepts of solar energy, its radiation, collection, storage and application.
- To introduce the concepts and applications of Wind energy, Biomass energy, Geothermal energy and Ocean energy as alternative energy sources.
- To explore society's present needs and future energy demands.
- To examine energy sources and systems, including fossil fuels and nuclear energy, and then focus on alternate, renewable energy sources such as solar, biomass (conversions), wind power, geothermal, etc.
- To get exposed to energy conservation methods.

#### Module-1

Introduction: Energy source, India's production and reserves of commercial energy sources, need for nonconventional energy sources, energy alternatives, solar, thermal, photovoltaic. Water power, wind biomass, ocean temperature difference, tidal and waves, geothermal, tar sands and oil shale, nuclear (Brief descriptions); advantages and disadvantages, comparison (Qualitative and Quantitative).

Solar Radiation: Extra-Terrestrial radiation, spectral distribution of extra terrestrial radiation, solar constant, solar radiation at the earth's surface, beam, diffuse and global radiation, solar radiation data.

Measurement of Solar Radiation: Pyrometer, shading ring pyrheliometer, sunshine recorder, schematic diagrams and principle of working.

#### Module-2

Solar Radiation Geometry: Flux on a plane surface, latitude, declination angle, surface azimuth angle, hour angle, zenith angle, solar altitude angle expression for the angle between the incident beam and the normal to a plane surface (No derivation) local apparent time. Apparent motion of sum, day length, numerical examples.

Radiation Flux on a Tilted Surface: Beam, diffuse and reflected radiation, expression for flux on a tilted surface (no derivations) numerical examples.

Solar Thermal Conversion: Collection and storage, thermal collection devices, liquid flat plate collectors, solar air heaters concentrating collectors (cylindrical, parabolic, paraboloid) (Quantitative analysis); sensible heat storage, latent heat storage, application of solar energy water heating. Space heating and cooling, active and passive systems nower generation refrigeration. Distillation (Qualitative analysis) solar nond, principle of Module-3

Performance Analysis of Liquid Flat Plate Collectors: General description, collector geometry, selective surface (qualitative discussion) basic energy-balance equation, stagnation temperature, transmissivity of the cover system, transmissivity – absorptivity product, numerical examples. The overall loss coefficient, correlation for the top loss coefficient, bottom and side loss coefficient, problems (all correlations to be provided). Temperature distribution between the collector tubes, collector heat removal factor, collector efficiency factor and collector flow factor, mean plate temperature, instantaneous efficiency (all expressions to be provided). Effect of various parameters on the collector performance; collector orientation, selective surface, fluid inlet temperature, number covers, dust.

Photovoltaic Conversion: Description, principle of working and characteristics, application.

#### Module-4

Wind Energy : Properties of wind, availability of wind energy in India, wind velocity and power from wind; major problems associated with wind power, wind machines; Types of wind machines and their characteristics, horizontal and vertical axis wind mills, elementary design principles; coefficient of performance of a wind mill rotor, aerodynamic considerations of wind mill design, numerical examples.



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Tidal Power: Tides and waves as energy suppliers and their mechanics; fundamental characteristics of tidal power, harnessing tidal energy, limitations.

Ocean Thermal Energy Conversion: Principle of working, Rankine cycle, OTEC power stations in the world, problems associated with OTEC.

#### Module-5

Geothermal Energy Conversion: Principle of working, types of geothermal station with schematic diagram, geothermal plants in the world, problems associated with geothermal conversion, scope of geothermal energy.

Energy from Bio Mass: Photosynthesis, photosynthetic oxygen production, energy plantation, bio gas production from organic wastes by anaerobic fermentation, description of bio-gas plants, transportation of bio-gas, problems involved with bio-gas production, application of bio-gas, application of bio-gas in engines, advantages.

Hydrogen Energy: Properties of Hydrogen with respected to its utilization as a renewable form of energy, sources of hydrogen, production of hydrogen, electrolysis of water, thermal decomposition of water, thermo chemical production bio-chemical production.

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

- CO1: Describe the environmental aspects of non-conventional energy resources. In Comparison with various conventional energy systems, their prospects and limitations.
- CO2: Know the need of renewable energy resources, historical and latest developments.
- CO3: Describe the use of solar energy and the various components used in the energy production with respect to applications like-heating, cooling, desalination, power generation, drying, cooking etc.
- CO4: Appreciate the need of Wind Energy and the various components used in energy generation and know the classifications.
- CO5: Understand the concept of Biomass energy resources and their classification, types of biogas Plantsapplications

CO6: Compare Solar, Wind and bio energy systems, their prospects, Advantages and limitations.

CO7: Acquire the knowledge of fuel cells, wave power, tidal power and geothermal principles and applications.

Question paper pattern:

- The question paper will have ten full questions carrying equal marks.
- Each full question will be for 20 marks.
- · There will be two full questions (with a maximum of four sub- questions) from each module.
- · Each full question will have sub- question covering all the topics under a module.
- · The students will have to answer five full questions, selecting one full question from each module.



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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** 

		02120	
Course Code	<b>18CIV59</b>	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

<mark>Environmental Pollution</mark> (Sources, Impacts, Corrective and Preventive measures, <mark>Relevant</mark>

EnvironmentalActs, 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.



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**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 waterissues on a global scale,
- CO2: Develop critical thinking and/or observation skills, and apply them to the analysis of a problemor 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 thatmanagers 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 andYear
Textboo	k/s			

# Department of Electrical and Communication Engineering

B. E. CO	MMON TO ALL PROG	RAMMES			
Choice Based Credit System (CBCS) and Outcome Based Education (OBE)					
	SEMESTER – V				
ENVIRONMENTAL STUDIES					
Course Code	<b>18CIV59</b>	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): I	Forest, Desert, Wetlan	ds, Riverine, Oceanic and L	ake.		
Biodiversity: Types, Value; Hot-spots	; Threats and Conser	vation of biodiversity, Fo	rest Wealth, and		
Deforestation.					
Module – 2					
Advances in Energy Systems (Merits	, Demerits, Global St	atus and Applications): Hy	ydrogen, Solar,		
OTEC,Tidal and Wind.					
Natural Resource Management (Conc	cept and case-studies)	: Disaster Management, Su	stainable Mining,		
Cloud					
Seeding, and Carbon Trading.					
Module – 3					
Environmental Pollution (Sources, Im	pacts, Corrective and	Preventive measures, <mark>Rele</mark>	vant		
EnvironmentalActs, Case-studies): Surfa	ace and Ground Water	Pollution; Noise pollution;	; Soil Pollution and		
Air Pollution.					

Waste Management & Public Health Aspects: Bio-medical Wastes; Solid waste; Hazardous wastes; E-



Textbook/s

## CHILDREN'S EDUCATION SOCIETY(Regd.)

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wastes;				
Industria	l and Municipal Sludge.			
Module -	4			
Global	<b>Environmental</b> Concern	s (Concept, pol	icies and case-studies	):Ground water
depletion	/recharging, Climate Change	e; Acid Rain; Ozone	Depletion; Radon and Flu	oride problem in
drinking	water; Resettlement and reha	bilitation of people, Ei	nvironmental Toxicology.	
Module -	5			
Latest De	evelopments in Environme	ntal Pollution Mitiga	tion Tools (Concept and	Applications):
G.I.S. &	-	0		
	Sensing, Environment Impa	act Assessment, Env	vironmental Management	<mark>Systems,</mark>
ISO14001	,			
	ental Stewardship- NGOs.			
Field woi Plant or	r <mark>k:</mark> Visit to an Environmental	Engineering Laborat	ory or Green Building or Wa	ater Treatment
	ter treatment Plant; ought to	he Followed by under	standing of process and its h	rief
document		be i blowed by ullder	standing of process and its t	JIICI
	utcomes: At the end of the co	urse, students will be	able to:	
• C(	01: Understand the principles	of ecology and enviro	onmental issues that apply to	o air, land, and
W	aterissues on a global scale,			
	02: Develop critical thinking a		ills, and apply them to the	analysis of a
-	roblemor question related to t			
• C(	03: Demonstrate ecology know	wledge of a complex r	elationship between biotic a	nd abiotic
CC	omponents.			
	04: Apply their ecological kno			cribe the
	alities thatmanagers face whe	en dealing with compl	ex issues.	
-	paper pattern:			
	he Question paper will have 1	, ,	5.	
	ach question will be for 01 ma			
	udent will have to answer all	-	MR Sheet.	
• TI	ne Duration of Exam will be 2	1		
Sl. No.	<b>Title of the Book</b>	Name of the	Name of the Publisher	Edition andYear
		Author/s		апитеаг
		Autior/S		



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# Department of Mechatronics

#### Updated on 16.04.2020/28092020

Choice Based Credi		come 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			11/		
Ecosystems (Structure and Function): I Biodiversity: Types, Value; Hot-spo Deforestation.					
Module - 2					
and Wind. 02 Hrs Natural Resource Management (Conc Seeding, and Carbon Trading. Module - 3	ept and case-studies): D	isaster Management, Sustair	nable Minin <mark>g,</mark> Clou		
Industrial and Municipal Sludge. Module - 4 Global Environmental Concerns (Con Climate Change; Acid Rain; Ozone Dep rehabilitation of people, Environmenta	letion; Radon and Fluori				
Module - 5	ii Toxicology.				
Latest Developments in Environment Remote Sensing, Environment Imp Environmental Stewardship- NGOs. 0 Field work: Visit to an Environmental Waste water treatment Plant; ought to	act Assessment, Envir 3 Hrs Engineering Laboratory be Followed by understa	onmental Management S or Green Building or Water anding of process and its brie	ystems, ISO14001 Treatment Plant o		
Course Outcomes: At the end of the co					
<ul> <li>CO1: Understand the principle issues on a global scale,</li> </ul>	s of ecology and environr	nental issues that apply to ai	r, land, and water		
<ul> <li>CO2: Develop critical thinking a or question related to the envi</li> </ul>		and apply them to the ana	lysis of a problem		
<ul> <li>CO3: Demonstrate ecology kno components.</li> </ul>	wledge of a complex rela	itionship between biotic and	abiotic		
CO4: Apply their ecological kno	wledge to illustrate and	graph a problem and describ	e the realities that		



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# Department of Civil Engineering

		ENVIRONMENTAL	STUDIES	
Course Co	de	18CIV59	CIE Marks	40
Teaching	Hours / Week (L:T:P)	(1:0:0)	SEE Marks	60
Credits		01	Exam Hours	02
Module -	1			
	ity: Types, Value; Hot-sp		s, Riverine, Oceanic and Lake, aservation of biodiversity, 1	
Module -	2			
Tidal and Natural F	Wind. Resource Management (Con nd Carbon Trading.		atus and Applications): Hydr Disaster Management, Sustai	
Acts, Cas Waste Ma	e-studies): Surface and Grou	and Water Pollution; 1	d Preventive measures, Rele Noise pollution; Soil Pollution Wastes; Solid waste; Hazardo	and Air Pollution
Module -				
Latest De Remote Environm Field wor	velopments in Environment Sensing, Environment Imp ental Stewardship- NGOs. k: Visit to an Environmental	act Assessment, En Engineering Laborato	ion Tools (Concept and App vironmental Management S ry or Green Building or Wate anding of process and its brief	ystems, ISO14001 r Treatment Plant o
Latest De Remote Environm Field wor Waste wal	velopments in Environment Sensing, Environment Imp ental Stewardship- NGOs. k: Visit to an Environmental	Engineering Laborato Followed by understa	vironmental Management S ry or Green Building or Wate anding of process and its brief	ystems, ISO14001 r Treatment Plant o
Latest De Remote 3 Environm Field wor Waste wat Course of	velopments in Environmen Sensing, Environment Imp ental Stewardship- NGOs. k: Visit to an Environmental er treatment Plant; ought to b atcomes: At the end of the co	act Assessment, En l Engineering Laborato e Followed by understa urse, students will be a	vironmental Management S ry or Green Building or Wate anding of process and its brief	ystems, ISO14001 r Treatment Plant o documentation.
Latest De Remote Environm Field wor Waste wal Course of • O	velopments in Environmen Sensing, Environment Imp ental Stewardship- NGOs. k: Visit to an Environmental er treatment Plant; ought to b atcomes: At the end of the co	act Assessment, En l Engineering Laborato e Followed by understa urse, students will be a	vironmental Management S ry or Green Building or Wate anding of process and its brief ble to:	ystems, ISO14001 r Treatment Plant o documentation.
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Choice Based Credi	B. E. CIVIL ENGINE t System (CBCS) and Ou SEMESTER - V	tcome Based Education (O	OBE)
ENVIRO	MENTAL ENGINEERI	<ul> <li>A set of the set of</li></ul>	
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 1. To learn different methods of wa 2. To conduct experiments to detern 3. To determine the degree and type 4. To understand the environmental	ter & waste water quality nine the concentrations of of treatment	water and waste water	ring practice
1. Preparation chemical solutio	ns required for analysis and	I sampling methodologies	
2. Determination of pH, Condu	ctivity, TDS and Turbidity.	38 (365) 2,500	
3. Determination of Acidity an	d Alkalinity		
4. Determination of Calcium, N	agnesium and Total Hardr	iess.	
5. Determination of Dissolved			
6. Determination of BOD.			
7. Determination of Chlorides			
<ol> <li>Determination of percentage Residual Chlorine and chlori</li> <li>Determination of Solids in S</li> </ol>	ne demand.		
Volatile Solids, Fixed Solids		suspended bonds, my Dissor	ved Solids, iv)
10. Determination of optimum c		est apparatus.	
11. Determination Nitrates and I	ron by spectrophotometer		
12. Determination of COD(Dem	onstration)		
13. Air Quality Monitoring (Der	nonstration)		
14. Determination of Sound by S	ound level meter at differe	nt locations (Demonstration	)
Course Outcomes: After studying th 1. Acquire capability to conduct ex-	periments and estimate the	concentration of different pa	arameters. Activa
<ol><li>Compare the result with standard</li></ol>		•	Go to P
<ol><li>Determine type of treatment, deg</li></ol>			



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#### Air Pollution and Control syllabus

## 18CV732

Module-1

#### Introduction:

Definition, Sources, classification and characterization of air pollutants. Effects of air pollution on health, vegetation & materials. Types of inversion, photochemical smog.

#### Module-2

#### **Meteorology:**

Temperature lapse rate & stability, wind velocity & turbulence, plume behavior, measurement of meteorological variables, wind rose diagrams, Plume Rise, estimation of effective stack height and mixing depths.

#### Module-3

#### Sampling:

Sampling of particulate and gaseous pollutants (Stack, Ambient & indoor air pollution), Monitoring and analysis of air pollutants (PM2.5, PM10, SOX, NOX, CO, NH3). Development of air quality models-Gaussian dispersion model-Including Numerical problems.

#### Module-4

#### **Control Techniques:**

Particulate matter and gaseous pollutants- settling chambers, cyclone separators, scrubbers, filters & ESP - Including Numerical problems. Site selection for industrial plant location.

#### Module-5

#### Air pollution due to automobiles

Air pollution due to automobiles, standards and control methods. Noise pollution- causes, effects and control, noise standards. Environmental issues, global episodes. Environmental laws and acts.



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#### **Course outcomes:**

After studying this course, students will be able to:

- 1. Identify the major sources of air pollution and understand their effects on health and environment.
- 2. Evaluate the dispersion of air pollutants in the atmosphere and to develop air quality models.
- 3. Ascertain and evaluate sampling techniques for atmospheric and stack pollutants.
- 4. Choose and design control techniques for particulate and gaseous emissions.

#### Ground Water Hydraulics

#### 18CV734

#### Module-1

#### Introduction:

Importance, vertical distribution of subsurface water, occurrence in different types of rocks and soils, definitions-aquifers, aquifuge, aquitard, aquiclude, confined and Unconfined aquifers.

#### Module-2

#### **Fundamentals of Ground Water Flow:**

Aquifer parameters, specific yield and specific retention, porosity, storage coefficient, derivation of the expression, Darcy's law, hydraulic conductivity, coefficient of permeability and intrinsic permeability, transmissibility, permeability in isotropic, anisotropic layered soils.

#### Module-3

#### Well Hydraulics:

Steady Flow, Radial flow in confined and unconfined aquifers, pumping test Unsteady Flow, General equation, derivation; thesis method, Cooper and Jacob method, Chow's method, solution of unsteady flow equations, leakyaquifers (only introduction), interference of well, image well theory.



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#### Module-4

#### **Ground Water Exploration:**

Seismic method, electrical resistively method, Geo-physical techniques, electrical logging, radioactive logging, induction logging, sonic and fluid logging.

#### Module-5

#### **Ground Water Development:**

Types of wells, methods of construction, tube well design, dug wells, pumps for lifting water, working principles, power requirement, Conjunctive use, necessity, techniques and economics.

#### **Ground Water Recharge:**

Artificial recharge, Rainwater harvesting for ground water recharge.

#### **Course outcomes:**

After studying this course, students will be able to:

- 1. Find the characteristics of aquifers.
- 2. Estimate the quantity of ground water by various methods.
- 3. Locate the zones of ground water resources.
- 4. Select particular type of well and augment the ground water storage.



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# Department of Electrical & Electronics Engineering

	ENVIRONMENTAL ST	TUDIES	
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	12 - Carl	11. 	20 ·
Ecosystems (Structure and Function): Biodiversity: Types, Value; Hot-s Deforestation.			
Module - 2			
Advances in Energy Systems (Meri Tidal and Wind. Natural Resource Management (Co Seeding, and Carbon Trading. Module - 3		138 R R	5
Acts, Case-studies): Surface and Grou			
Waste Management & Public Healt Industrial and Municipal Sludge. Module - 4 Global Environmental Concerns ( Climate Change; Acid Rain; Ozone D	h Aspects: Bio-medical W Concept, policies and ca Depletion; Radon and Fluori	astes; Solid waste; Hazardo se-studies):Ground water c	us wastes; E-wastes
Waste Management & Public Healt Industrial and Municipal Sludge. Module - 4 Global Environmental Concerns (	h Aspects: Bio-medical W Concept, policies and ca Depletion; Radon and Fluori	astes; Solid waste; Hazardo se-studies):Ground water c	us wastes; E-wastes lepletion/recharging
Waste Management & Public Healt Industrial and Municipal Sludge. Module - 4 Global Environmental Concerns ( Climate Change; Acid Rain; Ozone D rehabilitation of people, Environmenta	h Aspects: Bio-medical W Concept, policies and car Depletion; Radon and Fluori al Toxicology. ental Pollution Mitigation pact Assessment, Enviro al Engineering Laboratory be Followed by understand course, students will be able es of ecology and environm g and/or observation skills, ronment. powledge of a complex rela	astes; Solid waste; Hazardo se-studies):Ground water of de problem in drinking wat <b>Tools (Concept and App</b> onmental Management S or Green Building or Wate ling of process and its brief of e to: ental issues that apply to ain and apply them to the ana tionship between biotic and	us wastes; E-wastes lepletion/recharging er; Resettlement an <b>dications):</b> G.I.S. & ystems, ISO14001 r Treatment Plant o documentation. r, land, and water alysis of a problem abiotic components



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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	0.3

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: Mcaning, types and significance of research design, errors affecting research design.

Exploratory Research: Mcaning, 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.